

Research on the Ideas of Curriculum Construction and Teaching Reform in Colleges and Universities based on Course Evaluation

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Abstract

Promoting curriculum construction is an important measure to vitalize undergraduate education and realize the core position of undergraduate education in talent cultivation in colleges and universities. Based on the ability and psychological characteristics of college students after "00", this paper puts forward the basic ideas of curriculum construction in colleges and universities. The basic idea of curriculum construction in the new era needs to link up with the abilities and psychological characteristics of college students after "00". In view of the psychological characteristics of college students after "00", the curriculum construction needs to establish a student-centered educational concept and build "gold course" around the reality and future learning needs of students, we should vigorously promote the transformation from "teaching Paradigm" to "Learning Paradigm", strengthen student-centered and realize the transformation from "teaching" to "learning". This paper further discusses three aspects of teaching reform based on course evaluation: one is to establish the system of "evaluation" to promote "reform" of curriculum; the other is to create learning contents together to arouse students' enthusiasm for learning; the third is to find the conjunction point of teaching and learning to improve the effectiveness of teacher-student interaction which provides a useful reference for promoting the construction of "gold course".

Keywords

Course Evaluation; Curriculum Construction; Teaching Reform.

1. Introduction

In August 2018, the Ministry of National Education in the "on the new era of the implementation of the spirit of the National Conference on Undergraduate Education in Colleges and Universities" clearly put forward, "eliminate 'water lessons', create 'gold lessons' requirements. Colleges and universities should strive to promote curriculum construction, revitalize undergraduate education, implement the core position of undergraduate education in talent training, the basic position in education and teaching, and the frontier position in the development of education in the new era. Therefore, from the perspective of curriculum evaluation, continuous curriculum construction is of great practical significance to improve the quality of undergraduate teaching and promote teaching reform.

2. Theory review

Curriculum evaluation research is a weak link in the field of curriculum research in China. The existing research mainly includes three aspects: (1) to explore the meaning and function of curriculum evaluation from different angles. The concept of evaluation itself has complex and broad implications. Because the whole process of curriculum planning and implementation is the object of evaluation, the evaluation factors are diverse and complex. Therefore, the concept of curriculum evaluation can not be said to be clear. So far, scholars in the analysis of the concept of curriculum evaluation, more from the meaning of evaluation. In the aspect of modern

curriculum evaluation function, some scholars believe that its function is mainly to reflect the intrinsic value of the curriculum through evaluation; to judge the degree of achievement and realization conditions of curriculum teaching objectives; to provide information for the improvement of curriculum and teaching; and to serve curriculum decision-making, etc. (Yao Xiaochun, 2000). (2) Analyse and study the influencing factors of curriculum implementation. It is not only analyzed from the perspective of people (teachers, students), things (textbooks, teaching equipment) (Chen Xia, 2019), but also from the characteristics of the curriculum plan itself (extensibility, maneuverability, harmony, relative superiority), communication and cooperation, organization and leadership of curriculum implementation, teacher training and support of various external factors (Shi Liangfang, 1995). In addition, Feng Shengyao and Li Zijian (2011) analyzed the influencing factors of curriculum implementation from the aspects of reform characteristics, overall strategy, teacher development, teacher culture, resource provision and school administration. (3) Research on the object and scope of curriculum evaluation. Wei Zhiqiang (2009) believes that according to the object of educational activities and the factors affecting educational activities, the educational evaluation object system with the whole educational activity as the evaluation object can be divided into four levels: micro evaluation, meso evaluation, macro evaluation and meta-evaluation. The object system of educational evaluation has the nature of development, hierarchy and presupposition. The above research results lay a solid foundation for the research of curriculum construction and teaching reform.

3. Basic Ideas of Curriculum Construction

In the traditional curriculum construction of colleges and universities, the educational concept of "teacher-centered, curriculum-centered and classroom-centered" occupies the leading position. Curriculum construction is carried out around legal knowledge and teacher-determined curriculum. Students are passive recipients of knowledge, not the main body of curriculum construction, and students' initiative, initiative and enthusiasm are ignored. The traditional educational idea has not adapted to the ability and psychological characteristics of college students after 00. At present, college students show: (1) high comprehensive quality, strong learning ability and active thinking. The rapid development of economy makes "00" have more superior material conditions, the family has invested more effort in the education of their children, and the general comprehensive quality after "00" is obviously improved. In addition, the era of information, globalization and networking knowledge economy provides convenient access to knowledge for college students after 00. Strong thirst for knowledge and broad information platforms make them enthusiasts and followers of new things. (2) Strong sense of independence and self-centeredness. Many "00" college students have a strong sense of independence, do not like to listen to parents and friends, but also use some different to show their own personality. With excellent and unique personality, college students can better adapt to the future and development of society, but also from different perspectives. However, if too maverick, there will be a lot of problems, too self-centered, leading to a lack of group awareness. Some college students are overprotective, afraid of harm, and often do not share and cooperate with others. (3) Multicultural shock, lack of faith in the heart. After "00", college students grew up in the period of the rapid development of the Internet in China. The multi-culture on the Internet influenced the values of college students after "00" imperceptibly. (4) The growth process is smooth and the ability to resist setbacks is poor. After "00" the university student growth road is mostly relatively flat, lacks when facing the difficulty and the pressure tenacity and the resistance to the setback ability.

