

## **Task transition in teaching evaluation under the light of “student center”**

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**Abstract.** The teaching concept of “student center” deals with transition from “teaching center” to “learning center” in the higher education system. The key of establishing efficient models for teaching evaluation is the conduction of four transition tasks. They are value transition from “teaching for evaluation” to “evaluation for teaching”, subject transition from “evaluation for teachers” to “evaluation for both teachers and students”, content transition from “evaluating teaching” to “evaluating learning”, and method transition from “evaluation by single method” to “evaluation by multi-methods”.

### **1. Introduction**

Since 1999, the development of higher education system has been increased rapidly, and so do the educational evaluation. The education evaluation center in China Higher Education was established in August in 2004. The law “opinions on bachelor teaching evaluation in general higher education” documented by China Higher Education was published in 2011. It elucidates the demands for bachelor teaching evaluation by deep insight on four sections, including meaning and subject, policy system, main content and elemental form, and organizational management. The improving development of policy creates a good environment for conducting teaching evaluation. However, it also poses a series of problems, such as unclear value, uncertain orientation, single subject, and lack of scientific method, in different universities. Thus, the teaching concept of “student center” might play a positive role in promoting efficient teaching evaluation.

### **2. Theory for teaching evaluation with “student center”**

The viewpoint “student center” was firstly developed by American famous psychologist Carl Ranson Rongers (1902-1987). He commented that the most important thing for students was to learn how to study in lectures. In 1998, it was claimed by United Nations Educational, Scientific and Cultural Organization (UNESCO) that higher education should transit to a new horizon and model with “student center”, which triggered a revolution in exploring the teaching methods in domestic universities. This concept contains a key core that efficient teaching spins for students’ study. Over time, the relationship between evaluation and students’ study is a critical issue in teaching. During practice evaluating content forms learning content, and evaluating methods

form learning procedures [1]. Consequently, the ways to form an efficient evaluation system with “student center” are very important.

The critical review of Cuba and Lincoln’s Fourth Generation Education sheds light on teaching evaluation with “student center”. It mainly covers three sections. Firstly, it particularly opposes managerialism and advocates multiplicity of values. During evaluation, it should learn and combine critically all the comments from various departments, which include all subjects and the relatives. It should be convinced that student is the main subject during evaluation. Secondly, it opposes excessively advocacy of scientific positivism [2]. Evaluation is a procedure of psychological construct, revealing not a true and objective evaluation but the recognition of evaluating targets. Subsequently, the results may be produced by the interaction between the valuator and evaluator [3]. Thirdly, the aim of educational evaluation is to enhance the working quality and efficiency of evaluator.

Under the guide of the Fourth Generation Education, the revolutions of efficient teaching evaluation with “student center” should complete four transition tasks, including value transition, subject transition, content transition, and method transition.

### **3. Value transition**

It should be clearly elucidated the value and functions of teaching evaluation. According to different goals and functions, there are three types of teaching evaluation: correcting, displaying, and developing. In our country, higher education evaluation has improved in recent years. However, many issues in different aspects remain to be resolved. For example, formalism outweighs realism, distortive and unilateral perception infers the goal and the guideline of teaching evaluation, correcting and displaying evaluations, rather than developing evaluation, are focused.

Teaching for evaluation deals with selection or elimination the talents by the evaluating data, and it focuses on evaluation. In contrast, evaluation for teaching concerns with encouragement and promotion of teaching, and it focuses on teaching [4]. It is well known that teaching evaluation is just a measurement, and promoting student development is the goal. It should not be dissociated and confused between measurement and goal. Evaluation serves to provide a better teaching environment, enhancing teaching procedure, and elevating teaching efficiency and quality, but not to compete, rank, select or eliminate the talents.

Teaching evaluation exhibits the functions to differentiate the teaching levels and teaching quality. Educational managers can evaluate the actions and values of teaching from the data, which also indicate the social influence and efficiency. Educational managers can also justify whether input and output are reasonable, and the distribution reaches its goals. But it should be noted that the value choice behind teaching evaluation becomes a factor to limit the revolution and development of teaching evaluation. Teaching evaluation, more than a tool for

justifying good or bad, also becomes a part of teaching. It indicates the achievement or shortcoming during teaching.

Teaching evaluation should show the functions for regulation, encouragement, and promotion in teaching. The evaluating data may reveal the flaws in the management model for teaching, leading to establish a positive feedback to enhance the teaching quality [5]. As a result, educational manager should investigate the social need and variety, determine the educational goals, and make the policies to maintain and balance the homeostasis. In addition, the multi-subject may positively feedback to higher university for further improving the teaching design and goals, stepping to a new horizon.

