

Research on the Teaching Evaluation System of Art Courses

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Abstract: Aiming at the characteristics of solid subjectivity in the evaluation of student performance of art course teaching, this study introduces the concept of a quantitative assessment of art courses, decomposes evaluation indexes, incorporates learning process evaluation and teaching results assessment into the complete assessment and evaluation system, constructs the design model of teaching evaluation system of art courses to analyze the case; evaluates the teaching effect of methods through the analysis of the achievement of course objectives, to promote teaching activities and promote the cultivation of applied talents.

1 INTRODUCTION

Art majors have the characteristics of solid application and practice. The course teaching evaluation has a significant role in the construction of the curriculum system of art design majors, which serves as an essential link to measure the teaching results of the course. Teachers should grasp the traditional classroom teaching class and the practical teaching with the project-based carrier in the course evaluation to promote the healthy, rational, and sustainable development of art design majors and improve its role in the new The position of innovative composite talents training quality (Song 2010). As an essential part of course teaching, the course evaluation system supervises teaching and learning, improves the overall quality of classroom teaching in continuous evaluation and correction, and achieves the effect of mutual promotion of education and evaluation. The school academic affairs office or the corresponding teaching management department can use the assessment to understand the teaching situation of teachers and students and then carry out the evaluation of the teaching effect and reasonably propose the personnel training program (Jiang 2015).

2 THE CURRENT SITUATION AND PROBLEMS OF THE CURRENT ART COURSE EVALUATION SYSTEM

2.1 Single Form of Examination Method

The traditional way of examination is usually conducted by submitting works at the end of the period, which is a single form of analysis. Artistic creation takes a certain amount of time to take shape. The progress of artistic level is a gradual process; not a single score can indicate the level of learning, and the artwork itself has no uniform answer and is difficult to quantify (Long 2009). Therefore, the assessment form of scoring based on a single work is too homogeneous.

2.2 Focus on Results, Not Process

The traditional teaching course evaluation is through the final works provided by students and scored. This way can't reflect the students' design level and can't make a comprehensive judgment on the students' progress and complete quality improvement. Therefore, this evaluation method is not exhaustive, and art and design majors emphasize the process of learning, which needs to be advanced gradually. Teachers should train and exercise

students in a targeted manner according to their foundation and characteristics and make a comprehensive evaluation of student's learning in the learning process to see their progress and improvement to evaluate their learning objectively. Therefore, we should focus on the overall assessment of student's learning process and include students' learning, progress, and development and students' attitude, ability, and character in the general evaluation.

2.3 Teacher Evaluation, Single Evaluation Subject

Teachers usually give corresponding evaluation scores to students' assignments or works in traditional art teaching evaluation. Such unilateral evaluation is often too subjective. Teachers' preferences and impressions of students will affect the evaluation results, and even teachers' moods at the time of assessment will involve the evaluation scores. Moreover, each teacher's learning experience, knowledge background, mastery of the profession, and understanding of design will be different, and their knowledge of the same work will be further. Therefore, relying solely on the class teacher as the subject of evaluation is too homogeneous. When teachers encounter two similar or similar results, they often hesitate and are likely to intervene in the end to give emotional scores. Such teachers' subjective judgment will inevitably become the primary criterion for evaluating students' performance, resulting in the evaluation results relying too much on the teacher's subjectivity in charge of the class.

3 IDEAS FOR THE STUDY OF THE COURSE EVALUATION SYSTEM

According to the teaching process and results and the characteristics of the subject curriculum system, we put the leading focus indicators of art and design on teaching system setting, the content of teaching goal setting, teaching effect and course teaching management, and innovation of teaching results.

3.1 Evaluation Setting of Teaching Goal Concerns Professional Courses

The focus is first to observe whether the course teaching objectives are clear, whether the design of its course teaching objectives can support the objectives of talent training, and the relevance of the course teaching objectives and talent training.

3.2 Assessment Design of Teaching System Concerns for Major Art Courses

The problems of the course teaching system include the conditions of course teaching resources, teaching content setting, teaching methods, and assessment and evaluation methods (Lv 2017). The course teaching content framework is clear, the module objectives are clear, the modules are closely connected, and they are properly set up with the previous and subsequent courses. The latest research results of professional development and professional development requirements can be introduced into the teaching design in time. The practical teaching content system of art design practice teaching is also an aspect of the mandatory assessment of the curriculum teaching system setting. This module should reflect the results and skip the process of student participation (Xu 2009).

