

# Change and Development of Digital Classroom Teaching Quality Evaluation in Vocational Colleges

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**Abstract:** To further implement the fundamental task of cultivating morality and cultivating people, and actively promote the reform effect of digital classroom teaching quality evaluation in vocational colleges, educators should establish a more perfect and scientific teaching evaluation mechanism, which is also the premise of further teaching work. At present, much teaching quality evaluation work is usually result-oriented, lack of evaluation of the teaching process, and a lack of clear evaluation criteria for high-quality teaching AIDS, ideas, which will hinder the development of digital classroom teaching quality evaluation work in vocational colleges. Given this, this paper will analyze the digital classroom teaching quality evaluation of vocational colleges and put forward some strategies for your colleagues' reference only <sup>[1]</sup>.

**Keywords:** Vocational colleges; Digital classroom; Teaching quality evaluation; Reform and development

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## 1. Introduction

Teaching quality evaluation is an important basis for ensuring the educational effect of vocational colleges, and it is also a key link to implementing the fundamental task of building morale and cultivating people. Classroom teaching evaluation is the basis of teaching quality evaluation, and its evaluation results are also an important yardstick to measure the level of classroom teaching in vocational education. In 2022, China began to implement the national digital strategy of vocational education vigorously, and online teaching and virtual-reality combined teaching were gradually applied to vocational education <sup>[2]</sup>. In this context, many vocational colleges have begun introducing blended teaching methods, virtual simulation teaching methods and other auxiliary means into classroom teaching, which also puts forward new requirements for the system and standard of classroom teaching quality evaluation. To this end, the study must have a high sense of responsibility and mission, and actively deal with the problems existing in digital classroom teaching in vocational colleges, to continuously improve the level of classroom teaching quality evaluation.

## **2. The development of classroom teaching quality evaluation in vocational colleges**

### **2.1. Evaluation of the quality of traditional classroom teaching**

Under normal circumstances, the construction of a classroom teaching quality evaluation system in vocational colleges is based on the relevant requirements of the Ministry of Education as the standard, combined with the actual situation of the school, and then built with the characteristics of the school's evaluation system. Under the unified leadership of school administrators, offices at all levels and the Office of Academic Affairs are responsible for the organization and development of classroom teaching quality evaluation to ensure that the evaluation of classroom teaching quality can be carried out in an orderly manner<sup>[3]</sup>. After years of practice and exploration, the standards of classroom teaching quality evaluation system have become more perfect and scientific, which is mainly reflected in the following aspects:

- (1) From the perspective of evaluation content, the traditional classroom teaching quality evaluation system includes the evaluation of the teaching syllabus, talent training plan, teaching implementation plan and other indicators. Through an in-depth investigation of the organization and implementation of classroom teaching, the classroom teaching quality is comprehensively evaluated.
- (2) From the perspective of the evaluation time node, the traditional classroom teaching quality evaluation system is divided into three stages: evaluation at the beginning of learning, learning in the middle and learning at the end of learning. At the beginning of the school year, the evaluation is mainly carried out on the teaching work plan, outline and teaching scheme design. In middle school, the details and organizational forms of classroom teaching are evaluated. At the end of school, students are usually evaluated comprehensively, and the evaluation results are analyzed<sup>[4]</sup>.
- (3) From the analysis of evaluation methods, the evaluation of traditional classroom teaching quality in vocational colleges mainly consists of two ways: online evaluation and offline evaluation. In the offline evaluation, school leaders and college leaders will participate in class lectures, symposiums and other ways, and put forward some targeted evaluation feedback. Online evaluation is the use of Internet technology, at the end of the semester by students to carry out online evaluation of teaching work.
- (4) From the analysis of the composition of evaluation participants, it can be found that the evaluation of traditional classroom teaching quality in vocational colleges mainly involves college leaders, school teachers, students and other participants, among which student evaluation and teacher evaluation occupy a very important position. The student evaluation work is usually held once every semester, and the evaluation is usually carried out on the Internet, and the evaluation content covers all the teachers' courses. Teacher evaluation runs through the whole semester and is a process evaluation, which is of great significance to the optimization of teaching work<sup>[5]</sup>.

### **2.2. Mixed teaching quality evaluation**

At present, blended teaching quality evaluation mode has become the mainstream form of classroom teaching in vocational colleges. Since 2012, MOOC has been widely used in China, and many intelligent education platforms have been introduced into the educational activities of vocational colleges, such as Love Course, smart vocational education, Xuetao Online, etc., which have also injected new vitality into the classroom teaching of vocational colleges<sup>[6]</sup>.

In 2015, the Ministry of Education issued the "Opinions on Strengthening the Application and Management of Online Open Course Construction in Colleges and Universities," a guiding document, that elevated online classrooms to an important position and made it an important supplement to classroom teaching. Combined

with the document, many schools have begun to formulate a standard related to the evaluation of online classroom teaching, which also marks that online course teaching has entered a stage of large-scale application.

