

Research and Consideration on the Reform Path of Practical Teaching Quality Evaluation in the Five-Year System of Higher Vocational Colleges

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Abstract: Practice teaching is an important part of the five-year system of higher vocational personnel training. A perfect practice teaching quality evaluation system is an important measure to test the effect of talent training and promote the continuous improvement of teaching quality. Based on this, this paper studies the reform path of practical teaching quality evaluation in higher vocational colleges for five years. Firstly, it expounds on the significance of the reform of practical teaching quality evaluation, then analyzes the existing problems in the current practical teaching quality evaluation, and puts forward the corresponding reform path given the existing problems. Including scientific formulation of evaluation standards, focus on practical teaching process, establishment of daily evaluation mechanism, construction of five-year continuous training and improvement mechanism, and optimization of teacher team construction, to improve the quality of practical teaching in five-year vocational colleges and cultivate more high-quality and high-skill applied talents for the society.

Keywords: Evaluation criteria; Practice teaching; Five-year system of higher vocational colleges; Applied talents; Teaching quality evaluation

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1. Introduction

With the rapid development of the social economy and the constant adjustment of industrial structure, higher vocational education is playing a more and more important role in training high-quality and high-skill applied talents ^[1]. As an important part of higher vocational education, the quality of practical teaching is directly related to the quality and effect of talent training. However, there are some problems in the evaluation of practical teaching quality at the current stage of higher vocational education, such as the evaluation standard is not scientific enough, the evaluation orientation is biased and the evaluation feedback is not timely enough. These problems restrict the improvement of the quality of practical teaching and the effect of talent training. Therefore, it is of great significance to explore the reform path of practical teaching quality evaluation in the

five-year system for improving the quality of higher vocational education and promoting the cultivation of talents ^[2].

2. The significance of the reform of practical teaching quality evaluation in higher vocational education

2.1. Help to achieve the goal of talent training in higher vocational education

The five-year system of higher vocational education aims at cultivating high-quality skilled talents with practical operation ability and innovative spirit ^[3]. The evaluation of practical teaching quality is an important yardstick to measure the achievement of this goal, and its reform plays a vital role in ensuring the smooth realization of the goal of personnel training. On the one hand, the evaluation of practical teaching quality pays more attention to the cultivation of students' practical ability and innovative spirit. The adjustment of evaluation standards guides students to pay more attention to practical operation and innovative practice, to promote the transformation of students from theoretical knowledge to practical ability. On the other hand, the evaluation process pays more attention to students' all-round development and individual needs. By introducing diversified evaluation methods and means, it can reflect students' practical ability and innovative spirit more comprehensively, and simultaneously, can better meet students' individual needs and promote students' all-round development.

2.2. It is conducive to improving the teaching level of teacher education

The reform of practical teaching quality evaluation in higher vocational colleges is not only a comprehensive consideration of students' practical ability but also a deep examination and promotion of teacher education and teaching level. Optimizing practical teaching quality evaluation is conducive to improving teacher education and teaching levels. Under the new evaluation system, teachers will pay more attention to cultivating students' practical ability and innovative spirit, which requires teachers to have a higher practical teaching level and stronger innovation ability and invest more time and energy to research and practice to improve their own education and teaching level ^[4]. The evaluation of practical teaching quality pays attention to the professional development and growth of teachers. During the evaluation process, teachers will have the opportunity to participate in the formulation and revision of the evaluation standards, as well as the feedback and discussion of the evaluation results, prompting teachers to have an in-depth understanding of the nature and requirements of practical teaching, thus stimulating their enthusiasm for continuous learning and progress.

2.3. It will help promote the long-term development of institutions

In the process of evaluating the quality of practical teaching, the university will continuously optimize the evaluation standards and methods to make them more scientific, reasonable, and comprehensive, to more accurately reflect the real level of practical teaching. This will not only promote the all-round development of students, but also improve the teaching level of teachers, thereby improving the teaching quality of the whole institution, enhancing the competitiveness of the institution among similar institutions, and laying a solid foundation for the long-term development of the institution. Additionally, the reform of practical teaching quality evaluation can promote the reform and innovation of the internal management of colleges and universities, so that colleges and universities can pay more attention to the management and monitoring of practical teaching links, establish a more perfect quality assurance system, carry out comprehensive,

meticulous and timely management and monitoring of practical teaching process, and ensure the quality and effect of practical teaching.

