

Evaluation Index System and Model for the Construction of School Ethos in University Classes

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Abstract: The evaluation of constructing school ethos in classes has been emphasized in many universities to guarantee teaching quality and learning atmosphere. Currently, the common score assessment, special factors assessment and other new methods are being tested by practice in those universities. Besides, the advantages, application scope and development direction of these models have been investigated and analyzed. On this basis, the evaluation of constructing school ethos in universities will become more rational and effective. Thus the construction of school ethos in university classes can be better promoted.

1 STATUS OF THE CONSTRUCTION OF SCHOOL ETHOS IN DOMESTIC UNIVERSITIES

School ethos, as the core ideology and goals of a school, has always been an important campus work emphasized by various universities. Thus the works related to the construction of school ethos have become more and more significant. Nowadays, people's evaluation standard for a university is not merely limited to faculty, students' test scores, graduation rates and employment rates but favor a more profound level of constructing school ethos (Chen Zhen, 2013). As the major bases of cultivating young talents, universities are very similar in curriculum and teaching. Therefore, it's necessary to emphasize the construction of school ethos to enable college students to acquire the edification of higher education. Such construction is, of course, based on students' learning. Students and teachers can improve teaching methods through teaching programs. Students' learning interests can thereby be continuously stimulated to improve teaching quality and learning atmosphere. On this basis, current students carefully study professional knowledge and continuously enhance the pragmatic learning attitude. Such campus activities through "teaching" and "learning" can achieve the mutual promotion of teaching and learning. And they're the

widely used method of constructing school ethos in most universities.

At present, most domestic universities are actively promoting their own construction of school ethos and have accomplished several achievements. For example, Jiangnan University has divided the construction of school ethos into three powers: the leading role of backbone teachers in daily teaching, the exemplary role of student leaders in learning process and the principal role of most students in the whole activity. The coaction of the three can not only ensure the construction of school ethos covers the whole school but also achieve a clear responsibility division (Wu Yan, Zhang Wenping, Cui Ruiling, 2014). As a result, various works can be launched based on evidences, guaranteeing both quality and quantity.

In addition, some universities have innovatively created the "characteristic" construction of school ethos consistent with their actual characters, achieving the blossoming of all styles. For instance, National Defence University PLA China mainly emphasizes military construction. Therefore, it focuses on the strict management of tests in the construction of school ethos. In addition to the conventional four levels: "inferior, qualified, good and excellent", the evaluation of cadets has even rigorously set up different proportions of recommending outstanding students. And the links of college examination have introduced not only the advanced evaluation system for national defense

students' comprehensive quality and the annual appraisal plan but also the more humanized mutual assessment and recommendation between cadets. In this way, more young talents can be appropriately discovered and comprehensively cultivated. With such model of constructing school ethos, students can be more comprehensively and scientifically urged. And the purposes of cultivating college talents can become more distinctive and well presented. Plus, it's an important factor for universities to carry on the past and open a way for future.

2 COMMON EVALUATION INDEX SYSTEMS FOR THE CONSTRUCTION OF SCHOOL ETHOS IN UNIVERSITY CLASSES

2.1 Traditional scoring evaluation system

Scoring evaluation has been most widely used in constructing school ethos and school's annual assessment. In this method, various evaluation contents, code of conduct, rewards and punishments are represented by different weights based on their different status. An object of evaluation will obtain the corresponding score after actually achieving the set standard. And the final results are judged and determined through each individual's score (Li Haibo, 2013). Such method, with less possible disputes, is the most simple and straightforward one among a number of assessment methods. Thus it's very persuasive for objects. Simple and crude as it may be, this "all or nothing" way of judgment is very effective. If people want to flexibly grasp the different factors in such method, they can improve the setting of evaluation contents or the allocation of scores to increase adaptability and practicality. Let's take the scoring evaluation rules of constructing school ethos in a university from Zhuhai as the example. Its evaluation can be divided into five areas: planning and implementation for constructing school ethos (25%), students' learning (25%), class honors and punishments (20%), characteristic works (20%) and others (10%). These areas have rather completely covered the main goal of constructing school ethos. As the important parts of the system, the corresponding weights not only reflect the different values presented by different contents but

