

# Research on the Teaching Evaluation System for Art Creation Classes

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**Abstract:** Traditional art creation design research is a course that cultivates comprehensive talents in the Fine Arts Department of Sichuan University of Arts. This course has been offered over eight terms, and its purpose is to cultivate students' comprehensive design ability. This course aims to cultivate the abilities to create and inherit traditional art as well as to control and study the course of art creation. Based on the teaching practice of this course, the teaching evaluation system is reformed and studied so as to form a better evaluation system for the teaching of art creation.

**Keywords:** Art education; Teaching evaluation; Process evaluation

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## 1. Introduction

Teaching evaluation mainly refers to the process of judging the value of the teaching process and results according to the teaching objectives <sup>[1]</sup>. Conventional classroom teaching evaluation attaches importance to teaching supervision evaluation, peer evaluation, and student evaluation, as well as the final examination scores. Process evaluation mainly focuses on superficial aspects, such as whether teachers and students attend classes on time, whether teaching aids and plans are complete, and whether teaching methods are reasonable. Under this evaluation system, teachers are in a state of aphasia under supervision, while students have no enthusiasm to participate, thus making it difficult to evaluate the teaching and learning effects of art creation classes effectively. Inappropriate teaching evaluation affects the teaching quality and restricts the teaching reform. It is necessary to achieve a breakthrough in the conventional teaching evaluation system, construct a more reasonable teaching evaluation system for art creation classes, and improve the teaching effect of art creation classes. The traditional art innovation design research of the Fine Arts Department of Sichuan University of Arts explores effective ways for the classroom teaching evaluation of art creation from several aspects, including the evaluation of the course achievement goals, the evaluation of the teaching and learning process, and the effective combination of diversified evaluation subjects.

In the research on traditional art innovation design, traditional folk art in Northeast Sichuan Province is excavated and investigated after taking full account of the geographical location of Sichuan University of Arts and embracing the purpose of serving the local and promoting regional economic development. On this basis, along with the characteristics of the art design specialty, the relevant design scheme is studied. The research is committed to inheriting regional traditional art and improving the comprehensive design ability on the basis of enhancing cultural confidence and cultural pride.

## **2. Evaluation of course achievement goals**

The degree of achievement of teaching objectives is a reflection of the effect of the teaching activities. It is an important basis for evaluating the teaching quality. This course is based on the training objective orientation of interdisciplinary and practical talents of Sichuan University of Arts, focusing on training students' comprehensive practical ability in design. Dominated by investigation and aiming at comprehensive application ability, this course aims to train students to take root in regional traditional culture, actively pursue and learn the traditional lifestyle and life philosophy with wisdom, as well as commit to introducing the traditional lifestyle and life philosophy into modern life in an appropriate way and form.

The teaching content of this course is set according to the teaching objectives. The first part involves the investigation and research on the unique human geographical environment, historical context, and traditional folk art of northeast Sichuan, especially the batches of intangible cultural heritage of Sichuan Province. The second part involves compounding creative design with the traditional art form, which includes integrating traditional art form into modern life and creating poetic life scenes. The third part involves the summary and evaluation of the course, which includes students' self-evaluation, group mutual evaluation, teachers' comments, works exhibition, folk artists, various manufacturers' intervention, and other links.

First of all, this course is based on the unique regional culture of Northeast Sichuan. The comprehensive training of design practice ability is placed under the environment of regional cultural characteristics. The training objectives and contents with innovative and practical operation are set following the traditional lifestyle and life philosophy, using design to solve specific problems in life, and realizing the inheritance as well as innovation of traditional culture.

Second, this course assumes the specific problems in life as the beginning and focuses on improving the comprehensive design ability based on the characteristics of the art design specialty. For example, bamboo resources are abundant in Northeast Sichuan. Folk craftsmen use bamboo to make household appliances and handicrafts. Therefore, this course conducts research on the art of bamboo weaving and combines traditional bamboo weaving with various bag, shoes, hats, lamps, accessories, and tea set designs, so as to create a series of modern products with traditional aesthetic features. Taking Mianzhu New Year Pictures and Bashan paper-cutting as research subjects, various categories were derived, including costume color design, pattern design, cultural travel, and creative design, which won many awards in different competitions. Through practical design project training, the teaching objectives of the traditional art innovation design course are closely linked with the career of students, and the dynamic inheritance of regional traditional art has become a reality.

Finally, this course strives to make students' design achievements become a reality by transforming their achievements into real products. This would enhance students' design experience. By implementing small-class teaching (about 30 people), with priority given to flipped classroom and training students in the aspects of field investigation, information consulting, market analysis, product design, and product promotion, students would be able to improve their design ability, especially in the practical operation process of specific design scheme, team cooperation, and communication, as well as in designing, packaging and promotion. Students' participation in competitions, exhibitions, and business negotiations would put to test what the students have learned, thus achieving the teaching goal of traditional art innovation design.

