

# Study on the Teaching Evaluation System of Art Majors in Yunnan College of Business Management

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## ABSTRACT

Colleges and universities need to cultivate high-quality, high-tech, applied talents and promote the construction of the college curriculum system. College students should correctly understand the importance of art courses for personal development, actively learn art culture, and consciously accept advanced teaching methods of art courses. Against the new educational background, according to the current situation of colleges and universities developing art majors under the concept of high-quality development, the author puts forward improvement countermeasures to promote the construction of an art curriculum system and comprehensively promote the development of college students.

**Keywords:** Yunnan College of Business Management, Art majors, Teaching evaluation system.

## 1. INTRODUCTION

With the continuous development of China's education and the reform of new curriculum, nowadays China's university education has also been developed rapidly, especially under the implementation of quality education, the teaching of applied liberal arts majors has been paid more and more attention, and its quality and scale have been expanded and improved substantially. The teaching evaluation system is an essential part of the teaching of art majors, through which it can fully reflect the quality and efficiency of significant art education. The feedback information of teaching evaluation can discover the problems existing in the teaching process and then optimize the teaching and effectively improve the teaching effect. There are some problems and deficiencies in the teaching evaluation system of art majors at Yunnan College of Business Management, and the concept of teaching evaluation needs to be revised. These problems will affect the effectiveness of the teaching evaluation system and art majors' teaching quality and efficiency. Therefore, it is necessary to reform and innovate the teaching evaluation system of art majors according to the current situation, to

improve the effectiveness of the teaching evaluation system.

Project-based teaching is an activity that "takes projects as the carrier, is driven by work tasks, organically combines theory with practice, and enables students to master knowledge and skills in completing tasks." It is a kind of "behavior-oriented" teaching method. In the current practice of teaching reform of art design majors, project-based teaching has always been a hot issue for everyone to discuss. The practicality, autonomy, openness, and other advantages of the reformed teaching method have been promoted vigorously by many colleges and universities. However, there are still many problems to solve in the specific implementation and assessment processes.

The reform of project-based teaching is that Chinese education scholars learn from foreign-related vocational education concepts. Compared with traditional teaching methods, it changes from teacher-centered to student-centered, textbook-centered to project-centered, and classroom-centered to practice. It uses the project as the carrier to enable students to master various vocational skills and cultivate students' professionalism through task-driven methods. Therefore, there are problems with the concept, practice, and content of

traditional course assessment, which need to be revised to keep up with the pace of project-based teaching reform.

## **2. RESEARCH CONTENT**

Many universities are carrying out project-based course reform. However, course evaluation (assessment) still follows the traditional way, and there are problems such as the backward concept of course assessment, theoretical assessment content, and a single form of assessment.

The purpose of modern curriculum reform is to cultivate graduates with sustainable development abilities through scientific and effective curriculum teaching. Project-based teaching breaks the shackles of traditional discipline systematization, links the learning process and work process with students' ability and personality development, advocates independent learning, cooperative learning, and inquiry learning, and emphasizes the cultivation of creative ability in the cultivation goal, not only the training of passive adaptive capacity. This good teaching concept is conducive to realizing the education goal of high-quality and application-oriented talents and thus is widely used in various universities. This good teaching concept is conducive to achieving the goal of high-quality and application-oriented talent education and thus is commonly used in multiple universities. The primary role of course examinations is to check students' learning status and teachers' teaching effectiveness in the whole teaching activities and to improve classroom teaching quality. Therefore, in the project-based curriculum reform, the course examinations should be reformed accordingly, which will be the difficult part of this topic.

### ***2.1 Diversification of Project-based Teaching Evaluation (Assessment) System***

Focusing on the evaluation of students' vocational ability and quality improvement, it insists on the diversification of evaluation subjects, evaluation methods, and evaluation contents. It will pay special attention to the evaluation of dynamically generated activities, the situational assessment of the teaching process, the objective evaluation of individual differences, the demonstrative evaluation of activity learning results, and the characteristic evaluation of enterprise talent requirements.

### ***2.2 Establishing a Final Examination System Corresponding to the Project-based Teaching Reform***

Project-based teaching examination reform is a requirement of project-based teaching itself and a key factor affecting talent quality and ability cultivation. Scientific examination design helps students improve their comprehensive quality and ability.