The basic idea of curriculum construction in the new era needs to link up with the ability and psychological characteristics after 00. In view of the psychological characteristics of college

students after "00", curriculum construction needs to establish a student-centered educational concept, and build a "golden lesson" around students' reality and future learning needs". The curriculum construction of colleges and universities in China needs to vigorously promote the overall reform from "teaching paradigm" to "learning paradigm", strengthen the student center, and realize the transformation from "teaching" to "learning" (Liu Qingshan et al .2020).

4. Main Contents of Curriculum Teaching Reform

Based on the basic ideas of curriculum construction in colleges and universities, this paper puts forward the following three aspects of curriculum teaching reform.

4.1. To establish a system of curriculum evaluation to promote reform and capital reform.

After clarifying the basic idea of curriculum construction, we need to pay attention to three aspects. First, curriculum communication, that is, students' understanding of teacher-determined courses, the process of generating curriculum meaning, and the reproduction process of curriculum understanding. Second, curriculum discipline, that is, the shaping of learning behavior; the reproduction of learning norms. Third, curriculum power, that is, the allocation of curriculum decision-making power; the deployment of learning resources and learning monitoring; evaluation, reward and punishment. According to the course type, the curriculum evaluation system of the first grade evaluation index and the second grade index is constructed. Then, according to the curriculum evaluation system to evaluate the curriculum. Finally, according to the evaluation results, continuous improvement is carried out, and support is given from the program and resource allocation to realize "evaluation" to promote "reform" and "change" to match "capital". In the process of "evaluation" to promote "reform" and "reform" with "capital", we should perfect the guarantee of curriculum system, strengthen empowerment, construct reasonable distribution and operation mechanism of curriculum power, change school management mode and provide full autonomy field for the operation of teachers' curriculum power.

4.2. Create the contents of the course and stimulate students' enthusiasm for learning.

Because of the rapid development of society, it is difficult for students themselves, parents and teachers to predict the knowledge system needed for students' future. Therefore, the choice of curriculum content in colleges and universities should not only reflect "students are active constructors of their own knowledge", but also reflect the role of teachers as "knowledge guides". According to the curriculum content, we should make clear the legal knowledge, the teacher's knowledge and the teacher's knowledge. The content of the course is the process and result of the interaction between teachers and students. The students' original knowledge and experience are regarded as the growth point of new knowledge, and the initiative and enthusiasm of students to explore new knowledge are brought into play. Students actively participate in curriculum construction through research-based learning.

Student learning is a process of constructing knowledge system independently. Students through experience, communication, cooperation and other meaningful active construction, and then cultivate the awareness and ability to actively find problems, analyze problems, solve problems. This requires that the curriculum construction of colleges and universities should highlight "student-centered", the curriculum content is not confined to the objective knowledge of "scientific world" independent of students, but also should return to the students' "life world" and integrate into life with the overall sense of knowledge. Lead life and transcend life.

Through competition, simulation, debate and other forms, stimulate students' sense of collective honor, existence and value, mobilize the creativity of both teachers and students, the

curriculum content created by teachers and students is challenging for students, satisfy students' curiosity about exploring the unknown world, stimulate students' interest in learning, let students learn how to express themselves, learn how to cooperate and explore the unknown world.

4.3. To find suitable points for teaching and learning and to improve the effectiveness of teacher-student interaction.

First of all, the relationship between teachers and students is equal and democratic, and the whole teaching process is the process of teachers and students jointly developing, discussing and enriching the curriculum. In interaction, students play their own personality and creative ability. Secondly, the exchange of information between teachers and students is very extensive, knowledge, skills, emotion, attitude, values are fully exchanged, through these exchanges, teachers and students can communicate with each other, influence each other, complement each other, the teaching process also becomes the process of students finding problems, asking problems, solving problems. Finally, teachers and students participate and interact creatively to achieve teaching goals. Teachers and students form a joint force to promote the active development of students, improve classroom efficiency, and achieve the optimization of teaching.

Therefore, the following two aspects should be paid attention to in the course of teaching. (1) Creating a democratic teaching atmosphere. Democracy presupposes equality. Teachers should change their roles in order to achieve equality between teachers and students. Equal teacher-student relationship is the basis of democratic classroom, teachers and students can interact, and the effectiveness of this interaction has a reliable guarantee. Respecting students' personality and quality, giving students time and space to learn independently, students' enthusiasm and creativity can be brought into full play. (2) Setting classroom teaching objectives. The teacher-student interaction in the teaching process is used to solve the problem, this problem is the expected goal, with the expected goal, the teacher-student interaction will not only become a mere formality, it can make the interactive process orderly. On this basis, the interaction between teachers and students can produce results. In the process of solving the problem, teachers and students can surpass the expected goal and produce new problems, and the understanding of the problem will be more thorough and comprehensive, which can reflect the effectiveness of the interaction between teachers and students. Set up high quality problems. The problem in interactive teaching must be the result of teacher-student interaction. The problem is not only put forward by the teacher, but also requires the students to put forward the problem and try their best to solve the problem. Therefore, in teaching, teachers should pay attention to the level of questioning, draw out many problems of students with their own problems, so as to cultivate students' awareness of problems and make students develop the habit of using their brains.

5. Conclusions

This paper discusses the idea of curriculum construction based on curriculum evaluation and the main contents of teaching reform. The idea of curriculum construction is to strengthen the student center, realize the transformation from "teaching" to "learning", construct the evaluation and improvement system of "evaluation" and "capital", and improve the effectiveness of teacher-student interaction. It provides a useful reference for promoting the construction of gold course.

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