## **3. Evaluation of teaching and learning process**

Conventional teaching evaluation focuses on the supervision of the course development and students' assignment performance, while neglecting the evaluation of the teaching process and the learning effect.

As a result, the teaching evaluation does not objectively reflect the actual outcomes of classroom teaching, and the teaching evaluation is separated from the actual situation of classroom teaching. This in turn downplays the positive guidance of teaching evaluation in the teaching process. Based on the aforementioned problems, the traditional art innovation design research course of Sichuan University of Arts has carried out positive research on the education evaluation system in attempt to break the convention and make a group investigation on the teaching and learning effect by paying attention to the process evaluation.

First, in the evaluation of classroom teaching, the intervention of folk craftsmen is added to the conventional teaching supervision evaluation, peer evaluation, and student evaluation, and the evaluation of classroom teaching content and effect is an instant participatory evaluation<sup>[3]</sup>. The evaluation method of not entering the classroom or passing by is no longer used. The conventional teaching evaluation focuses on whether teachers and students carry out their duties on time, whether the teaching aids and plans are complete, and whether the teaching means are reasonable. Teaching evaluation is now adjusted as follows: the degree of fit of teaching content and teaching outline as well as the degree of achieving the teaching goal (30 points); the degree of depth and refinement of the teaching content (30 points); students' learning effects (20 points); output ratio of outstanding works (20 points). This method, to some extent, avoids the formalization of teaching evaluation and attempts to assume the leading role of teaching evaluation in classroom teaching.

Second, in the evaluation of learning effect, the evaluation opinions of students, folk craftsmen, and peer experts are included on the basis of keeping the joint teaching examination of three teachers from the Fine Arts Department of Sichuan University of Arts. Firstly, students must reflect on their own performance in the design project and form opinions for discussion in the group exchange meeting. Subsequently, the gain and loss of the group's internal design project should be reflected and exchanged, and PowerPoint slides must be prepared and presented during the collective teaching inspection meeting attended by teachers, folk artists, and peer experts. Finally, the collective teaching and inspection group would evaluate the design scheme of each group, while taking into consideration of the exchanges and discussions between the teachers and students. Face-to-face and open communication would enliven the classroom environment and stimulate the enthusiasm and initiative of students to carry out research on problems. From the perspective of students' teaching evaluation, this kind of method has been unanimously approved by most students.

Third, the score setting enhances the evaluation weight of the learning process.

- (1) A maximum of 10 points can be deducted for attendance, and 3 points can be deducted for absence; learning attitude accounts for 20 points, primarily reflecting the degree of assignment completion, active thinking, and research problems; ordinary assignment accounts for 50 points (three assignments with 10, 20, and 20 points, respectively), while final assignment accounts for 30 points.
- (2) In this course, assignment can be divided into three ordinary assignments and one final assignment. Ordinary assignment involves (A) carrying out field investigation on the unique human geographical environment, historical context, and traditional folk art of Northeast Sichuan, especially the batches of intangible cultural heritage of Sichuan Province, by means of literature review and visit, researching on the background, development status, technical materials, and characteristics of related folk art in groups, as well as preparing a PowerPoint presentation for the whole class; (B) observing the problems existing in real life, thinking about the traditional lifestyle and life philosophy as a design team to solve the problems existing in modern life, determining the intersecting point of the two, and developing a design scheme; in this process, environmental protection design ideas are used by teachers to guide their students, while paying attention to low-income groups, the disabled, and other vulnerable groups as a part of humanistic care, thus focusing on enhancing students' cultural pride; (C) inviting a number of

folk artists into the classroom; under their help and inspiration, students may choose the materials and craft means to complete their design; students are still the center of the classroom, while folk artists and teachers would only provide appropriate assistance in the design and production process. The final assignment requires students to show the design scheme, present the whole design scheme from conception, deepening, production, and trial in the form of display boards, models, samples, and interpretation videos, as well as evaluate and reflect on its effectiveness in solving the problem. The scoring team is composed of teachers, folk artists, peer experts, and various manufacturers. They would evaluate and score the works from various dimensions, such as creativity, production technology, and market potential.