#### **4. Subject transition**

Currently, quality evaluation in university is determined by educational managers and teachers, neglecting the subject evaluation by students, which should be the main subject in the processes of teaching and evaluation. They are the beneficial owners, who may combine their own experience to evaluate the teaching quality. Consequently, participation of students in university becomes a critical tool for enhancing the teaching quality and demonstrates the subject functions. The concept “student center” has been involved in higher education system, and many universities conduct a series of relative evaluating work. However, there are still remaining many shortcomings for students in the processes the teaching evaluation in universities.

From the formal point of view, teaching evaluation in many universities is conducted online, although they may show differences. Generally, the way for evaluation was the combination of description and score. From the content point of view, teaching evaluation is conducted at the end of semester, when the courses are almost finished. This may become a resulting evaluation, which cannot positively feedback in time to improve the teaching capability of teachers. “One method for all” evaluation, lacking the features for different disciplines and courses, cannot meet the needs of the comprehensive university. From the point of view on application of evaluation results, it is involved in assessment of professional titles in university. However, it is excluded in restraint or encouraging mechanisms in routine work and assessment [6]. From the point of view on participation of students, universities do not set up relative supervising and guaranteeing policies. Unaware of importance, students do not make teaching evaluation serious. These may influence the authenticity and validity of evaluation results.

Participation of student should be involved in teaching evaluation. Universities shall make a set of policy for students to serve in evaluation, guaranteeing the involvement of students. Exploring evaluating tools for various courses is also available for students, promoting teaching revolution. In addition, the graduated students should be included.

## **5. Content transition**

Content transition deals with evaluation transition from teaching to learning. In China, 39 universities cooperatively published a document “Report on bachelor teaching quality” in 2011. It elucidated seven parts, including general information of bachelor teaching, condition of human resource and teaching, teaching construction and revolution, quality guarantee system, students’ learning efficiency, characteristic development, and strategies and management of problems. Of which, it needs 7 data to indicate the efficiency of students’ learning. They are students’ satisfactory degree, graduation of bachelor, degree granting, studying for postgraduate, employment, social evaluation for graduates, and achievement of graduates. However, no data indicate the studying processes of students. Aiming to present educational achievement, reports derived from educational manager show too less information about the feedback from students. It lacks the comments from students on teaching and engagement of students in teaching and cultivating.

Education means more than teaching. It shows more in learning. National survey of student engagement is an evaluating model invented by Indiana University. It defines students as the evaluating subject in university. This model reveals the teaching quality in university through investigating goal-guided efficient teaching practice and engagement of students, leading to enhancing teaching quality by improvement of students’ learning quality. 322582 students in 560 American universities were involved in this investigation in 2016. In China, Tsinghua University pioneered to conduct this project “engagement of Chinese students in learning” in 2009. More than 100,000 students in almost 100 universities were involved in 3-year investigation. Thus, our higher educational quality evaluation is stepping forward to develop teaching evaluation with “student center”, which pays attention to both teaching and learning.

## **6. Method transition**

Method transition concerns with transition from “single-method evaluation” to “multi-methods evaluation”. Evaluation methods may greatly impact learning process, and update of teaching evaluation methods attracts the interest of investigators in teaching revolution. Reasonable and justified evaluation models may positively encourage students’ learning.

Traditionally, students get scores only by the final exam. This method misleads students to focus on the result evaluation and neglect the participation in the lectures. Some students have to rely on short-term memory for exam, due to deficiency of knowledge accumulation. Such evaluation dooms not to indicate students’ learning process, leading to inflexible understanding and application of knowledge. Thus, combination of process evaluation and result evaluation under the law of education may optimize students’ learning.

In addition, quantity evaluation and quality evaluation may mutually cooperate to improve teaching engagement. Quantity evaluation compromises the integrity and development of teaching, leading to failure of

demonstrating the functions of evaluation. In contrast, description-oriented evaluation is attaching on observing, understanding, elucidating, research, and improving, which makes up the flaws of quantity evaluation [7].

As the development of electronic information, evaluation can be conducted with or without paper. Multi-media and various softwares benefit education managers and teachers. With these advanced tools, educational managers may create innovative exploration for teaching evaluation. Traditional paper-based engagement is not sure to be the only way for management in modern educational system.

## **7. Conclusions**

Teaching evaluation with “student center” in university should balance the relationship among value transition, subject transition, content transition, and method transition. Aim to enhance the teaching quality for better students, different universities should make the policies according their own status specifically.

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