

Research on the Diversified Evaluation System of Physical Education Teachers in Universities

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Abstract: The purpose of the author is to establish a new evaluation index system for physical education teachers in Colleges and universities. This paper investigated the status quo of physical education teacher evaluation. This paper uses the literature data method, questionnaire survey method, expert interview method and analytic hierarchy process method. The author has established a diversified evaluation system of physical education teachers in Colleges and Universities. The result shows that the index system is scientific and feasible. Colleges and universities can practice this system.

1 INTRODUCTION

Physical education teaching is an inseparable subsystem of College teaching. It is different from physical education and other courses. Physical education requires physical skills and theoretical knowledge. To cultivate students' physical and mental health, to develop a lifelong habit of students, to establish a "health first" thought, to cultivate students' positive, optimistic, love sports and healthy personality as the main course objectives of a special university Therefore, in the teaching evaluation, the evaluation of physical education teaching is different from other theories, whether it is the evaluation index, the evaluation process, the evaluation purpose or the application of the evaluation results. Objective to the domestic and foreign many research results show that the evaluation of physical education in Colleges and universities has its own characteristics, that is, the evaluation indicators closely related to sports teaching and evaluation method of flexible and diverse, pluralism of evaluation subjects, evaluation results in the formation of.

Teacher teaching evaluation is a complex multilateral system, which involves a wide range of contents, and it needs a comprehensive and dynamic evaluation mechanism. And multiple evaluation is the overall, dynamic, scientific evaluation mechanism. Physical education is a comprehensive education, and the diversity of the curriculum

objective needs to reflect the integrity of teaching. At the same time, the curriculum objective is based on the multi evaluation, emphasizing the overall effectiveness of teaching, and the teaching implementation of the overall goal. It is an important measure to establish a multi evaluation system of physical education teachers' teaching, which is an important measure to promote the teaching of "health first and all round development". To evaluate the content and quality of the evaluation, the evaluation should be more than aspects: the evaluation of the content and the evaluation. The evaluation content should be: the evaluation of the content and the evaluation. The evaluation content should be: the evaluation content and the standard. The evaluation content and the standard are: the evaluation content and evaluation criteria are: the content and evaluation criteria are two aspects: PE teacher evaluation content and evaluation. Evaluation and evaluation methods and operation of the implementation of a clear understanding, so as to evaluate the implementation of substantive and long-term support, in order to mobilize the enthusiasm and creativity of teachers' teaching, and promote teachers' professional development and teaching quality improvement.

The main problems in the evaluation of physical education teachers in China are lack of system of physical education teacher evaluation scheme. The emphasis on distinguishing rewards and punishments, neglect the improvement development,

external pressure, neglect internal motivation, performance management, lack of human care.

The main reason is that the lack of perfect teacher evaluation system, the lack of scientific evaluation system, the negative impact of utilitarian value orientation, the evaluation of the main body of the evaluation, the lack of incentive and the organic integration of the development of the society, the social and physical education teachers' professional bias and so on.

2 RESEARCH METHOD

2.1 Expert Interview Method

In order to verify the feasibility and the scientific nature of the diversified evaluation system, I interviewed 20 experts on education.

Including two executive vice president of sports and eight sports director and deputy director and ten professors

2.2 Questionnaire Survey

The questionnaire was distributed among 235 teachers in 21 colleges and universities in China, and 230 valid questionnaires were returned. All the questionnaires were tested for reliability and validity, which was in accordance with the requirements of this project.

Table 1: Level indicators consulting results.

Index name	very important	Important
The thought of teaching ability	100	
Teaching design ability	100	
Teaching implementation ability	80.10	19.90
The monitoring ability of teaching	75.00	25.00
Teaching assessment ability	71.40	28.60
The ability of teaching reflection	76.80	23.20
The teaching ability to innovate	68.80	31.20
Teaching research ability	70.30	17.30
The teaching ability of Education	56.20	43.80

3 RESULT ANALYSIS

Through the survey results will be diversified teacher evaluation system indicators are divided into nine level indicators and two nine indicators, see Table 1 and table 2The total recognition rate of 100% first level indicators, indicators are the number between 4.57~5.00. To continue the investigation result as follows.

Table 2: Statistics level indicators of mean, standard deviation, coefficient of variation.

Index name	Mean	The coefficient of variation
The thought of teaching ability	4.82	8.30
Teaching design ability	4.75	9.10
Teaching implementation ability	4.90	7.10
The monitoring ability of teaching	4.78	8.80
Teaching assessment ability	4.86	9.80
The ability of teaching reflection	4.89	7.80
The teaching ability to innovate	4.57	10.00
Teaching research ability	4.56	11.80
The teaching ability of Education	4.61	10.80

From the level of index weights can be seen, "teaching design ability" has the highest weight, that the most significant the teaching ability of physical education teachers reflect the level of Harbin Engineering University, this and Jin period focus on lessons of PE teachers agree, only good teaching design, will have good teaching effect; secondly, the "teaching reflection ability" higher weight, this shows that the new requirements of physical education for PE teachers put forward by tall, continuous reflection only in teaching, teaching ability to continuously improve.