also provide the basic specifications for the following scoring. In addition, the system also includes specific assessment contents, scores, scoring standard, assessment basis and remarks. A complete evaluation system of constructing school ethos requires the evaluation team to rigorously compare and judge the behaviors of participants. If a participant reached a certain standard, he/she will obtain the corresponding scores. Thus the obtained final data is well documented and can provide a reasonable explanation regarding the results of constructing school ethos for all participants. Currently, most universities mainly adopt such method to evaluate work efficiency and appraise excellent talents.

2.2 Evaluation system with special awards

The evaluation system of constructing school ethos with scoring standard has been widely used in practical college works. In addition, some universities evaluate the construction of school ethos based on the outstanding performance of classes. Adopted by some universities, such evaluation can be accurately implemented on class or individual level. Thus they can obtain good supervision and encouragement. In fact, this kind of evaluation model is linked with the reward system: as long as a class has an outstanding performance in one link of constructing school ethos activities, it will obtain the corresponding honorable titles. Such assessment results can often be converted to material rewards. And the effects have certain advantages compared with scoring evaluation and are more applicable in modern universities. Although such special titles have many categories, they have to focus on the construction of school ethos with comparable and distinctive characteristics. For example, the titles for individual college students: "Learning Model", "Learning Individual Excellence" and "Best Progress Award". And the titles for classes: "Mutual-help Class" and "Good Construction of School Ethos Award". Multiple as they may be, these awards are not flashy. Diversified evaluation methods can not only better retain the advantages and characteristics of each individual but also increase flexibility and enjoyment in the serious evaluation of constructing school ethos. Consequently, teachers and students can get rid of the previous prejudice that the school ethos only emphasizes academic scores. In this way, they can envisage the construction of school ethos and actively widen thinking. Besides, teachers and

students' learning-based understanding in knowledge, feelings, mentality and behavior is optimized to promote sustainable development of constructing school ethos in universities.

2.3 Election and self-recommendation evaluation system

As the forefront of constructing school ethos, universities are required to reasonably accomplish the related supervision and organization and achieve meaningful formal innovation. Such gathering of high-level intellectuals should generate progressive and divergent thinking to better promote the implementation of school's activities. Focusing on the initiative and enthusiasm of participants, class elections and self-recommendation has broken the previous patterns where classes passively accept the evaluation of constructing school ethos. Such "rose to the challenge" method can not only reflect classes' confidence in the ability of their own teachers and students, but also show the good state of preparation for tests and great cooperation. Thus the evaluation regarding students' academic scores, learning attitude, class atmosphere and interpersonal relationships can be smoothly carried out. Besides, its authenticity and reliability can be adequately protected, which will make relevant college works even better. Once such creative evaluation methods were widely promoted in universities, most classes, teachers and students will have more stringent requirements for their own behaviors. Accordingly, a good academic atmosphere can be formed in teaching and learning, presenting an enthusiastic situation in a long period—comparing, learning, catching-up, helping and surpassing. To some extent, adding such humane elements to school evaluation system can alleviate the situation where students, teachers and classes excessively pursue the so-called scholarships, material rewards and honorary titles. Thus the deterioration of school ethos can be avoided on campus. In reality, the real purpose of constructing school ethos is not the victory of one individual but the improvement of atmosphere and quality around the entire university.