3.3 Course Teaching Management and Evaluation Design of Teaching Effectiveness Observation Points

The observation points of course teaching management and teaching effectiveness include course management, evaluation of teaching effectiveness, and teaching file management. The observation of course management is refined to whether there is a detailed plan for course management and whether diverse methods can be adapted to monitor the process and achieve excellent quality, not only limited to classroom teaching management. The evaluation of teaching effect includes student evaluation, process evaluation, and course result evaluation. Art and design courses will directly produce some visual teaching results, mainly from two aspects of the assessment: the course teaching results based on the organization, planning, counseling students to participate in the corresponding professional competitions students won high-level awards and the promotion of the

course exhibition and other professional media reports (Li 2018).

3.4 Establishment and Observation of Art and Design Course Evaluation Observation Index System

To establish a curriculum evaluation system, we must first memorize the thinking of evaluating the observation indicators. Secondly, we must also consider the load-bearing and connection of the evaluation and evaluation indicators. We have assigned weights to each hand: the importance of the teaching goal design is 10%, and the importance of the curriculum teaching system design. 50%, teaching management and teaching effect weight 20%, teaching achievement characteristic item weight 20%. The implementation of the observation of the curriculum evaluation system must also have evaluation committees with a reasonable structure. We choose a high-level, cross-border diverse team in terms of committee composition. This evaluation system promotes curriculum construction in art and design curriculum construction and teaching and establishes its unique brand effect (Bi 2016).

4 DESIGN MODEL OF TEACHING EVALUATION SYSTEM FOR ART COURSES

4.1 Art Course Teaching Evaluation Methods

Evaluation of course goal attainment can be based on a comprehensive evaluation method according to the characteristics of the course, which can be based on both direct evaluation and indirect evaluation (Yao, 2015). Direct evaluation methods include, but are not limited to, standardized exams, non-standardized exams, midterm exams, process assessments, learning portfolios, and other methods. Indirect evaluation methods include, but are not limited to, self-evaluation, student evaluation, peer evaluation, a supervisory evaluation, interviews, questionnaires, and feedback from students on achievement evaluation at the end of the semester (Zhao 2014).

The indirect evaluation process can collect students' opinions and suggestions on the course in the form of midterm talks and faculty talks; use multiple evaluation methods such as supervisory evaluation + peer evaluation + student evaluation +

self-evaluation to monitor and evaluate the course teaching; conduct a questionnaire survey on the achievement of course objectives at the end of the course to give feedback on students' evaluation of course achievement.

4.2 The Weight Distribution of Teaching Evaluation of Art Courses

A combination of direct and indirect assessment can be used, with immediate evaluation accounting for 70-100% and indirect evaluation accounting for 0-30%, and the proportion can be adjusted appropriately according to the characteristics of the course.

4.3 Separate Use of Direct Evaluation

The direct evaluation of the achievement of course objectives should include at least two categories of process assessment and standard tests. Process assessment includes but is not limited to course attendance, extra-curricular assignments, practical training, classroom performance, group cooperative learning effects, course mini-papers, etc.; standard tests are conducted according to the assessment methods specified in the course syllabus, such as final exam results, midterm exams, unit tests, reading reports, lab reports, etc.

5 DESIGN MODEL AND A CASE OF TEACHING EVALUATION SYSTEM OF ART COURSES

5.1 Course Objective Weighting

The calculation method of target weights should be combined with the support relationship of course objectives to graduation requirements. If the course objectives play a strong support role to the achievement of the corresponding graduation requirements, make its support intensity value 1.0; if the course objectives play a medium support role, make its support intensity value 0.5; if the course objectives play a weak support role, make its support intensity value 0.2. After normalization, the weight of each course objective is obtained, which indicates the importance of each course objective to the achievement of graduation requirements and is used to calculate the overall achievement value of the course for the evaluation of graduation

requirements. Suppose there are 3-course objectives in a system, and the weight of each course objective is M1, M2, and M3.