3. The current problems in the evaluation of practical teaching quality in higher vocational colleges

3.1. The evaluation standard is not scientific enough

At present, higher vocational colleges pay too much attention to theoretical teaching evaluation and lack reasonable design of practical teaching evaluation in the setting of teaching evaluation standards^[5]. On the one hand, the practice evaluation standards lack systematicity. The current practice evaluation standards are often scattered and incoherent, without forming a complete and systematic evaluation system, which makes it difficult to reflect the real level of practice teaching comprehensively and accurately in the evaluation process and cannot effectively guide and promote the improvement of practice teaching. On the other hand, the practice evaluation lacks pertinence^[6]. The practical teaching of different majors and courses has its own characteristics and requirements, but the current evaluation standards are often one-size-fits-all, without targeted evaluation according to the characteristics of different majors and courses, resulting in a disconnect between the evaluation standards and the actual teaching needs, and cannot truly reflect the effect of practical teaching^[7].

3.2. There is a deviation in the orientation of the evaluation

Higher vocational colleges aim to cultivate high-quality talents with ideal beliefs and social responsibility, as well as solid professional foundations and strong practical abilities. The evaluation system of practical teaching quality should be set around the goal of talent training, but there is a deviation in the orientation of evaluation of practical teaching at present. Many schools rely solely on experiment reports and practice reports to evaluate the quality of practical teaching, and lack the introduction of graduate standards and employer standards, resulting in deviation in the orientation of evaluation of practical teaching quality. In addition, the evaluation process lacks the consideration of the individual differences of students. Each student has unique personality and ability characteristics, but in the current evaluation system, these individual differences are often ignored and a unified standard and way of evaluation is adopted, resulting in a lack of fairness and accuracy of the evaluation results, and cannot truly reflect the practical ability and potential of students.

4. The reform path of practical teaching quality evaluation in higher vocational colleges

4.1. Formulate evaluation standards scientifically and pay attention to the quality of practical teaching

In the process of promoting the reform of practical teaching quality evaluation, the five-year system of higher vocational colleges should scientifically formulate evaluation standards to ensure that the evaluation standards are scientific and reasonable, to more accurately reflect the real level of practical teaching and guide the continuous improvement of practical teaching quality^[8]. First, the characteristics and objectives of practical teaching should be clearly defined. Practical teaching includes experiments, practice training, engineering practice, innovation, and entrepreneurship activities, emphasizing the cultivation of students' practical

operation ability and problem-solving abilities. Therefore, the evaluation criteria should cover many aspects such as students' practical skills, innovation ability, and teamwork ability, and combine the characteristics of different majors and courses to formulate targeted evaluation criteria to ensure the accuracy and effectiveness of the evaluation.

Secondly, attention should be paid to the quality of practical teaching. Practical teaching is not only the process of students completing practical tasks but also the process of improving students' abilities and cultivating their quality. The evaluation criteria should point to the implementation quality of practical teaching, including the implementation effect of practice, students' practice harvest, etc., to ensure the comprehensiveness and systematization of practical teaching^[9]. Taking the teaching quality inspection and evaluation as an example, contents such as practical teaching preparation, demonstration operation norms, and safety evaluation observation points should be added to the teaching evaluation, to accurately reflect the real level of practical teaching and guide the continuous improvement of practical teaching quality. Through the collection and analysis of practical teaching quality data, we can understand the actual effects and existing problems of practical teaching, find the laws and trends of practical teaching, provide a scientific basis for the improvement and development of practical teaching, and provide strong support for the formulation of evaluation standards.

4.2. Pay attention to the process of practice teaching and set up process evaluation indicators

The evaluation of the quality of practical teaching should pay attention to the process of practical teaching. Starting from the whole process of practical teaching, the process evaluation index should be set up to evaluate the quality of practical teaching comprehensively and objectively, to ensure that practical teaching can play its due role. Firstly, we should pay attention to the performance of students in the practice process. Practical teaching is not only the process of completing practical tasks but also the process of improving students' abilities, applying knowledge, and exercising their problem-solving abilities. Evaluation should not only focus on the results of practice but should pay more attention to the thinking, operation, cooperation, and reflection of students in the process of practice.

Secondly, the process evaluation index should be set up. The process evaluation index should cover every link of practice teaching, such as preparation before practice, operation and guidance in practice, summary and reflection after practice. Specific evaluation indicators can be set for each link, such as the preview before practice, the standardization of operation in practice, and the quality of the summary report after practice. The setting of indicators should be observable and quantifiable, which is convenient for evaluators to carry out objective evaluation^[10].