3 STUDY ON THE EVALUATION MODEL OF CONSTRUCTING SCHOOL ETHOS

3.1 Relatively stable fixed-factors evaluation model

The construction of school ethos in universities has always been an issue emphasized by all the teachers, students and education departments. Its timely implementation, effectiveness of evaluation and reasonability of feedbacks are important factors influencing its effects. In the evaluation model of constructing school ethos, students, teachers, schools and families are indispensable basic factors. Included in construction activities, they can determine the success or failure of the evaluation of constructing school ethos. Among them, the teaching environment formed by teachers and students are playing the most obvious role—the state, ideology and behavior of the both can affect the entire school ethos. As a result, the Butterfly Effect can be reflected in appearances such as student achievement, the strength and reputation of universities. Meanwhile, universities, as the main body of activities, need to control the collection, selection and processing of information as well as the final results during the evaluation. Thus they are required to have a safeguard—firm evaluation system and reliable evaluation team members. In addition, universities need to control the forming and developing trend of school ethos and take the reality and ethos of the school into account so that the both can harmoniously develop. Besides, parents can provide strong supports, real-time feedbacks, timely supervision, constructive comments and suggestions for the evaluation. In a word, these four aspects are complementary and indispensable in the construction of college ethos.

3.2 Relatively flexible special-factors assessment model

The evaluation of constructing school ethos in domestic universities commonly uses some winning titles or awards to reflect its successful completion. Why does this way exist until now? The reason is that it reflects the real value in people's practice and has a certain mass base—people's recognition and affirmation. In fact, the setting of various so-called special prizes can, to some extent, reflect the priorities in constructing school ethos and people's expectations for this work. Rigorous learning

attitude, excellent teaching environment and strong academic atmosphere are the purposes that schools, teachers and students want to achieve. Thus “Excellent Class” and “Advanced Individual” need to meet the requirements of constructing school ethos and make outstanding contributions during the process. Besides, the school can create the following evaluations: the uniform evaluation on the whole class that investigates whether the learning atmosphere inside the class is strong and whether the overall level of students is high; the personal capacity evaluation based on the individual ability or contribution in each class; the progress award that compares the performance of each class in different periods to achieve vertical reference. The above approaches can not only make the conventional evaluation of constructing school ethos flexible and operable, but also conduct personalized evaluation based on the psychological characteristics of classes and individuals. Such diversification will inject greater vitality into the construction of college ethos. Thus a series of proactive self-improvement and perfection can be stimulated, promoting the optimization of school ethos.

3.3 Other evaluation models of constructing school ethos

Compared with the schools on other levels, domestic universities have sufficient hardware and software support for constructing school ethos. With high quality, educational level and degree of ideological emancipation, college teachers and students can brilliantly absorb new ideas and methods. On this basis, constructing school ethos and its evaluation can obtain effective implementation and feedbacks. In addition, the study of college students requires more self-restraint and self-learning. Therefore, once formed and becoming mature, the school ethos commanding the whole campus will become a valuable intangible asset of the school. In such atmosphere, both teachers and students can develop their resources and personal abilities to the fullest degree while benefiting a lot.

In addition to the steady development on the original track, the construction of school ethos requires further innovation and expansion in order to “retain youthfulness”. Combined with the public expectations for college talents, the school evaluation team can add several new standards and directions to the project design: the evaluation of constructing excellent courses and the quality evaluation for academic conferences (from the perspective of teachers); a student’s research project

results, social acceptance and self-management classes (from the perspective of classes). Based on the previous academic-atmosphere-centered situation, such new evaluation methods introduce factors coming from academic authority and practical needs of society. As a result, the evaluation of constructing college ethos has become more comprehensive in structure. And the internal development of universities has acquired a striving direction. In other words, these methods are acting as both assessment and guidance. All in all, the school leaders and the management team of constructing school ethos should pay adequate attention to “quality” and “quantity”, mastering effective methods and advanced concepts of constructing school ethos. Only when the both complement each other can the objective of talents training and teaching bring out the best in each other inside universities.

4 CONCLUSIONS

The superior evaluation of constructing college ethos is playing a significant positive role: optimizing academic atmosphere, improving teaching quality and establishing a good image of college and campus culture. Thus universities will obtain good results in constructing school ethos through clearly considering the evaluation indicators, optimizing and upgrading evaluation models as well as the coaction of teachers and students. School ethos is the soul of a school. Therefore, the gradual improvement of the evaluation will act as the pilot for various academic activities on campus. And the positive energy it brought will be continuously effective in a long period.

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