Construction and Implementation of Vocational Curriculum Process Evaluation System in "task-driven project" Teaching Mode—Experiences in "International Marketing" Curriculum

Li Chunhong[1]
[1] Dept. International Business, Guangzhou Institute of technology, Guangzhou, China
Yunqin Zhang[1]
[1] Dept. International Business, Guangzhou Institute of technology, Guangzhou, China

Wang Dongwu[1]
[1] Dept. International Business, Guangzhou Institute of technology, Guangzhou, China
Gao Huihui[2,a]
[2] Dept. Registry,Guangzhou Institute of technology Guangzhou, China
[a] lichhit@qq.com

Abstract: Teaching evaluation system is the most important link of vocational college teaching quality assurance, which plays important role in collage teaching management and the collage development. Teaching evaluation system is a systemic engineering with rich connotation and denotation. From the teaching evaluation theory and development, this paper synthesizes the teaching evaluation development in higher vocational colleges combining with the local condition, through research and other forms, re-position teachers' evaluation status, tries to find out the effective ways to solve the problems appeared to truly display the role of teaching evaluation in "task-driven project" teaching mode. Finally, this paper demonstrates our experiences in "International Marketing" Curriculum of collage and give some advices in practice.

Keywords: "Task-driven project" teaching mode; Process Evaluation System; key competencies ability; Construction and implementation

1. Introduction

Assessing students' learning quality is the essential ingredient in effective and motivating instruction; but what are relevant criteria to determine the quality of such an assessment? Assessment for learning can be interpreted as providing in formative feedback, which is regarded as a key route in accomplishing significant improvements in students' ability in learning how to apply. To promote such abilities, assessment's prime function is to endorse adaptive, student focused feedback on the learning progress of applying. In consequence, new modes of assessment conducive to such a promotion of learning have been called for. These new modes of assessment for learning are meant to scaffold coherent, authentic, personalized, direct, and practical that will help them to actively engage in successful learning activities. As tools of assessment, they are regarded primarily to facilitate reaching improved learning outcomes in contrast to being 'just' measurement tools for student achievement in a summative sense.

"Task-driven project" teaching mode belong to the "task-driven" teaching mode, but if we do not timely summary and evaluation the key competencies of students', then they can not achieve teaching objectives, and teaching effectiveness will be greatly reduced, or even be inferior to traditional teaching mode. Therefore, the grant programs combine related teacher professional students targeted for different teaching and improve students' ability to develop the critical process. To effectively motivate students to participate enthusiasm and initiative we need to build and implement projects to match the pattern of teaching and effective evaluation system. To provide a reference for the education sector colleagues, first these papers describes the construction of intensive practice logistics and then give some advice on the implementation of higher vocational college student teaching process in vocational curriculum process evaluation system.

Different from the traditional teaching program, teaching objectives of contemporary teaching is to make students have key capabilities, not only to guide students to acquire knowledge and skills, but also to guide students through the application of knowledge and skills into actual capabilities in their personal experience, such as market research task, before the investigation of market information, any related teacher can not be completely on students' behalf. In traditional classroom teaching, teachers is generally used to explain and demonstrate, the students listen, and then teacher test their teaching effectiveness in a test paper, but the teacher cannot know whether the students have achieve the key competencies ability of serving the community in their future. To enable students to acquire and exercise the key competencies ability, teachers need to reposition the role in the teaching process, they should be a guideline who assisted, managed, and made students being the main role in classroom teaching process, which is the only way to enable students to apply their knowledge and key competencies ability in collage. Recent years, there have been reforms in the education sector a variety of teaching modes, such as "Case Study", "systematic work process" and "task-driven approach" and so on[2]. In the "task-driven project" teaching mode continues to advance at the same time. The problem has cropped up; no one will experience several innovative reforms or improvements to succeed. Therefore, in the teaching process requires combining related educators actually granted courses targeted teaching, building a relatively reasonable evaluation system for the evaluation of

complicated key competencies, which are the ultimate goal of teaching activity.