### ***2.3 Innovative Examination Methods and Diversified Examination Modes***

Project-based teaching links the learning process, work process, and student's ability and personality development and advocates independent learning, cooperative learning, and inquiry learning. Hands-on and cooperation are the characteristics of project-based teaching, and a suitable examination mode can be designed according to the course's features. This examination mode pays little attention to how well students learn and how much knowledge they have learned but focuses on the process of students' participation in the course.

## **3. IMPORTANCE OF TEACHING EVALUATION SYSTEM**

The system refers to a specific range of things by a particular order and internal connection of the combination of the whole; the system is a whole system composed of different methods. The teaching evaluation system is a series of evaluation standards for teaching activities through which the quality and efficiency of teaching activities can be understood more comprehensively and systematically. The teaching evaluation system is an important measure to guide the teaching to be carried out scientifically, systematically, and purposefully. It is also an important channel for the school to achieve the goal of talent cultivation. In the teaching of art majors, the teaching evaluation system plays an important role.

First, through the teaching evaluation system, the development of teaching activities of art majors can be examined more systematically and scientifically. Art majors are combined by many disciplines, which involve many professions and fields. The teaching evaluation system can refine the evaluation rules of the teaching activities of art majors, thus making the teaching evaluation of art majors more detailed. Under the guidance of the

teaching evaluation system, the teaching activities of art majors can be carried out more purposefully. Secondly, through the teaching evaluation system, the core competitiveness of the school can be effectively mentioned. Nowadays, the competition between colleges and universities is also more stimulating, and there is also the problem of difficult employment for college graduates. Much of this is due to the low quality of art majors' student sources. The teaching evaluation system is an integral part of the teaching system of colleges and universities, through which students' comprehensive ability can be effectively improved. Then the employment competitiveness of students can be improved. Therefore, under the guidance of the teaching evaluation system, the teaching quality and efficiency of art majors can also be improved, which in turn enhances the core competitiveness of the school [1]. Finally, through the teaching evaluation system, students can be guided to have a more comprehensive and profound understanding of themselves and then clarify their learning direction. The teaching evaluation system thoroughly evaluates students' learning performance, extensive ability, knowledge mastery, artistic cultivation, personal quality, and other aspects. Through the evaluation, students can have a more intuitive and comprehensive understanding of their learning and then strengthen their learning according to the assessment, effectively improving the effectiveness of students' learning. Thus, the teaching evaluation system has an important role and significance in teaching art majors.

#### **4. PROBLEMS OF TEACHING EVALUATION SYSTEM OF ART MAJORS IN YUNNAN COLLEGE OF BUSINESS MANAGEMENT**

With the deepening of quality education nowadays, art majors are getting more and more attention in colleges and universities, and the scale of art majors has been expanded continuously. Although the number of students in art majors has significantly increased, the quality and efficiency of teaching could be more satisfactory, partly due to the teaching evaluation system. Currently, the education of art majors at Yunnan College of Business Management does not focus on the reform and optimization of the teaching evaluation system, which makes the teaching evaluation system have many problems and shortcomings.

#### ***4.1 Irrational Evaluation Standards***

Art majors include many disciplines, and different fields have different learning contents and requirements. Therefore, different evaluation standards should be formulated for various disciplines in constructing a teaching evaluation system. As for the present, there still needs to be evaluation standards in the art professional teaching evaluation system. For example, most of the evaluations in art professional teaching are done by the teacher of the class alone, which will lead to too subjective evaluation results [2]. Because of the need for more objectivity in evaluation criteria, different people often arrive at different evaluation results. When the evaluation criteria have little problems, it will also cause specific effects on students' learning. For example, many students cannot accurately identify the learning priorities in the learning process because they need to know the evaluation criteria.

#### ***4.2 The Evaluation Mode Is One-sided and Single***

Teaching evaluation is the comprehensive evaluation of the quality and efficiency of teaching activities. The traditional teaching evaluation is only evaluated simply through the examination results, and with the continuous development of quality education, coupled with the richness and diversity of art majors, so the single teaching evaluation needs to reflect the teaching situation comprehensively. And if you want to completely and scientifically remember the teaching situation, you must evaluate it thoroughly from many aspects. However, in terms of the current teaching activities of art majors, their evaluation mode still needs to be more balanced and single [3]. Teaching evaluation is only based on the content of knowledge and professional skills that students have mastered, which will not reflect the objectivity of the evaluation and will also lead to a lack of fairness in teaching evaluation. For example, many untalented but diligent students cannot be encouraged by teachers and thus lose their confidence in learning.

