

Research on the Integration Mechanism of “Teaching Evaluation” and “Learning Evaluation”

Jiaxun Yu

Yantai Institute of Science and Technology, Yantai 265699, China

Abstract: In the educational evaluation system, “teaching evaluation” and “learning evaluation” are two complementary key links, and their effective integration is of great significance for improving teaching quality and promoting the comprehensive development of students. This paper aims to explore the strategies for constructing the integration mechanism of “teaching evaluation” and “learning evaluation”. Through data analysis and practical induction, it studies and judges the misunderstandings existing in the current “teaching evaluation” and “learning evaluation”. At the same time, it clarifies the difficulties faced by the integration of “teaching evaluation” and “learning evaluation”, including insufficient attention, serious formalism, separation of “teaching evaluation” and “learning evaluation”, lack of long-term effectiveness, and single form of evaluation. Finally, this paper proposes specific paths to achieve the integration of “teaching evaluation” and “learning evaluation”, including strengthening training and education, deepening the understanding of the connotation of evaluation; coordinating multiple subjects to build a scientific evaluation system; breaking down communication barriers and building bridges for interactive evaluation.

Keywords: Teaching Evaluation; Learning Evaluation; Integration Mechanism

1. Introduction

With the continuous deepening of educational reform, the education evaluation system has attracted increasing attention. With the issuance of the “Overall Plan for Deepening the Reform of Education Evaluation in the New Era” by the CPC Central Committee and the State Council, new guidance has been provided for the content and angles of education evaluation, requiring the formation of a multi-dimensional and three-dimensional scientific evaluation model for “teaching evaluation” and “learning evaluation”.

2. Misconceptions in “Teaching Evaluation” and “Learning Evaluation”

2.1 “Teaching Evaluation” and “Learning Evaluation” are not Assessments

Most universities tend to approach “teaching evaluation” and “learning evaluation” as scoring and assessment models, linking student evaluations of teaching to teacher performance assessments and teacher evaluations of learning to class counselors’ performance or students’ moral education credits. While this approach has, to some extent, raised the awareness of teachers and students towards “teaching evaluation” and “learning evaluation” and forced them to pay attention to each other’s evaluations, it is still unable to address both the symptoms and the root causes in the long run.

The purpose of education evaluation is to make objective observations and judgments about teachers’ teaching and students’ learning, relying on facts and evaluation results to improve teaching methods and learning strategies, and ultimately enhance teaching efficiency and quality. However, the assessment-based evaluation system, focuses on output results, neglecting the causes of these results and the adjustments and improvements made based on them, failing to truly promote the realization of the value of education evaluation.

2.2 “Teaching Evaluation” and “Learning Evaluation” are not Games

Some scholars, from the perspective of game theory, have proposed that “teaching evaluation” and “learning evaluation” are akin to a “prisoner’s dilemma” game between teachers and students.^[1] As mentioned earlier, when “teaching evaluation” and “learning evaluation” are centered on assessment, teachers and students seem to constitute the two sides of the game. However, from the perspective of educational policy requirements or the purpose of education evaluation, the game between teachers and students is distorted and deviates from the meaning of “teaching evaluation” and “learning evaluation”.

In practice, after a long period of “gaming,” teachers and students develop a tacit understanding of giving each other high scores in education evaluations to safeguard mutual interests. This tacit understanding has persisted for a long time in many universities. However, the relationship between teachers and students should not be one of opposition in a game, nor should it be one of collusion. Both situations would render the “teaching evaluation” and “learning evaluation” systems ineffective.

3. Difficulties in Integrating “Teacher Evaluation” and “Student Evaluation”

3.1 Insufficient Attention and Severe Formalism

From the practice of “teacher evaluation” and “student evaluation” in colleges and universities, it can be seen that most institutions currently do not attach enough importance to these tasks. For the results of “teacher evaluation” and “student evaluation,” most colleges and universities only consider whether the scores meet the passing threshold, i.e., only a distinction between “qualified” and “unqualified.” In addition, among the work of “teacher evaluation” and “student evaluation,” colleges and universities generally attach more importance to the former, while the neglect of the “student evaluation” link is particularly severe.[2]

From the perspective of indicator design for “teacher evaluation” and “student evaluation,” the content emphasizes result-orientation, while insufficient consideration is given to the motivation and reasons for evaluation, as well as the processes of teaching and learning. Coupled with the collusive “tacit understanding” between students and teachers, formalism is particularly prominent.

3.2 Separation of “Teacher Evaluation” and “Student Evaluation”

Similar to the mainstream research models in academia, colleges and universities also design and implement “teacher evaluation” and “student evaluation” modes and links as independent entities, which promotes the separation of the two and lacks interaction, failing to form an organic whole that promotes each other.