2. "task-driven project" of the teaching process of evaluation practice

The so-called "task-driven project" Teaching mode [1] refers to the teachers and students through the joint implementation of a complete project activities carried out, is to organize students to participate in a particular "task-driven project" design, implementation and management, to enable students to gain experience and skills in the experience, achieve a teaching mode of teaching objectives. "task-driven project" Teaching as a target to develop their professional ability to practice and application as a basic principle, the construction of teaching practice system, to explore the skills-based teaching model, which is aimed at the classroom teaching the theory and practice of organically combined, charge to explore the creative potential of students to improve their comprehensive ability to solve practical problems, it is an "action-oriented" pedagogy.

In this paper, the key goal of "International Marketing" curriculum is the logistics expertise under theoretical and practical background. Vocational colleges need tightly example to introduce the implementation process "task driven project "of pedagogy". International Marketing" is a complex covers, which requires teachers a lot of reading material in their spare time, including psychology, economics, marketing and certain practices. If the teacher have good knowledge structure and adequate practical experience, the course would not be very difficult to carry out. To enable every student to participate into the classroom, professional teachers should divide specific content into a number of tasks, and the students make group division by themselves, team knowledge application display (PPT) (including notes and division of labor within the group, such as matters), the evaluation team to take the principle of mutual evaluation and summative evaluation of teachers combine. To further improve the process of "task-driven project" teaching practice evaluation results can not be quantified and specific issues, related teacher focus on teaching courses in international marketing team during the effective use of peer assessment, this group of avoidance, self-assessment within the group members and teachers review guidelines and other methods of teaching process to build the "task-driven project" teaching mode evaluation system [3].

2.1 "task-driven project" Teaching Evaluation System Construction

To better during the "task-driven project" will be implemented in practice teaching evaluation system to share with colleagues, first of the course evaluation form, content and elaborate standards, combined with the granting of the course content for evaluation [3].

2.2 Evaluation form

Market research report writing, in the form of market research results show PPT, Divide the class into groups 5-6, 6-8 persons / groups, each group discussions after combining its related companies choose to write research reports, division of labor to complete and display process will be described PPT. Chosen by each group of one or several related to the podium in charge of student presentations. After the presentation, the group would answer questions from other groups of students, the teacher in charge of a comprehensive evaluation of 60% -70%, the other team send a student to the podium the team will evaluate the comments were read, but do not read their evaluation scores, teachers will have their scores entered in the Record of teachers. Evaluation process to follow other teams score, the principles of the group avoided.

2.3 Evaluation criteria

In a semester, each team has three research tasks; therefore, the final grade is the average of the three research evaluation, teachers and standards set score is based on the work plan, content enrichment, content rigorous nature, PPT courseware vivid and presentation logic five aspects.

TABLE I.   LEARNING FEEDBACK FORM

	0	10	20	30	40	50	60	70	80	Comment
Professional skills										
Key competency assessment notes										Comment
Operation										
Independent										
Communication skills										
Ability to cooperate										
Problem-solving skills										
Responsibility										

Other teams are not prescribed for the PPT presentation research team evaluated the completion and evaluation score points before writing it to the basis and improvements, teacher evaluated the proportion of their final exam scores and adjusted (according to specific circumstances, such as 60 % or 70%), other groups have also evaluated the advice of a summary of its share of the assessment team's final grade a certain proportion (such as 40% or 30%).
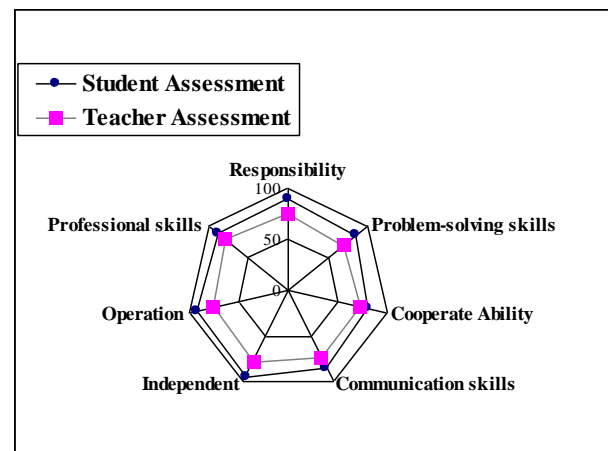

Figure 1.   Comparison radar feedback figure of student self-evaluation and teacher evaluation

To avoid student achievement as a team to a transcript, and taking into account the principle of fairness, the last class before the layout team leader and a member of the team members together to evaluate and write evaluation comments. The below figure is an example for the comparison feedback of student self-evaluation and teacher evaluation. From figure 1, we can see teacher and student have different opinion in the assessment, and this can make the student know his abilities more profound.