Schools should adhere to the principle of combining process evaluation with result evaluation, and make corresponding evaluation settings for the experimental process. Taking the evaluation of experiment quality as an example, the evaluation of experimental teaching preparation accounts for 20%, including the content of experiment preparation and experiment trial. Teaching process evaluation accounted for 40%, including experiment plan, experiment results, student participation, etc. The evaluation of experimental results, including experimental reports and group experiment presentations accounted for 20%. By evaluating students in all aspects of the practice process, teachers can find out what students are doing well and what needs improvement, to provide targeted guidance and help^[11].

4.3. Establish a daily evaluation mechanism to improve the deficiencies of traditional evaluation

The traditional practice teaching evaluation is mostly conducted in the final stage of the questionnaire survey, which has certain limitations, and is easy to ignore the performance and growth of students in the practice process, which affects the realization of practical curriculum training objectives. To promote the reform of practice quality evaluation, schools should establish a daily evaluation mechanism, to improve the quality of practice teaching and promote the all-round development of students' practical ability.

Firstly, make clear the characteristics of the daily evaluation mechanism^[12]. The daily evaluation mechanism emphasizes the continuous attention to the practice teaching process, and collects the performance data of students in the practice process through regular and irregular evaluation activities, to more comprehensively and accurately reflect the level of students' practical ability and growth track. The evaluation of practical teaching quality should be carried out in a combination of regular evaluation and random evaluation. Through daily evaluation activities, students' problems existing in the practice process, such as irregular operation and insufficient understanding, should be found on time, and timely guidance and help should be given^[13]. Simultaneously, students can also understand their shortcomings from the daily evaluation, to make targeted improvements. This kind of timely feedback and guidance is conducive to the continuous improvement of the quality of practical teaching.

Secondly, establish and improve the daily evaluation mechanism. To apply this, it is necessary to clarify the evaluation objectives and formulate evaluation standards and evaluation methods. Evaluation objectives should clarify the purpose and requirements of practical teaching to ensure the pertinence and effectiveness of evaluation activities. The evaluation criteria should be operable and quantifiable, to facilitate the evaluators to carry out objective evaluation. Evaluation methods should be diversified and flexible to meet the needs of different practice teaching links^[14].

4.4. Optimize the construction of teaching staff and consolidate the foundation of practical teaching

Teachers are the leaders and implementors of practical teaching, and their comprehensive level and teaching attitude are factors that affect the quality of practical teaching. Schools should attach importance to the optimization of the construction of teachers, effectively consolidate the teaching foundation, and improve the quality of practical teaching.

Firstly, expand the path of teacher promotion. According to the characteristics and requirements of practical teaching, schools should formulate detailed teacher promotion plans, select teachers with practical experience and teaching ability to join the practical teaching team, set up professional training and practical operation training for existing teachers, encourage teachers to take temporary positions in enterprises, participate in the training and learning of practical teaching and enterprise topics, and improve their practical teaching level and ability^[15]. At the same time, the practical teaching team should be regularly organized to exchange and discuss, share teaching experience and teaching methods, and jointly solve the problems encountered in teaching.

Secondly, strengthen the construction of a school-enterprise practice base. Schools should actively cooperate with enterprises to establish practice teaching bases inside and outside the school, build advanced practice teaching facilities and equipment, and provide a good practice teaching environment for teachers and students.

5. Conclusion

To sum up, the quality of practical teaching has a direct impact on the training effect of talents in the five-year system of higher vocational colleges. The establishment of a fair and scientific-practical teaching evaluation system can ensure the better development of practical teaching and cultivate more practical and applied talents for society. In the process of practice reform, schools should formulate evaluation standards scientifically, pay attention to the practice teaching process, establish a daily evaluation mechanism, establish a five-year continuous training and improvement mechanism, and optimize the construction of teachers, to improve the quality of practice teaching, achieve the goal of higher vocational education talent training, improve teacher education and teaching level, and promote the long-term development of colleges and universities. Reform is a continuous process, and the school should continue to pay attention to the reform and development of practical teaching quality evaluation, to make greater contributions to the improvement of the quality of higher vocational education and the cultivation of talents.

Disclosure statement

The author declares no conflict of interest.

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