#### ***4.3 Blurred Evaluation Results***

The teaching evaluation results should be intuitive and straightforward, and the evaluation results can give a complete understanding of the teaching activities. However, there is still the problem of blurred evaluation results in the art professional teaching evaluation system. Generally,

the evaluation results are announced as scores or grades. Still, the scores or grades need to build a communication platform between the evaluator and the evaluated, making it impossible for students to clearly understand their learning situation, artistic concepts, and creative ideas through the evaluation results. This directly leads to the failure to reflect the function of evaluation results and affects the effectiveness of the teaching evaluation system. And as students, they cannot make real improvements to their learning in the preliminary evaluation results.

## **5. THE CONSTRUCTION STRATEGY OF THE ART PROFESSIONAL TEACHING EVALUATION SYSTEM**

Through the above analysis shows that there are still some problems and shortcomings in the current situation of the teaching evaluation system of art majors, which will directly affect the effectiveness of the teaching evaluation system, and then affect the improvement of teaching quality and efficiency. Therefore, it is necessary to strengthen the construction of the teaching evaluation system of art majors according to the actual situation and improve the scientificity, rationality, and comprehensiveness of the teaching evaluation system through continuous optimization and improvement to make the teaching evaluation system play a full role in the teaching of art majors.

### **5.1 Clear Evaluation Standards**

There are many disciplines designed in art majors, so the teaching evaluation system should be constructed according to the teaching contents and teaching purposes of different fields to make corresponding evaluation standards. The evaluation standards should be conveyed entirely to students. In this way, not only can the objectivity, fairness, and credibility of the evaluation be reflected, but also students can clearly understand the focus of learning through the evaluation criteria and then achieve the expected learning effect. The design of evaluation criteria needs to follow certain principles. For example, it should be oriented to the teaching objectives so that it can be guided by the evaluation criteria and make the art major teaching achieve the expected teaching objectives [4]. It should also follow the principle of giving equal importance to knowledge and emotional intelligence and center on promoting students' overall development. The criteria developed should consider the learning

situation and some non-intellectual factors, such as emotion and personality. We can cultivate talents by following the principle of giving equal importance to knowledge and emotional intelligence. In addition, the design of evaluation standards should follow the integration of artistic ability and literacy. Artistic literacy is the basic literacy that art majors should have, especially in the new era, which puts forward higher requirements for creative talents. Therefore, evaluating students' artistic literacy should also be important in the teaching evaluation system. Thus, students' artistic cultivation should be fully integrated with assessing standards. Creative cultivation includes students' personal behavioral quality, character connotation, moral quality, aesthetic ability, social responsibility, and other aspects. Only with clear evaluation standards can the scientificity and rationality of the teaching evaluation system be fully reflected, and the teaching quality and efficiency of art professional teaching can be improved under the guidance of the teaching evaluation system.

### **5.2 Building a Scientific and Reasonable Evaluation Mode**

The evaluation mode is essential to the good or bad teaching evaluation system. Only if the evaluation mode is scientific, systematic, reasonable, and fair can the teaching evaluation system give full play to its function. Especially for art majors, the construction of an evaluation mode is significant. First, multiple evaluation methods should be used to reflect the fairness and scientific nature of the evaluation model. According to the evaluation object and task, quantitative and qualitative methods can be used, and multiple evaluation methods can be used selectively and comprehensively. For example, evaluation methods should include conventional examinations, assignments, and creative works and evaluation methods such as learning process analysis and audio-visual record analysis. Second, the fairness of the evaluation mode should be reflected by adopting student self-assessment and mutual evaluation. Through students' self-assessment, students can be allowed to reflect on their learning. In the process of reflection, students will analyze their education and then adjust and optimize their knowledge. Through mutual assessment among students, students can conduct a comprehensive test of their thinking ability, expression ability, and art appreciation ability. At the same time, students can continuously improve their art concepts and

learning methods through mutual communication. And in the process of self-evaluation and joint evaluation, students can also feel their leading position in the teaching evaluation system, which improves students' enthusiasm for learning and promotes students' active participation in teaching evaluation. Through their efforts and persistence, they can obtain a good assessment. Finally, we should consider the review in the process [5]. For professional art teaching, the process has an important significance. Through the evaluation of the education, the process can timely find the current problems in learning and then timely improve. In the teaching process, teachers can more intuitively understand the students' learning attitudes and learning progress and judge the students' regular performance more objectively.