However, in the quality evaluation, people pay more attention to the quality evaluation of online open courses. In 2017, with the continuous deepening of China's fine online open courses, the hybrid teaching mode combining online and offline has been gradually applied to the teaching of vocational colleges and gradually occupied the leading position in teaching work. Against this background, the blended teaching quality evaluation system has gradually become a research hotspot in the academic circle. With the continuous development of big data technology and Internet technology, many scholars have begun to research online classroom teaching, which provides new development ideas for the future classroom teaching quality evaluation in vocational colleges <sup>[7]</sup>.

### **2.3. Online teaching quality evaluation**

Since 2020, many vocational colleges have carried out online teaching in an all-round way, adhering to the principle of rational use of resources. From the actual implementation of the analysis, all vocational colleges have found their online teaching platform, and software application and launched a variety of forms and rich content of online teaching activities. In online teaching practice, the main forms of online teaching include the combination of MOOC platform and live classroom teaching, simple live classroom teaching, online discussion learning, etc. These online teaching forms have been recognized by the majority of teachers and students. Although online teaching has received wide attention, some teachers still think that it has a strong temporary attribute and emergency substitute attribute, which leads them to not conduct in-depth research on online teaching quality evaluation, and the evaluation methods and contents are still the templates of traditional classroom teaching evaluation. This will have a great impact on the development of online teaching quality evaluation.

However, as online teaching has gradually become the norm, ways to ensure its teaching quality have been paid special attention. Vocational colleges should actively try to build a new online teaching quality evaluation system, research the course content, technical means and evaluation methods of online teaching, create a more reasonable and scientific framework, and analyze the dimensions of teaching platform, online resources, teachers and students, to provide help for the construction and development of online teaching quality evaluation system <sup>[8]</sup>.

## **3. The dilemma of classroom teaching quality evaluation in vocational colleges**

### **3.1. Strengthen result-oriented**

For a long time, teaching evaluation has not played its value in guiding the direction. It is difficult for many vocational colleges to follow up the feedback of evaluation results in time, which will affect the development of teaching reform to a certain extent and hinder the improvement of teaching effect. In addition, the teaching evaluation results are not accurate enough, and many vocational colleges will encounter many obstacles when collecting evaluation data, which makes it difficult to carry out an in-depth and comprehensive evaluation of students' learning process and learning results, which will lead to fragmented evaluation results. In terms of evaluation results, the evaluation work of many vocational colleges is common and fails to highlight the characteristics of vocational education evaluation, including the combination of production, study and research, and the combination of work and learning, and it is difficult to carry out a reasonable evaluation of students'

practical ability and professional quality <sup>[9]</sup>.

### **3.2. Optimize index system**

From the perspective of classroom teaching evaluation, according to different curriculum needs, colleges should establish a more perfect and scientific evaluation system, complete the collection of multivariate data, and carry out a deeper exploration and analysis of the evaluation results, to help teachers and students carry out a higher level of teaching and learning. However, from the analysis of the current actual situation, the main body of evaluation indicators in many vocational colleges is relatively simple. Although the existing online teaching platform can record students' learning situations, few teachers can analyze students' learning data. Different from the traditional classroom teaching evaluation, the online classroom teaching evaluation supported by big data technology should be more extensive and in-depth, which is also one of the key research contents for teachers in the future <sup>[10]</sup>.

### **3.3. Data support to be enriched**

Data is an important element to support the continuous improvement of vocational education. By introducing more data resources into the teaching of vocational colleges, students can obtain more scientific and perfect development. However, in the actual teaching process, many teachers do not carry out in-depth research on data introduction and evaluation, and data support is also insufficient, which will greatly affect the subsequent evaluation of teaching quality in vocational colleges.

At present, many vocational colleges are faced with the challenge of ways to unify multiple teaching data standards, which have very important value and significance. This process will involve the integration and utilization of different data resources, including educational administration systems, teaching platforms, intelligent teaching data, and so on. In addition, different data collection, collation and integration are also extremely important, it will involve finance, personnel and many other departments, these are the key issues that need to be solved. The problem of data integration has become an important factor restricting the construction of classroom teaching quality evaluation systems. Vocational colleges should attach importance to the standardization and standardization of big data, strengthen the analysis and application of school teaching data, and promote the innovation and development of vocational education <sup>[11]</sup>.

## **4. Vocational colleges' digital classroom teaching quality evaluation reform and development strategy**

Big data technology can be regarded as an important part of the reform of the teaching evaluation system, and it is also an extremely important symbol in the process of education digitization. Through the introduction of big data technology, teachers can carry out in-depth analyses of students' learning situations and daily behavior, and describe their intrinsic values and knowledge structure. In essence, the introduction of data-driven evaluation can better stimulate students' self-awareness, point out the direction for their development and improve the depth of teaching evaluation. For vocational colleges, reconstructing the digital classroom teaching quality evaluation system is the basic requirement for the implementation of the task of cultivating morality and talents. For this reason, vocational colleges can start from the following aspects.