“Teacher evaluation” and “student evaluation” are not only evaluations of teaching and learning situations over a semester but also a communication between students and teachers. Through the evaluation of indicators, they express their own needs and requirements for each other. Therefore, separating “teacher evaluation” and “student evaluation” hinders educational evaluation from fulfilling its true value and also hinders communication and exchange between students and teachers.

3.3 Lack of Long-term Effectiveness and Single Evaluation Form

From the perspective of timeliness, the “teacher evaluation” and “student evaluation” work conducted by colleges and universities is generally concentrated at the end of the semester, and the evaluation window is relatively short. Teaching and learning are continuous, and both students and teachers should make timely adjustments to teaching and learning methods based on process evaluations. However, the existing educational evaluation model lacks long-term effectiveness and cannot provide strong support for this.

Conducting “teacher evaluation” and “student evaluation” through digital platforms has obvious convenience and efficiency. However, the current “teacher evaluation” and “student evaluation” work in colleges and universities is generally conducted only through digital platforms, making it difficult to conduct in-depth communication and analyze specific issues. A single educational evaluation channel contributes to communication barriers between students and teachers and hinders the realization of the functions of “teacher evaluation” and “student evaluation.”

4. Paths to Integrate “Teacher Evaluation” and “Student Evaluation”

4.1 Strengthen Training and Education, Deepen Understanding of Evaluation Connotations

The premise of integrating “teacher evaluation” and “student evaluation” is to grasp the connotations of educational evaluation, so appropriate training and education are necessary. Educational evaluation aims to reflect the objective situation of students and teachers. Due to the existence of information gaps and cognitive differences, errors are prone to occur during “teacher evaluation” and “student evaluation,” i.e., the scope of evaluation exceeds the evaluation object itself. In particular, when students evaluate teachers, they tend to bring their preferences

for schools and subjects into the evaluation of teachers, resulting in distorted evaluations.[3] In this regard, colleges and universities should actively carry out “teacher evaluation” and “student evaluation” training to reduce information noise and ensure the authenticity of evaluations.

The connotations of “teacher evaluation” and “student evaluation” are updated accordingly with the changing requirements of the country and society at different times and the development and changes in the field of education. Therefore, regularly conducting training, grasping new trends, and understanding new formats are also the basis for integrating “teacher evaluation” and “student evaluation.”

4.2 Collaborative efforts from multiple entities to build a scientific evaluation system

The “teaching evaluation” and “learning evaluation” should be comprehensive and objective, but the single perspective of students and teachers has limitations. Therefore, collaborative efforts from multiple entities are necessary for both “teaching evaluation” and “learning evaluation”. For example, in “teaching evaluation,” evaluations from colleagues, immediate supervisors, and teaching supervision departments on teachers’ teaching work should be included; in “learning evaluation,” evaluations from classmates, counselors, and others on students’ learning quality should be included. In setting up the evaluation indicators for “teaching evaluation” and “learning evaluation,” comprehensive consideration should be given to ensure that evaluations can be conducted from multiple dimensions and angles, avoiding the focus on results or grades.

4.3 Breaking down communication barriers and building bridges for interactive evaluation

The “teaching evaluation” and “learning evaluation” should not be constrained by formalities, and more attention should be paid to their essential functions. High-frequency and multi-form education evaluations are conducive to paying attention to and communicating with individual students in depth. Universities should regularly hold exchanges, forums, and other modes to carry out “teaching evaluation” and “learning evaluation” and encourage education evaluations through various online and offline channels. For informal evaluation modes, documentation records should be formed to provide references for subsequent analysis and improvement work. In addition, other departments, including teaching supervision and student affairs, should also actively cooperate with the implementation of “teaching evaluation” and “learning evaluation,” participate as third parties, undertake the functions of information transmission and recording, and take multiple measures to break down communication barriers and build bridges for communication between students and teachers.

References

- [1] Zhao Bin. “The Game Between ‘Teaching Evaluation’ and ‘Learning Evaluation’” [J]. Examination Weekly, 2018, (08): 5-6.
- [2] Jiang Bo, Geng Chunming, Zhao Xin. “A Study on the Interactive Mechanism of Student Teaching Evaluation and Teacher Learning Evaluation” [J]. Journal of Qiqihar University (Philosophy and Social Sciences Edition), 2022, (10): 146-148.
- [3] Lin Hao, Jiang Bo. “A Study on the Interactive Integration of Student Teaching Evaluation and Teacher Learning Evaluation in Colleges and Universities” [J]. Theoretical Observation, 2023, (09): 157-160.