### 5.3 Optimizing the Feedback Method of Evaluation Results

Evaluation results are the end link in the teaching evaluation system; that is, all the contents of the evaluation are integrated and finally displayed through the feedback of the results to find the shortcomings and problems in teaching and then make adjustments and optimization. For art majors,

there is no single answer for art learning, and art teaching is more like the interweaving of sensibility and ideal. Therefore, the evaluation results should be displayed as something other than scores or grades in the art majors' teaching evaluation system. Still, the evaluation results should be fed back through specific language communication so students can understand the results more clearly. This interactive feedback can be divided into three steps: first, students freely present their learning and problems; second, the teacher answers the student's questions; and at the same time, the teacher can ask the further students questions to get a more comprehensive understanding of their learning. Finally, the teacher gives feedback to the students on the final evaluation results, taking into account all factors, and makes suggestions for improvement.

## 6. RESEARCH RESULTS

### 6.1 Preliminary Evaluation Structure

The usual grades, attendance, and workflow of students in each course are strictly implemented by uniform regulations:

Table 1 Initial Assessment Framework

School-enterprise evaluation		
Teachers	enterprise personnel	Final grades
Ordinary performance	Advancement	
Knowledge application	Application	
Practical operation	Economical	
Effectiveness of lectures	Aesthetics and comfort	
Work Process + Finished effect 60% + 40%	( Work effect + PPT report )	
( Regular grades, attendance + design process )		

- Attendance: absent more than 1/4 of the class will be disqualified from the exam, 10 points will be deducted for one class (10 minutes late, early leave is considered absenteeism), 5 points will be deducted once, 5 points will be deducted for going to the toilet once, and two questions will be deducted for leave (including public holidays) and sick leave, leave) Note: There are four classes in the morning and afternoon, if you do not come in the morning, 40 points will be deducted.
- Homework: each class is assigned more than five times the usual homework according to the situation, and the final homework grade is taken as the average.
- In the teaching process, the work between students for mutual grading accounts for 20% of the work process.

Course effect appraisal, at the end of each course, invites relevant enterprise personnel to enter the school, and evaluate according to the work standards of the project.

- Advancedness refers to whether the project implementation technology is advanced and applicable and high technology.
- Applicability refers to whether the implementation of the project technology is adapted to the specific conditions of its use, production conditions, economic

conditions, and social conditions and whether it is on paper.

- Economy refers to the implementation of the project should not only pay attention to the single economic benefits but also the comprehensive economic benefits, to prevent the simple pursuit of technically advanced and ignore the tendency of monetary benefits.
- Aesthetics, comfort, and ergonomics in design, in addition to attention to the integrity of the project to meet the aesthetics of the public. In addition to meeting customers' needs for a good project, attention needs to be paid to human comfort and satisfaction.
- Market assessment will include: -Market status survey, including current market supply, current demand, current price, and current competitiveness. -Future market forecast, including market development trend forecast, market potential forecast, etc.

## 7. RESEARCH FINDINGS

The teaching evaluation system is an integral part of teaching activities and plays an important role. To improve the quality and efficiency of teaching in art majors, it is necessary to change teaching concepts and enrich teaching methods and strengthen the research on teaching evaluation systems. For example, we should standardize the teaching evaluation standards of art majors, focus on developing students' comprehensive ability, and clarify the content of the teaching ping-a-ki system[6]. Only by fully reflecting the rationality, science, fairness, and comprehensiveness of the teaching evaluation system can the teaching evaluation system play a full role in the teaching of art majors to improve the efficiency and quality of education and promote better training of art majors.

## 8. CONCLUSION

After the teaching evaluation system is implemented in the course, the effect is remarkable, and the learning potential and subjective initiative of the students have been greatly stimulated. The purpose of the course evaluation (assessment) is not to prove, but to improve. The diversified evaluation (assessment) system runs the evaluation throughout the teaching process, which promotes the all-round development of students and improves the teaching ability of teachers.

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