#### **4. Effective combination of multiple evaluation subjects**

With economic development and education reform, the concept that education serves social construction and economic development <sup>[2]</sup> has become increasingly popular. It is difficult for the traditional single educational evaluation subject to adapt to the development of current education. Japanese scholar and educator Tanaka Koji pointed out that “stakeholders” should be included in the education evaluation system <sup>[3]</sup>. While taking into consideration of the reality, students, employers, and even parents should be included in the teaching evaluation. Zheng Jinzhou, a scholar and educator, also pointed out that the diversification of teaching evaluation is one of the evaluation criteria of a good course. Therefore, enriching the subject of educational evaluation, expanding the thinking of educational evaluation, and improving the educational evaluation system are of great significance to constructing a scientific and reasonable educational evaluation ecology. Traditional art innovation design research of the Fine Arts Department of Sichuan University of Arts breaks the conventional teaching evaluation system dominated by teaching supervision, peer teachers, and students. In order to establish a more reasonable structure of teaching evaluation subjects, folk artists and various product manufacturers are introduced into the section, and the teaching evaluation subjects are expanded into three modules: education departments, schools, and markets.

First, the direction of teaching evaluation should be based on the goals of the education department.

Higher education serves the overall goal of social development and economic construction <sup>[4]</sup>. Competent education departments function to guide, manage, and evaluate higher education. The research on traditional art innovation design of the Fine Arts Department of Sichuan University of Arts commenced in accordance with the policy of the Ministry of Education on promoting the collaborative innovation of production, education, and research as well as focusing on cultivating innovative, interdisciplinary, and practical talents. The exploration of the teaching mode and teaching evaluation system is carried out under the standards of the education department’s educational evaluation. The teaching objective of this course is set as innovative, interdisciplinary, and practical ability improvement. In setting the teaching content, the comprehensive training of design ability is combined with the research on regional traditional art, so as to inspire students to cultivate the ability of discovering, researching, and solving problems based on daily life matters. At the same time, the design process consciously integrates the principles of humanistic care, such as environmental protection and care for the low-income groups, sick and disabled, as well as other vulnerable groups, to cultivate social builders and designers suitable for the development of the new era.

Second, the foundation of teaching evaluation should be based on the school’s talent training objectives and teaching management system.

Colleges and universities play important roles in the internal teaching evaluation of higher education <sup>[4]</sup>. The traditional art innovation design research of the Fine Arts Department of Sichuan University of Arts retains the school teaching evaluation mechanism, which emphasizes on the supervisors’, teachers’, and students’ teaching evaluation. This course carries out teaching activities and teaching reform under the guidance of the Academic Affairs Office, the Teaching and Research Office at the school level, and the

Design Teaching and Research Office, striving to implement the training goal of cultivating compound applied talents for the society, and eventually excellent designers with traditional cultural genes. The teaching team of this course includes 3 associate professors and 2 lecturers. The subjects include design art, education, intangible cultural heritage protection, *etc.* The teaching team has rich experience and understands the true meaning of this course reform. In the teaching process, flipped classroom is adopted, and there is also an internal self-evaluation on the students' learning effect in the design group and class forum. The school teaching supervisor and peer teachers are invited to participate in classroom discussions, in which the teachers and students would carry out in-depth discussions on certain problems. This in turn enhances students' learning enthusiasm and their likelihood to participate in the design industry. The close cooperation of teachers and students to understand the design problems improves the teaching effect and promotes the deepening of the teaching reform.

Third, the demand of talents in the job market is an important reference for teaching evaluation.

In modern society, it is an indisputable fact that education serves for economic and social development. Training all kinds of talents needed by social development and promoting the development of various industries have become important goals of personnel training in colleges and universities. The talent training target of Sichuan University of Arts is to cultivate high-quality interdisciplinary and practical talents. This reflects the guidance for promoting regional economic development. The traditional art innovation design research breaks the conventional closed evaluation system, which is based on the internal evaluation of the school in terms of the main body of teaching evaluation. The course takes the initiative to introduce the market as a subject of teaching evaluation, uses the market demand to measure the teaching content and the design level of students, as well as attempts to build a bridge between school education and market demand for talents. All kinds of manufacturers, design companies, and design elites are invited from the industry to participate in the evaluation of students' assignments and have face-to-face discussions with students, which would not only improve the enthusiasm and initiative of students in learning, but also the design talent training quality.

## **5. Conclusion**

There is a close association between the teaching level and whether the teaching evaluation system is reasonable or not, in which the latter affects the quality of talent training in colleges and universities. Based on the actual situation of classroom teaching, the traditional artistic innovation design research of the Fine Arts Department of Sichuan University of Arts explores the teaching evaluation system, while taking the evaluation of course achievement goal as the reference, attaching importance to the evaluation of the teaching and learning process, introducing "stakeholders" into the teaching evaluation subject, and establishing a college art teaching evaluation system led by teaching departments, dominated by schools, and participated by market demands, so as to change the conventional closed teaching evaluation and the single educational evaluation mode as well as propose a more suitable way for training high quality compound applied art and design talents.

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