3.1 Diversification Trend

With the continuous development of China's sports, it has been the trend of development that the understanding of sports teaching task and the teaching objectives are becoming more and more comprehensive. Physical education should not only cultivate students' good physical quality, making them grasp sound technical skills, but also cultivate students' good volitional quality, positive outlooks and values, to reach the diversified goal of

promoting the total development of students' moral education, intellectual education, physical education and aesthetic education. Therefore, the contents of the teaching should also be diversified, set to achieve each objective mentioned above. It is obvious that to make a comprehensive evaluation of physical education teachers' teaching, the contents of evaluation are bound to be diverse. In order to make objective, accurate, comprehensive assessment of physical education teachers, the main body of evaluation must be diversified. In the past, it was hard to make the evaluation objective and accurate only relying on leaders in charge or students and the main body of the evaluation of teachers should be from different groups related to teaching: leaders in charge, students, experts and teachers themselves.

In order to realize the functions of diagnosis, feedback, orientation and development, the evaluation time of PE teachers should be diversified, to avoid the practice in the past that the evaluation was made only at the end of the term, or when it was needed. Evaluation can be done after a class or after a unit and can be made randomly by leaders in charge, students and experts or teachers themselves can make judgments of their periodic teaching. The evaluation should not be limited to one moment, but should be done anytime and randomly, so as to promote the development of teachers.

In order only to rank excellent, good, medium and bad, the purpose of the evaluation in the past was single. Therefore, the evaluation results were surely single and such evaluation is not conducive to the development of teachers. Diversified evaluation results of teacher not only include the summative assessment—the comprehensive assessment of teachers made at the end of terms, but also the formative assessment—the assessment or feedback information from different groups mentioned above after every class or every unit, to help teachers improve and perfect their teaching in the process of assessment, feedback and amendment.

The diversified evaluation of teachers is also reflected in the evaluation methods, including direct evaluation, say, assessing by listening to class, commenting on teaching, etc.; indirect evaluation, say, questionnaire survey, students' panel discussion, etc.; qualitative evaluation, such as teaching evaluation, teaching attitude evaluation, etc.; quantitative evaluation, such as progressive degree of teaching, rational degree of teaching method, etc.. Only through multi-sided and multi-channel evaluation information, can the appraisers make comprehensive and accurate assessments of teachers' work.

The purpose of the evaluation is to judge the value of teachers' work, and due to the difference of reference standard of the diversified evaluation, value judgment methods are also different, which embodies the diversification of value judgment methods. Among value judgment methods, the absolute evaluation usually takes the fixed objective standard as reference. Absolute evaluation is a unified standard for all teachers, which, as a kind of value judgment method, reflects, to a certain extent, the school's basic requirements for teachers, but also ignores the individual difference of teachers as there is only one type of evaluation standard. Therefore, in a diversified teacher evaluation system, there is relative evaluation which takes as reference the average standard of teacher groups of the same rank. However, Even through the combination of the absolute evaluation and relative evaluation, it is hard to make evaluations which can fully reflect the personal development degree of teachers. Therefore, there is another method of value judgment—individual difference evaluation, which takes teachers' own past experiences and records as reference. These three kinds of value evaluation methods are mutually complemented and combined and the exclusive use of any method above can not reflect the comprehensiveness and accuracy of teacher evaluation.

The principle of teacher evaluation is the basic requirement of evaluation, which is the guarantee of the validity and reliability of the evaluation. The principle of evaluation is mainly in four aspects. The first integrated principle, which is the evaluation of the teacher's indicator system as a whole, comprehensive, complete and systematic reflection of the real situation of the teacher, the overall principle requires that teachers should adhere to the evaluation method of diversification, the collection of information multi-channel, multi perspective. Second guiding principle, refers to the teacher evaluation work must focus on the teacher professional development and education teaching quality improvement, give full play to the evaluation of the guidance, incentive and improvement function, promote the evaluation of positive progress, carry forward the advantages, to correct the shortcomings, continuous improvement and development. The objectivity principle, objectivity principle is refers to the evaluation of teachers must adhere to the objective and realistic attitude, starting from the objective reality of teachers' work and their own, for teachers to make objective and accurate evaluation, not subjective and doping personal emotion. Fourth development principle, is refers to the teacher

evaluation should be the continuous development and the change process, must use the development, the change of vision to see the teacher. To the evaluation in the process of teaching, should pay attention to were rated on the various problems in the beginning of teachers and the course of development, pay attention to the diversity of individual differences and development, should pay attention to the evaluation of communication and exchanges between the two sides in the process of evaluation.

4 CONCLUSIONS

The evaluation index system of physical education teachers is constructed, which includes nine primary indexes and two nine grade indexes, which can provide reliable basis for the evaluation of physical education teachers in Colleges and universities.

PE Teachers' diversified evaluation index system is scientific and feasible, which is conducive to the improvement of teachers' self - improvement and development.

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