

“Research and Practice of Students” Academic Achievement Evaluation Based on “Web Design” Course

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Abstract: In view of the drawbacks of students’ academic achievement evaluation in the traditional “Web Design” course, this paper applies the theory of diversity and development to the evaluation of students’ academic achievement in the course of “Web Design”, improving the traditional way in the evaluation concept, subject, mode and content, and initially constructing the evaluation scheme for students’ academic achievement of “Web Design” course, which improves students’ interest in learning and promotes students’ development and professional development.

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1 Research Background

With the rapid development of vocational education, the scale of secondary vocational students is expanding, and the expectation of high-quality vocational education from all walks of life is more urgent. “Web Design”

course is a compulsory course for computer network major in secondary vocational schools, and the ability of web design is also necessary for students majoring in computer network. The concept of diversity and development of students’ academic achievement evaluation has become a new trend of secondary vocational education and teaching evaluation. The construction of research and practice is based on the “Web Design” course students’ academic achievement diversity, development evaluation system, conforming to the development of secondary vocational school education and teaching reform, and it is also the real implementation of quality education. Therefore, the research of this subject is of great significance.

1.1 The need to Reform the Traditional Evaluation Method

The shortcomings of traditional “Web Design” students’ academic achievement evaluation are more and more obvious, mainly reflected in that the evaluation objectives are limited to the cognitive field; the evaluation methods are mainly written tests; the evaluation results are overemphasized and teachers are the only subject, and students’ ability and attitude can’t be reflected. It is not in line with the reality of secondary vocational students, easy to frustrate students’ learning enthusiasm, and can’t reflect the characteristics of vocational education.

1.2 The Need to Highlight the Specialty Characteristics and Consider Students’ Development

As a specialized course of computer network, “Web

Design” should reflect the training function of students to master the practical knowledge and skills of web design. Academic evaluation should highlight the development of students’ professional knowledge and skills.

1.3 The Need to Adapt to Teaching Reform

At present, many secondary vocational schools carry out various forms of reform and exploration, such as post practice, order training, hierarchical teaching, case teaching, process learning, action oriented, student evaluation method combining process evaluation and summative evaluation, and student-centered teacher-guided mode, advocating students’ academic test and evaluation management to be more scientific, reasonable and refined. The research of this subject is just in line with the needs of this reform.

2 Basis of Academic Achievement Evaluation of “Web Design” Course

2.1 Theoretical Basis

2.1.1 Multiple Intelligences Theory and Academic Achievement Evaluation

Howard Gardner, a famous contemporary American educationalist, put forward Multiple Intelligences Theory that all human beings have seven kinds of intelligences. Due to the reasons of human beings and external environment, these seven kinds of intelligences can’t be developed in a balanced way. This theory has a positive guiding role in the students’ academic achievement evaluation in the course of “Web Design” in secondary vocational schools, because the theory has the following significance in the evaluation:

The criteria of evaluation are diverse^[1]. It is to provide students with opportunities to develop their own superior intelligence and provide positive guidance for the evaluation of students at different levels by understanding the field of students’ superior intelligence; evaluation should be based on students’ learning and practical activities, guide students to expand learning content and develop various activities matching with the structure of Multiple Intelligences; the core of evaluation is “student-oriented”. Each student has his own advantages. In the evaluation of students, students should find their own advantages and realize their own shortcomings, to develop themselves harmoniously and make themselves develop in many aspects as much as possible.

2.1.2 Developmental and Academic Achievement Evaluation

Developmental evaluation is a new concept of educational evaluation developed since 1980s. Developmental evaluation, originated from formative assessment, is the deepening and development of formative assessment^[2]. It emphasizes the idea of “human development oriented”, emphasizes the respect for students’ personality, and advocates the development facing the future and students. Tao Xingzhi, a famous modern educationist in China, put forward the viewpoint of “unity of teaching, learning and doing”, pointing out that “The teaching method is based on the learning method, the learning method is based on the method of doing, and how to learn is how to teach. Both teaching and learning are centered on doing. “ It emphasizes that effective evaluation should maintain effective interaction between teachers and students, students and students, guide students to actively participate in learning, and let students learn while “doing”. “Web Design” course is a combination of theory and practice, and is mainly based on practice. Therefore, “doing” is more important in this course. This view has also become a strong evidence of developmental evaluation, which promotes us not only to pay attention to the acquisition of students’ knowledge and skills, but also to the development of students’ learning process, methods, and corresponding emotional attitudes and values.

