

## Original Paper

# Research on Teaching Evaluation Index System of Applied Undergraduate Teachers

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Received: March 25, 2024

Accepted: April 12, 2024

Online Published: April 18, 2024

doi:10.22158/jetss.v6n2p58

URL: <http://dx.doi.org/10.22158/jetss.v6n2p58>

### Abstract

*With the continuous development of our country's social economy and undergraduate education teaching reform, colleges and universities should "focus on training innovative, compound, applied talents", the applied talents training mentioned a prominent position, for higher education talent training pointed out the direction. As the backbone and foundation of the development of application-oriented undergraduate colleges and universities, the society from all walks of life is paying more and more attention to the training quality of application-oriented undergraduate colleges and universities and the teaching evaluation of teachers. This paper is committed to exploring and constructing a set of teaching evaluation index system for applied undergraduate college teachers that meets the development requirements of the new era, has the characteristics of standardization, science and strong practical operation, so as to further optimize the teaching evaluation mechanism of applied undergraduate college and continuously improve the level of teaching quality management in colleges and universities. At the same time, it helps and promotes teacher education and teaching to be more professional, standardized and targeted, so as to better promote the development of teachers' career.*

### Keywords

*Applied undergraduate universities, teacher teaching evaluation, evaluation index system*

### 1. Introduction

When education prospers, a country prospers, and when education is strong, a country prospers. In the new journey of building an education power, application-oriented undergraduate colleges and universities, as an important part of the higher education system, are an indispensable and important force. Therefore, the establishment of a scientific, standardized, fair and reasonable teaching evaluation

index system with strong practicability is of great significance to improve the teaching quality of application-oriented undergraduate teachers and promote the professional development of teachers. From the perspective of combining theory and practice, this paper will conduct in-depth research on the teaching evaluation index system of applied undergraduate colleges and universities, so as to provide reference for other applied undergraduate colleges and universities.

## **2. Review of Literature**

### *2.1 Research Status at Home and Abroad*

In foreign countries, some achievements have been made in the research of teachers' teaching evaluation index system. For example, The Evaluation of Teacher Effectiveness System in the United States, The Framework for Professional Development and Evaluation for Teachers in the UK. These evaluation systems usually include indicators of classroom teaching, student evaluation, self-evaluation and other aspects, aiming to comprehensively evaluate the teaching level of teachers. In China, there have been many research results on the teaching evaluation index system of teachers in ordinary undergraduate colleges and higher vocational colleges. These research results at home and abroad provide valuable reference for us to build the teaching evaluation index system of applied undergraduate teachers.

### *2.2 The Current Situation of Teaching Evaluation in Application-oriented Undergraduate Universities*

At present, on the basis of summarizing the past experience of teaching evaluation in higher education, the research on teaching evaluation in application-oriented undergraduate colleges has achieved some result. However, with the rapid development of higher education, there are still some controversies and deficiencies in the structure composition, weight assignment, evaluation standard and other aspects of the teaching evaluation index system of teachers. Some studies advocate that teachers' teaching ability, scientific research strength, teaching attitude and other factors should be comprehensively considered to form a comprehensive evaluation system. However, other studies tend to focus on the actual teaching effect of teachers and emphasize the importance of student evaluation in the evaluation process to more directly reflect the teaching quality of teachers and the satisfaction of students. However, due to the particularity of talent training objectives in application-oriented undergraduate colleges and universities, the existing teaching evaluation index system of teachers is difficult to fully adapt to the characteristics and needs of application-oriented undergraduate colleges and universities, and has not yet formed a unified understanding and method, which is still in the initial stage of research. Based on the summary and analysis of the previous research results, combined with the actual situation of the applied undergraduate university where I teach, this paper puts forward the construction of teachers' teaching evaluation index system suitable for its characteristics and needs.

### **3. Construction Principle of Teaching Evaluation Index System for Applied Undergraduate Teachers**

#### *3.1 The Principle of Scientific Orientation*

In the construction of the evaluation system, through in-depth research and reference to the latest research results of pedagogy, psychology and other disciplines, to ensure that the selection and setting of evaluation indicators are based on scientific theory and practical verification. At the same time, through data analysis, empirical research and other ways to ensure the accuracy and effectiveness of the evaluation system, emphasize the authenticity and objectivity of the data, avoid the influence of subjective assumptions and biases, to ensure that the evaluation results can truly reflect the teaching ability and teaching effect of teachers.