3. "task-driven project" of the teaching process of evaluation practice

Assigning tasks for the former students, related teacher need to teach first system of international marketing-related knowledge, introduced in the teaching process continuously analyze actual cases, to enable students to be familiar with relevant business knowledge and processes and precautions. Different study group is the actual proportion of students combine classroom to set specific task division. Teacher can choose different grouping strategies in different situation, and inform students the importance of group division in collaboration. It is autonomous in the labor division within one group students. Students will team list in the deposit at the end of the related teacher, in order to show students the process of timely evaluation and tracking.

3.1 Implementation steps

Step one: After the group work is completed, will combine related teacher develop early lectures task: Students complete autonomy within the group practice division of research and implementation of the division of tasks teachers specify specific custom implementation team principle, for example, field research, data collection and aggregation combined the actual research and information gathered group discussions, writing notes, and other multimedia productions.

Step two: Teachers completed within the specified time tasks, results show the form of summary tasks, the students were mixed, some positive careful preparation and implementation, and some slack, not even completed. For this reason, related teacher for outstanding performance by a group of affirmation and encouragement given, between the evaluation team is also more intense, the group taking evasive principle evaluations, mainly from three aspects, namely, the adequacy of the preliminary investigation, the results show whether expressive and expressive in place and the results show the adequacy of staff three aspects.

Step three: Group show during each of the remaining members of the group to show their problems in the process of consolidation and evaluation, writing scores and grounds in front of the reasons written score, written for a given fraction behind, after-school related teacher per group handed a here a summary to the sub (related teacher to ensure that the evaluation of each of the other teams will not allow students to see that the needs of students recognized related teacher confidentiality commitments). After each group representatives to show results, related teacher guide the remaining members represent each send one team to the

front of the group to evaluate the final summative evaluation of teachers, active and orderly classroom atmosphere.

To further enhance the students' learning motivation, related teacher help of air classroom this medium, will showcase its achievements by the group name in the form of data transmitted to air classroom, students are actively and enthusiastically login air classroom, in the meantime, related teacher will collect relevant literature data sharing with students to further promote student learning initiative.

3.2 " Task -driven project" of the teaching process of the implementation of teacher evaluation

Throughout the implementation process, teachers will only serve to guide, support, process control, and summarize the role of summary, the students and the classroom is the main task of the implementation of the master, task-driven project teaching mode inspires students to active learning in their spare time. In the specific implementation process, although remarkable, but the teaching model is relatively new, so there are some students is not very adapt, accustomed to passive acceptance of knowledge, learning initiative is relatively weak. Some forget to bring a group to USB refused to show. The outstanding performance of other groups impressed their classmate. Indeed forget team with USB at recess time to retrieve the results back to the hostel will actively on display in front of their classmates. Does not actively completing the task group is also committed under the course next to the related teacher must be actively preparing to fight more excellent performance. By student performance, in fact, can be seen just give them an opportunity to show that they are very happy, but the effect is much more than teacher-oriented education to the benefits. After the summary of the final grade, the team found that the initial slack positive improvements, forge ahead, the last one from the original, into second place, team members learn from the negative outlook into a positive beginning of the semester, the students' enthusiasm in the classroom on the way to obtain the release of positive energy, spare time is also actively involved in the arrangement of tasks among related teacher.