2.2 Practical Basis

2.2.1 Training Objective

Any teaching evaluation is always associated with certain training objectives, and takes the training objectives as the starting point and destination of teaching evaluation.

2.2.2 Syllabus

The syllabus of “Web Design” stipulates the teaching objectives, tasks, contents and requirements in the form of outline, which is not only the basis of teaching, but also the basis of students’ academic evaluation.

2.2.3 Specialty Characteristics

The major of computer network is to train advanced network technology applied talents who are engaged in network integration and engineering supervision, web page making and website design, information security and network management. Through three years

of study and training, graduates can be engaged in front-line network technology work in enterprises and institutions. The academic evaluation of “Web Design” course students must adapt to the social and economic development, scientific and technological progress, computer network professional characteristics and labor market demand and other factors.

3 Research Process and Strategy

3.1 Research Process

First, use the sampling survey to investigate the current situation of students’ evaluation in the course of “Web Design”.

Second, collect and analyze the information and data reflecting the process and results of students’ learning “Web Design”.

Third, make clear the evaluation content of “Web Design” course, and establish the evaluation objective to promote the development of students.

Fourth, select evaluation methods, design evaluation tools, and emphasize the use of qualitative evaluation methods.

Fifth, find out the difference of objectives, clarify the direction and requirements of reform, and formulate improvement plans.

3.2 Research Strategy

The method of combining theoretical research with empirical research is adopted. Theoretical research is mainly to retrieve relevant literature, collect data, on the basis of existing resources, use the methods of induction, comparison and analysis, to study the practical basis of students’ academic achievement evaluation, and to analyze the factors influencing the evaluation of students’ academic achievement in the course of “Web Design”. The empirical research is mainly through the sampling survey, using the objective test (unit, mid-term, final exam, etc.) made by teachers, problem situation test, action observation record, self-diagnosis test, interview, analysis of creative results, experimental report, research report, work, practice and other achievement analysis to put forward the reform idea of academic evaluation of “Web Design” course, and use action research to form students’ academic achievement evaluation system in this course.

4 Research Results

4.1 The Concept of Evaluation is Constantly

Updated

4.1.1 In Terms of Evaluation Time, Change the Past After-school Evaluation Mode

In class, teachers should reasonably guide students to interact, improve students’ participation in class, and create a good classroom evaluation atmosphere to facilitate the smooth flow of feedback information. The attendance, participation, cooperation and communication, homework and other contents in the classroom are introduced into the construction of the evaluation system of students’ learning process to give full play to the function of evaluation to promote development. However, secondary vocational school students are prone to some problems such as improper learning attitude, so this kind of evaluation can be used as implicit evaluation (not necessary to let students know), and some competitive evaluation can be used as explicit evaluation. This requires teachers to reasonably grasp the evaluation time, and integrate with the learning process harmoniously.

4.1.2 In Terms of Evaluation Subject, Change the Past Teacher-oriented Evaluation Mode

In the past, learning evaluation was the teacher’s business. As the object of evaluation, students were only the main body of learning. Students seldom participated in the evaluation, lacked the initiative of evaluation and the corresponding ability. Letting students carry out mutual evaluation and self-evaluation activities embodies the educational concept of taking students as the main body^[3]. The contents of students’ evaluation include the mastery of knowledge, the evaluation of learning methods, the evaluation of progress and deficiency, etc. I design the evaluation project together with the students. By involving the students in the design of the evaluation form, the students can add the specific evaluation items according to their own specialty, so that they can understand what they want to learn, how to learn, and what they have learned. The evaluation form of cooperation between teachers and students tries to evaluate students’ potential and academic achievements comprehensively, truly, scientifically and reasonably, feedback improved teaching information in time and provide students with learning guidance and direction of effort. In this way, students can realize their own dominant position, feel the recognition and trust of teachers for them, fully stimulate students’ learning enthusiasm, and let students more actively understand their own achievements and

shortcomings.

4.1.3 In Terms of Evaluation Mode, Constantly Enrich Evaluation Modes and Carry out Multiple Evaluation

As a professional course, “Web Design” is characterized by taking the main workflow of web design as the clue, relying on the required abilities, skills and relevant knowledge, organizing students to operate and explore actively, and aiming at cultivating students’ professional ability and comprehensive professional quality. Its teaching mode mainly includes: basic training, task driven and project teaching.