### **4.1. Give full play to the result-oriented function of evaluation**

Teaching evaluation plays a great guiding role in the development of education and the direction of teaching

evaluation mechanism determines the characteristics of running a school. Therefore, in the study of digital classroom teaching quality evaluation in vocational colleges, the core issues such as education direction and teaching objectives must be clearly defined, and the digital classroom teaching quality evaluation in vocational colleges must be carried out rigorously and scientifically. By carrying out reasonable and scientific evaluation of digital classroom teaching quality, vocational colleges can better implement the fundamental task of cultivating morality and educating people, more strictly implement the relevant requirements of curriculum ideology and politics, more comprehensively implement the relevant standards of national vocational education, promote the reform and optimization of teaching methods, teacher groups and textbook content, and realize the digital transformation of education <sup>[12]</sup>.

The evaluation of digital classroom teaching quality in vocational colleges should be committed to promoting students' personalized development, comprehensive ability and professional accomplishment. For the students of vocational colleges, vocational colleges should actively promote the two-way integration of online education and classroom education, actively explore the new integration mode of post, course competition and certificate, and constantly improve the quality of talent training. For the teacher group, research on the construction of teacher ethics, professional teaching ability training, self-development ability improvement, etc., should be conducted and combined with the evaluation of digital classroom teaching quality in vocational colleges, to build a more scientific and professional teacher team. In addition, it is important to continue improving the intelligent level of digital classroom teaching quality evaluation in vocational colleges, learn to use big data technology to carry out evaluation results research, provide accurate evaluation results for different students, and establish a more scientific and reasonable evaluation mechanism to ensure the orientation and incentive of evaluation results.

#### **4.2. Dynamic improvement of the evaluation index system**

To improve the evaluation effect of digital classroom teaching quality in vocational colleges, it is important to create a dynamic evaluation system, actively improve the evaluation model, attach importance to process evaluation, and value-added evaluation, and constantly improve the content of evaluation. In the construction of a dynamic evaluation index system, it is important to pay attention to the overall development of schools, teachers and students. From the analysis of teachers, vocational colleges should establish a teaching reflection system supported by digitalization and pay attention to improving teachers' teaching ability. In addition, teachers should master the tools and methods of digital teaching evaluation, accurately extract students' learning goals, understand the factors affecting the quality of teaching work and then carry out the design and optimization of teaching work on this basis, laying a solid foundation for the improvement and development of digital classroom teaching quality evaluation in vocational colleges <sup>[13]</sup>.

In the construction of a personalized student development evaluation index system, teachers should pay attention to the analysis of students' explicit abilities and explore their recessive learning characteristics. In addition, teachers should also use digital technology to record students' key growth indicators and through continuous data analysis, help students carry out more personalized and adaptive learning and promote their all-round development. In addition, vocational colleges should also introduce government and social forces to facilitate the development of digital classroom teaching quality evaluation in vocational colleges. By screening and processing all kinds of data, government resources and school resources can be applied to digital classroom teaching in vocational colleges more reasonably and scientifically, and the education effect can be improved.

### 4.3. Promote the process of big data governance in education

In the digital age, big data technology provides new methods and ideas for the teaching of vocational colleges. However, from the analysis of the actual situation of schools, there are still many problems in the evaluation of digital classroom teaching quality in vocational colleges. At present, vocational colleges should actively promote the process of education big data governance, and break through the barriers between various business systems within the school, to achieve the integration of education data. In the practice of digital classroom teaching quality evaluation in vocational colleges, it is important to actively introduce artificial intelligence technology and integrate it more fully with the education management system to ensure that all kinds of data can be improved collection and integrated management, to create a more scientific data ecology<sup>[14]</sup>.

At the same time, vocational colleges should deeply explore the application of teaching services with data integration as the core, combine the corresponding teaching theories, carry out in-depth teaching, and constantly improve the personalized level of education work, to make the digital classroom teaching in vocational colleges more accurate and efficient, and realize the intelligent education services. In this way, teachers can grasp the results and status of digital classroom teaching in vocational colleges more comprehensively and deeply, and improve the quality of teaching.

## 5. Summary

To sum up, to further improve the reform effect of digital classroom teaching quality evaluation in vocational colleges, teachers can give play to the result-oriented function of evaluation, dynamically improve the evaluation index system, promote the education big data governance process and other aspects of the analysis, to virtually promote the quality of digital classroom teaching quality evaluation reform in vocational colleges to a new height<sup>[15]</sup>.

## Disclosure statement

The author declares no conflict of interest.

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