#### *3.2 The Principle of Comprehensive Coverage*

In order to fully reflect the teaching work of teachers, the evaluation is carried out from the aspects of teaching preparation, teaching implementation, teaching management and teaching effect. Specifically, by emphasizing and paying attention to teachers' teaching goal setting, teaching content selection, teaching method application, classroom management, student interaction and student feedback. At the same time, teachers' teaching attitude, teaching innovation and teaching reflection will also be considered to ensure that the evaluation content is comprehensive and meticulous.

#### *3.3 The Principle of Easy Operation*

In order to facilitate the practical operation of evaluators, the evaluation process is simplified as much as possible and the evaluation steps are clarified. Consideration may be given to providing specific guidance and support to evaluators through the development of detailed evaluation guidelines and operation manuals. At the same time, supporting design of easy to understand and use of evaluation tools, such as questionnaires, observation tables, so that evaluators can easily understand and operate, can easily complete the evaluation work. In addition, necessary training and guidance should be organized and carried out to help evaluators master evaluation skills and methods and ensure the accuracy and objectivity of evaluation results.

#### *3.4 The Principle of Flexible Adaptation*

The field of education and teaching is constantly developing and changing, so it is necessary to maintain the openness and flexibility of the evaluation system. The relevant data and information of teachers' teaching should be collected and analyzed regularly, and the evaluation indicators should be adjusted and updated in time to meet the needs of education and teaching reform. At the same time, teachers should be encouraged to actively participate in the improvement and perfection of the evaluation system, and put forward valuable opinions and suggestions. Establish and improve the evaluation and feedback mechanism, timely collect teachers' feedback, continuously improve and optimize the evaluation system, and ensure that it always keeps pace with The Times.

#### 4. Construction of Teaching Evaluation Index System for Applied Undergraduate Teachers

Whether the teaching evaluation index system of teachers is scientific and reasonable plays an important role in the quality and connotation development of education in application-oriented undergraduate colleges and universities, and directly determines whether the school can cultivate high-quality talents with innovative spirit and strong practical ability. Therefore, in the design of evaluation system indicators and weight assignment, we should focus on whether teachers can effectively integrate theoretical knowledge from books with practical teaching, which is conducive to promoting the comprehensive quality of students. In addition, teaching evaluation activities should be viewed from the perspective of development, and the subject and object of evaluation should be clear about the purpose and function of evaluation activities: to carry out teacher evaluation activities is not only an objective understanding of the current teaching level of teachers, but more importantly, to help them develop better in the future teaching career and finally achieve their career development goals.

Combined with the characteristics of application-oriented undergraduate universities, the teaching evaluation index system of teachers from 5 aspects, 7 first-level indicators and 17 second-level indicators and the corresponding weight score are constructed by comprehensively considering teachers' teaching objectives and curriculum design, teaching process and method, teaching resources and conditions, student development and effectiveness, and teachers' professional development and quality. The details are as follows:

**Table 1. Teacher Teaching Evaluation Index**

| First-level indicators                          | Second-level indicators             | Third-level indicators  |
|---|-------------------------------------|---|
| Teaching objectives and Curriculum Design (30%) | Clarity of teaching objectives      | Clear and specific teaching objectives (10%)<br>Teaching objectives and curriculum positioning fit (10%)  |
|   | Curriculum design is reasonable     | Course content and industry demand (5%)<br>Combination of theory and practice (5%)  |
|   | Diversity of teaching methods       | Using a variety of teaching methods to stimulate students' interest (8%)<br>Focus on student participation and interaction (7%)                       |
|   | Standardization of teaching process | Orderly classroom Management (5%)<br>Assignment and Exam Evaluation Science (5%)  |
| Teaching resources and conditions (15%)         | Abundant teaching resources         | Complete teaching materials and timely update (5%)<br>Proper Application of multimedia teaching Tools (5%)<br>Good practical teaching conditions (5%) |
| Student development and improved                | Students' ability is improved       | Students have solid knowledge (weight: 6%)<br>Improvement of Students' Practical Skills (weight: 7%)  |

| effectiveness (20%)                                   |              | Cultivation of Students' Innovative Thinking (Weight: 7%)                               |
|---|--------------|---|
| Teachers' Professional development and literacy (10%) | Teacher      | Teachers continue to learn and update their knowledge (3%)                              |
|   | professional | Teachers participate in teaching and research activities to improve teaching level (3%) |
|   | development  | Teachers' Professional Ethics and sense of Responsibility (4%)                          |