Due to the strong operability of this course, the main contents of the course are “how to do” and “how to do better”. The diversification of evaluation mode has broken the pattern of using score as the only standard to evaluate students in the past. Evaluation pays attention to the quality of learning. In daily learning, it points out the problems of students and helps them solve them, making students pay more attention to the progress and retrogression of their own learning and desalinate the comparison among students. Its purpose is to let students develop in accordance with their own rhythm, see the results, find out problems, and constantly promote personal progress. Besides basic questions and comprehensive questions, the examination papers should also include questions designed by students themselves, optional difficulty questions (gradient questions) and creative operation questions. The evaluation methods include oral questions, personal operational examination evaluation, cooperative examination evaluation, stage assessment and process assessment, namely process evaluation and ability evaluation. In order to better integrate teaching evaluation and classroom teaching, I actively explore the research-based learning evaluation of “Web Design” based on the network environment. With the advantages of convenient information processing and quick feedback of modern advanced teaching technology, this paper applies the incentive evaluation of students’ academic achievement in the whole semester teaching process, leading students to participate in the evaluation, combining self-evaluation, mutual evaluation and teacher evaluation, which not only conforms to the emotional inertia of students’ valuing scores, but also mobilizes the enthusiasm and initiative of students to participate in the evaluation, and improves the evaluate efficiency and quality.

4.1.4 In Terms of Evaluation Contents, Be More Scientific and Reasonable

The most basic requirement of “Web Design” course is that students should master the basic knowledge of web design in class and complete the specific design work. The evaluation guides students to pay attention not only to books, but to expand the content of evaluation. It is necessary to strengthen the following aspects of evaluation: first, strengthen the cultivation of students’ innovative ability, such as designing creative topics for students to complete; second, strengthen the evaluation of students’ ability to discover, analyze and solve problems, and teachers specially design questions to guide students to explore problems; third, strengthen the evaluation of students’ self-learning ability, with students as the main body, leaving enough space for students to study independently, not blindly pursuing teachers’ explanation; fourth, strengthen the evaluation of students’ team cooperation consciousness, integrating group discussion and group learning into the classroom; fifth, strengthen the evaluation of students’ classroom literacy, such as entering and leaving the training room on time, caring for the training equipment, 6S concept, etc.

4.2 Preliminary Construction of “Web Design” Course Students’ Academic Achievement Evaluation program

Based on the concept of “taking students as the main body, attaching importance to the interaction between teachers and students, and promoting the all-round development of students”, the evaluation scheme adheres to the principle of diversity and development, and combines the evaluation before teaching, while teaching and after teaching to evaluate students’ professional basic knowledge, professional skills and professional practice^[4]. According to the evaluation results of all academic evaluators, the academic evaluation conclusion of this course is given accurately. The evaluation conclusion should be expressed in quantitative or qualitative way, and the conclusion about whether the academic level of the professional courses has reached the due standard should be made to the students. The professional academic evaluation conclusion should be objective, fair and accurate.

4.3 Evaluation Reform Can Improve Students’ Enthusiasm and Provide Help for the Improvement of Students’ Ability

The organic combination of the research and practice of the subject and the daily teaching effectively promotes the realization of the course goal of “Web Design”. Students use the opportunity of evaluation to judge their own achievements, monitor their own development, understand their own progress and shortcomings, and carry out learning reflection, to form a virtuous circle of students’ personal development. A student of computer 1440 class commented that “Thanks very much for allowing us to participate in the setting of evaluation. Your appreciation and encouragement have given us confidence and made us realize our own value again. Every evaluation given to me by teachers and classmates is the driving force for my growth. The new evaluation method has improved my courage and made me more interested during Web Design. I believe I can learn this course well.” It is fully reflected from the students’ experience that the evaluation reform measures have improved the students’ ability of objective and correct self-evaluation, made students gain self-confidence and courage, and also made teachers learn to treat students comprehensively.

5 Reflection

While the research has achieved certain results, there

are still many problems worthy of study. First, the reform of students’ academic achievement evaluation in “Web Design” has not been fully implemented in our school, and it needs to be implemented in a large scale after further research and practice.

Second, the concept of development should always be carried out in the evaluation of students’ academic achievement in “Web Design”. We can’t stick to this mode because the times are changing and education is reforming. We must always be ready for reform.

Third, examination reform has always been a research topic. The evaluation mode can’t be achieved overnight, nor perfect, and needs continuous research and exploration.

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