Teachers and students need all participate in the teaching, so that related teacher can complete ten modules content almost impossible task in just 36 hours, the specific focus of related teacher to lead students to complete 4-5 tasks, first explain and expand; then, allow students to combine actual conduct market research, the results show, the same knowledge and precautions, two demonstrations, two companies each custom research teams; although there are still have 5-6 tasks remained, teachers can guide the teams combined the preliminary research enterprise-depth research team analyzed separately, and then successfully in just three to four weeks remaining project tasks successfully resolved.

3.3 Professional Teachers' Role in teaching process

In actual teaching process, professional teachers need combine with the actual needs of professional teaching content and guide students act like in actual work situation. In the task implementation process of teaching requires a combination of case teaching method implemented.

Teachers can combine teaching purpose and content, the use of typical cases, and guide students to think. Students analyze case studies and questions based on the material provided, made their views, make judgments and decisions in order to improve the knowledge of students to use both analytical and problem solving skills. In addition, in the case of the selection of the successful use of the case teaching method in the classroom before the lesson is very important for the selection of cases, require a lot of preparation. When selecting the case, you should pay attention to the following issues: selection of cases, case classification offs, pay attention to the timeliness of the case and a good grasp of the degree of difficulty of the case. The main text of the type covered by the Case Method, problem cases heuristic teaching, pedagogy and classroom discussion-style case simulation of the case teaching method and so on.

Case teaching process, teachers should be five and five do not want to, the only way to play the advantages of case teaching. Five to include: Select decent teaching cases, to fully understand the theme of the case, an accurate grasp of every aspect of the case teaching, case discussions led entirely to pay attention and to create a good learning atmosphere. The so-called "five-Do" is this: Do not replace other teaching case teaching method, teachers should do judgment and orientation, teachers do not easily give the answer, not to prove a point of view and not as a case study to clarify the concept.

In the case of valid knowledge points to explain the import and teachers, teachers need to guide students in the after-school initiative to find the materials and information future teachers' layout task at this stage is "task-driven project" of teaching, taking heterogeneous group way division team division, gifted with inferior and common progress for the class teaching the subject. Specific assessment form could be "reasonable use "task-driven project" teaching mode to enhance entrepreneurship. The text on display out of the form, the effect is quite significant. In the teaching process, teachers actually played only guide, assist and process control role, you need to become a classroom for students to demonstrate achievement of group learning platform.

In addition, both the implementation process the case teaching method or "task-driven project" of teaching can seep in "bilingual" teaching mode, which can achieve situational teaching, they can exercise the students' ability to present their investigating outcomes, to develop their verbal abilities, while the use of the ability to enhance their oral proficiency. However, in the implementation process need to focus on students' interest in learning the investigation skills, step by step guide students to practice their key abilities. Project teaching model allows students to meet the needs of vocational skills relevant positions, so that vocational international trade successful employment, which will help further development or for entrepreneurs accumulate enough accumulation and the key ability acquirements.

4. CONCLUSIONS

Anyhow, within 36 hours of teaching time is difficult to complete tasks assigned by related teacher, and students very concerned about their achievements, therefore, in the task-driven mode, students consciously find spare time to conduct market research. As for the capacity-building, related teachers can assign completion tasks, and the division of labor in a group would enable them to complete successfully, which can cultivate the students' teamwork co-operation abilities, exercise their practice skills, such as writing, making PPT, language expression and so on.

With the continuous improvement of Vocational College of Electronic Engineering Technology Office systematic, air classroom can help teachers and students communicate by the media, which includes courseware, virtual experiments, teaching activities, videos, pictures, information, recommended sites, recommended books, literature information and other contents. Related teachers can take advantage of medium-air classroom school of Guangzhou Institute Technology. Students can demonstrate their research results, which would enable them have an objective and impartial evaluation for their investigating outcomes, and know how to improve and refine their own deficiencies.

Training of key skills can not evaluated by a piece of examination paper. After deeply involved in teaching, the students will have a more profound experience to understand the importance of team collaboration, which can give them critically, objectively and impartially evaluation to others and themselves. From the task-driven project teaching mode, the students can practice themselves in the process of writing research reports and other professional capacity, which is useful for students' future employment and entrepreneurship demand successfully. The preliminary research work has laid a solid foundation. We believe that in the future they will be handy encounter this sort of tasks.

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