5.2 Calculation of the Degree of Achievement of Course Objectives

The course objectives are designed with a full score of 100, and the expectations of all items in the assessment session are 100. Assuming that the final work in course objective one accounts for 60%, the average student score is A1; the midterm work accounts for 10%, the average student score is A2; the stage test accounts for 20%, and the average student score is A3; the written work accounts for 10%, the average student score is A4, then the achievement of course objective 1 is $H_1 = A_1 \times 60\% + A_2 \times 10\% + A_3 \times 20\% + A_4 \times 10\%$

Assuming that 20% of the final work in Course Objective 2, the average student score is B1, 10% of the midterm work, the average student score is B2, 10% of the stage tests, the average student score is B3, 50% of the group work, the average student score is B4, and 10% of the classroom performance, the average student score is B5, then the achievement of course objective 2 is $H_2 = B_1 \times 20\% + B_2 \times 10\% + B_3 \times 10\% + B_4 \times 50\% + B_5 \times 10\%$

Assuming that 10% of the classroom performance in Course Objective 3, the average student score is C1, 60% of the course papers, the average student score is C2, and 30% of the group learning, the average student score is C3, then the achievement of Course Objective 3 is $H_3 = C_1 \times 10\% + C_2 \times 60\% + C_3 \times 30\%$

Total goal achievement:
 $H = M_1 \times H_1 + M_2 \times H_2 + M_3 \times H_3$

A course goal attainment score above 60 indicates that the course goal was effectively achieved.

5.3 Case Study of Teaching Evaluation of Art Courses

A. Examples of major art courses

According to the condition of a school art major to confer a degree, the goal achievement standard was determined to be 60 or more, and the comparison of the results of the goal achievement evaluation and the actual score of course achievement with the standard value of each course of the established assessment system is shown in Figure 1 below. To further analyze the students' learning achievement, the results of the course goal

1 achievement distribution chart are shown in Figure 2 below, the results of the course goal 2 achievement distribution chart are shown in Figure 3 below, and the results of the course goal 3 achievement distribution chart are shown in Figure 4 below.

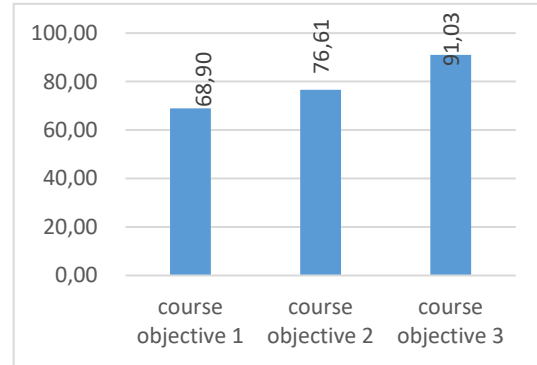


Figure 1 achievement degree of curriculum objectives

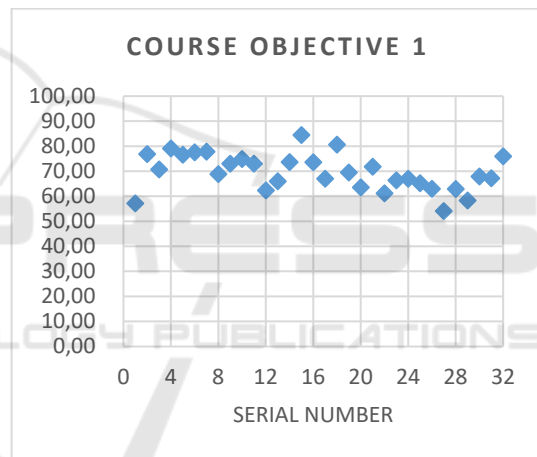


Figure 2 distribution of students' achievement of course objective 1 in art design class

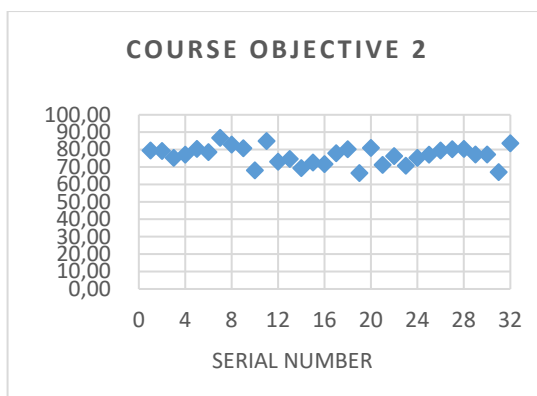


Figure 3 distribution of students' achievement of course objective 2 in art design class