## 5. Application Connotation of Teaching Evaluation Index System for Applied Undergraduate Teachers

### 5.1 Teaching Objectives and Curriculum Design

This index mainly examines whether the teachers have a deep understanding of the teaching characteristics and requirements of application-oriented undergraduate colleges and universities, whether they have a clear understanding of the teaching objectives of the courses they undertake, and whether they can design the teaching objectives suitable for them according to the characteristics of application-oriented undergraduate colleges and the acceptance ability of students. Whether the teaching objectives designed by the teachers have developmental thinking, whether they can continuously and timely update and improve the teaching content in combination with the development trend of the industry and the trend of technological innovation, so as to help students quickly adapt to the needs of market development, whether the teachers pay attention to the connection of teaching content and straight out the internal logical relationship of knowledge in the teaching process, Finally, help students build a more perfect knowledge structure system.

### 5.2 Teaching Process and Method

To a large extent, the teaching level of teachers is reflected through their own teaching process and methods. Teachers need to flexibly use diversified teaching methods, such as in-depth case analysis, active group discussion and practical and operational project activities, so as to fully mobilize students' enthusiasm for learning and stimulate them to actively explore and study the source power of learning. Diversified teaching methods can not only enrich the classroom teaching form, but also better adapt to the learning needs and motivation of different students, so as to improve the teaching effect. In addition, teachers also need to pay attention to appropriate benign interaction in the teaching class, encourage students to participate boldly and actively, and form a good and relaxed classroom atmosphere. In the whole teaching process, teachers need to follow the teaching standards and requirements of the college, take multiple measures to ensure the normal classroom order, carry out homework inside and outside the class, and the examination evaluation of each stage is more fair, just and scientific.

### 5.3 Teaching Resources and Conditions

Teaching resources and conditions are the basis of ensuring teaching quality. Teachers can make full use of all kinds of teaching resources related to the course, such as textbooks, teaching courseware, experimental equipment, etc., and regularly check whether the teaching materials are complete and

updated in time. At the same time, whether the teacher can master and operate the multimedia teaching tools related to the course, further improve the teaching effect. In addition, teachers should always pay attention to the completeness of the construction of practical teaching environment in the teaching process, because the level of students' theoretical knowledge and practical skills often depends on the quality of school education and skill practice teaching conditions.

#### *5.4 Student Development and Effectiveness*

Student development and effectiveness is one of the final criteria to evaluate the teaching effect of teachers. In the process of teaching, teachers should expand the depth and breadth of students' knowledge as much as possible, and actively guide them to apply the knowledge they have learned to the actual life, so as to achieve the internalization and subsumation of theoretical knowledge. Through various ways such as organizing internship practice, experimental demonstration and project implementation, teachers create opportunities for students to participate in person, enjoy the fun of learning in the experience process, and further improve their hands-on ability and problem-solving ability, so that they can exercise and improve their skills in practice. At the same time, due to the differences in students' interests, personalities and other aspects, teachers should teach students in accordance with their aptitude in the teaching process, and strive to create opportunities for innovation and development suitable for different students. In addition, teachers can collect students' suggestions and feedback through questionnaires, interviews, examinations and other forms, so as to timely grasp students' evaluation of teaching key contents, teaching methods, teaching attitudes and teaching effects, so as to timely adjust their teaching strategies and improve the elements of the teaching process. At the same time, teachers comprehensively evaluate students' learning effectiveness through their performance in class, the completion of various assignments inside and outside class and the mid-term examination, so as to provide strong support for the improvement of subsequent teaching behavior, so as to better promote students' development.