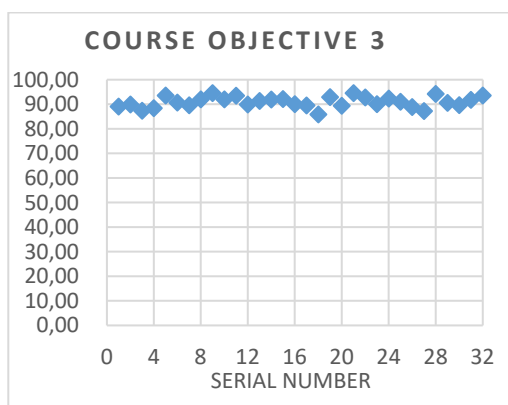


Figure 4 distribution of students' achievement of course objective 3 in art design class

Course Objective 1 corresponds to the Knowledge Objective, with an achievement level of 69.90; the standard value was achieved, and it was basically achieved. Course Objective 2 corresponds to the Competency Objective, with an achievement level of 77.61. The achievement level is higher than the standard value, and the course objectives are better achieved. Course objective 3 corresponds to the quality objective, with an attainment rating of 91.09, higher than the standard value, and better achieves the course objectives. The distribution of individual evaluations reflects that most students could complete the standard. For course objective 3, all students met the middle, and students were usually actively involved in their studies.

5.4 Evaluation of the Reasonableness of the Evaluation Results

The scientific rationality of the evaluation method: In each aspect of teaching, the process evaluation mainly adopts the combination of works, stage tests, group learning, classroom performance, and course paper, but the rationality of the corresponding scoring criteria needs further optimization. For the weight setting of the evaluation indexes, the primary basis is the judgment of the strength of the course objectives on the support of the graduation requirement index points, which will have some influence on the accuracy of the final evaluation results. From the scores of different evaluation index items, we can see that the data of test-based items, such as stage tests, midterm works, and final works, are relatively objective. In contrast, the data of non-test things are supplemented to effectively avoid emphasizing results over process and a single evaluation subject so that the evaluation results can generally reflect the achievement of students' course

objectives. The quantitative evaluation has the accomplishment of knowledge objectives relatively. It is easy to evaluate the accomplishment of knowledge objectives, but it is more difficult to assess the ability and quality objectives accurately. From the actual evaluation results, the achievement of course objective three is high, mainly because the evaluation data of course objective three comes from subjective evaluation. The assessment increases the participation of evaluation scoring. It allows the whole class to participate in scoring to take the average result, effectively avoiding the influence of a single subjective evaluation on the development.

6 CONCLUSIONS AND RECOMMENDATIONS

In this paper, the art course system is changed from changing the single examination-based evaluation form to a flexible and diversified evaluation form to be integrated into the course teaching and play the role of testing, regulating, supervising, and motivating. Through the research on the design mode of the teaching evaluation system of art courses, the comprehensive evaluation method is used to study the achievement of course objectives according to the characteristics of the classes, which can be based on direct evaluation and indirect evaluation. The immediate assessment of course goal achievement includes process assessment and standard test. The indirect evaluation process collects students' opinions and suggestions on the course in mid-term talks and teachers' lectures; uses various evaluation and assessment modes to monitor and evaluate the course teaching to decompose the evaluation index and quantify the assessment.

The design model of the teaching evaluation system of art courses adopts the calculation method of target weights, establishes the consequences of each assessment factor according to the supportive relationship of course objectives to graduation requirements, analyzes the situation of course attainment from the process assessment and result-based assessment results, combines the results, of course, objective attainment evaluation and the comparison between the actual scores of course attainment and traditional values, and comprehensively evaluates the effect, of course, teaching to promote teaching activities and promote the cultivation of application-oriented talents.

The evaluation link items of the teaching evaluation system of art courses are not set in stone,

and we can increase and decrease the evaluation links according to the situation and also adjust the weights according to the characteristics of the courses as appropriate so that the evaluation results are closer to the courses.

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