#### *5.5 Teachers' Professional Development and Quality*

Teachers' professional development and accomplishment are the internal motivation to improve the quality of teaching. Teachers' professional ethics and sense of responsibility not only affect students' learning attitude and effect, but also have a profound impact on students' value formation and life development. Higher education in our country is in a stage of rapid development, which puts forward higher requirements for teachers, especially teachers in applied colleges and universities. Therefore, teachers need to continue to learn new knowledge and new skills, understand the cutting-edge educational concepts in the field of education, be familiar with and use advanced teaching methods, and have a deeper understanding and research of subject knowledge. To provide students with better education services. At the same time, teachers also need to actively participate in teaching and research activities. By participating in activities such as class preparation in cluster pairs, observation of open teaching classes, and summary and sharing of teaching experience, they can conduct in-depth discussion and research with other teachers on problems and challenges, successful experiences and

teaching strategies in teaching activities, so as to improve their teaching level and broaden their teaching horizons. In addition, teachers' professional quality includes professional ethics and sense of responsibility. As students' mentors and models, teachers should pay attention to the cultivation of teachers' ethics and style and set a good example for students. This includes respecting students' individuality, caring for students' learning and life, evaluating students' achievements and performance fairly, and taking responsibility for students' learning growth and professional life development planning.

## **6. Application and Optimization of Teaching Evaluation Index System for Application-oriented Undergraduate Teachers**

### *6.1 Establish Diversified Evaluation Subjects*

The evaluation subject should include corresponding students, department colleagues, school leaders, peer teachers, self and other roles. In addition, the person in charge of the practice base and the person in charge of the employment unit can be invited to participate in the evaluation, so as to evaluate the teaching quality and efficiency of teachers and the achievement of students more objectively, and ensure the fairness and accuracy of the evaluation results to the maximum extent. At the same time, actively carry out and encourage teachers to carry out cross-teaching evaluation activities, which is helpful to stimulate each other's teaching inspiration and improve the teaching level.

### *6.2 Formulate Reasonable Evaluation Rules*

Combined with the different characteristics of each university, as well as the actual situation of talent training needs, based on the individual characteristics of each teacher, according to the evaluation index system, formulate and supplement the specific evaluation index and evaluation operation process.

### *6.3 Actively carry out evaluation related training.*

In order to facilitate the smooth development of the evaluation work and ensure that the teachers and managers involved in the evaluation can understand and master the evaluation criteria, special training meetings should be held regularly or irregularly to improve the professionalism and accuracy of the evaluation work.

### *6.4 Establish a Regular Evaluation and Feedback Mechanism*

Combined with questionnaire survey, expert review and other forms, hold monthly teacher teaching evaluation summary meeting, timely feedback to the evaluated teachers evaluation results. For example, some teachers with excellent results in teaching evaluation activities will be given priority in job promotion, title evaluation, post allowance and other aspects to better stimulate their enthusiasm and enthusiasm for work; Of course, while affirms the achievements, we should also focus on pointing out the shortcomings, helping teachers actively improve their teaching behavior, and providing targeted improvement programs.

### *6.5 Dynamically Optimize the Evaluation Index System*

Track and understand the frontier trend of the development of applied undergraduate education in time,

constantly summarize and accumulate the practical experience and lessons of evaluation, combine the development of the school and the innovation and reform of specific teaching mode, organize industry experts, teachers, students and other multiple subjects to participate in and discuss together, and evaluate the rationality, fairness, scientific and other aspects of the evaluation index system. Exploratory investigation and research on the related work of the proposed revised teaching evaluation index system, timely adjustment, improvement and optimization of the evaluation index system, so as to make it more in line with the actual needs of application-oriented undergraduate colleges and universities.

## 7. Conclusion

To carry out the research on the teaching evaluation index system of application-oriented undergraduate teachers not only has far-reaching theoretical value, but also has significant practical guiding significance. The index system proposed in this paper provides a basic framework for teaching evaluation of teachers in application-oriented undergraduate universities, helps to improve the level of teacher education and teaching, promotes and enriches the convolutional development content of application-oriented undergraduate schools, and lays a foundation for in-depth research and practical application in the future. It is hoped that through continuous efforts and exploration, It can contribute to improving the teaching quality and teaching level of teachers in application-oriented undergraduate colleges and universities.

## Fund

Special project of Education evaluation reform in 2022 in the 14th Five-Year Plan of Guangxi Education Science: "Research on the reform of Teaching Evaluation System for applied undergraduate teachers" (2022ZJY467).

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