

An Inquiry into the Implementation of Classroom Teaching Evaluation in Secondary Vocational Training

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Abstract: Classroom teaching evaluation serves as a critical mechanism for enhancing teaching quality and fostering student development in secondary vocational education. This paper examines the current implementation of teaching evaluation systems within China's secondary vocational training framework, analyzing its objectives, methodologies, challenges, and potential pathways for improvement. The study highlights the dual focus of vocational education—integrating theoretical knowledge with practical skills—and explores how evaluation systems can be tailored to assess both dimensions effectively. By aligning evaluation practices with national educational policies and industry demands, secondary vocational institutions can better prepare students for employment while supporting their holistic growth.

Keywords: Intermediate vocational; Teaching evaluation; Implementation

1. INTRODUCTION

Classroom teaching evaluation is an important component of teacher teaching and an effective means to promote students' active learning. A scientific evaluation subject, effective evaluation methods, and rich evaluation tools are important components of classroom teaching evaluation, which are crucial for evaluating and providing feedback on students' learning outcomes. However, for a long time, due to the fact that most students in vocational schools do not directly enter higher education after graduation, teachers have almost no pressure to enter higher education compared to ordinary middle schools. At the same time, there is a lack of testing on whether the professional skills learned by students after internships meet market demand, which makes it difficult to evaluate the teaching effectiveness of teachers. As a result, many teachers neglect teaching evaluation in their teaching. In my teaching practice, especially in practical training, I often find that some students neglect practice and speak lazily in class. Apart from factors such as vocational school students' laziness and lack of self-awareness, I have found that another important reason is that our evaluation of students' classroom performance is relatively weak. Promote learning through evaluation, stimulate students' enthusiasm, and provide them with certain pressure; Promoting teaching through evaluation, allowing teachers to receive timely feedback and adjust teaching, is particularly important for our vocational education, especially in practical training classrooms. Therefore, this article explores the implementation of classroom teaching evaluation in vocational training, hoping to have a slight effect on improving students' learning outcomes. Classroom teaching evaluation is an important part of teachers' teaching and an effective means to promote students' active learning. Starting from the fact that students in the secondary vocational training course are sluggish in learning, this paper explores the implementation of the classroom teaching evaluation of the practical training classroom, and proposes that the implementation of the classroom teaching evaluation of the vocational practical training classroom should start from the five aspects of designing the evaluation content system of vocational ability, determining the evaluation subject of the three combinations of "teachers, students, and industry experts", highlighting the process evaluation, rational use of evaluation tools and making good use of rewards, and creating an atmosphere of full attention to evaluation, in order to achieve the five aspects of promoting learning with evaluation and promoting teaching with evaluation. It plays a certain role in improving the learning effect of the practical training class for secondary vocational students.

2. EVALUATION CONTENT SYSTEM BASED ON DESIGN PROFESSIONAL COMPETENCE

2.1 Design an evaluation system that integrates professional knowledge, operational skills, and professional ethics

Based on the characteristics of vocational school students, reflecting the "vocational ability oriented" approach, the evaluation content must fully cover three aspects: professional knowledge, operational skills, and professional ethics. While examining students' mastery of professional knowledge, attention should be paid to the improvement of their job skills and the cultivation of their professional ethics. Under the principle guidance of this major evaluation standard, we will begin to design the specific content of the evaluation. Vocational training courses are guided by the work process, dividing the skills that students need to master into projects according to the order of work. Then, sub tasks are designed under each project, allowing students to start learning from the sub tasks and conduct assessments based on the tasks as evaluation units. When designing the evaluation criteria for each evaluation unit, three aspects should be integrated: theoretical knowledge points, skill operation rules, and professional ethics. It is worth mentioning that different professions and positions require different professional qualities, which require detailed job research to determine. Taking the professional competence of the front desk reception position in the hotel profession as an example, its professional qualities should include politeness and etiquette, service awareness, communication skills, teamwork, operational efficiency, and the ability to solve and analyze problems.

2.2 Based on the work process, invite industry experts to design an evaluation system together

The teaching and evaluation of vocational schools should be based on school enterprise cooperation, and any teaching and evaluation that deviates from enterprises and industries is done in isolation. Determining the evaluation content and establishing an evaluation system for each practical training course is a complex project that involves the internalization of textbooks, the refinement of projects, and the formation of tasks. It cannot be completed solely by the power of school teachers. To truly embody the professional competence based evaluation system, it is necessary to invite industry experts to participate together. Only in this way can we make up for the lack of work experience in certain teaching industries, and the skills taught by teachers can withstand market scrutiny. Teachers and industry experts who teach the same practical training course collectively discuss, guided by the work process, and based on project division, task design, and professional ability analysis, develop several task evaluation forms for each task, including assessing professional knowledge, job skills, and professional ethics, forming a complete evaluation system for practical training course content based on tasks (this evaluation system is used for the final assessment of students at each stage).

2.3 Evaluation System Integration 1+X Certificate Requirements, Linking Skills Competition Directions

Since the launch of the 1+X certificate pilot program in vocational colleges and applied undergraduate universities in 2019, the 1+X certificate system has been highly valued as the core of vocational education reform. At present, many vocational occupations have successively introduced 1+X assessment standards. In the process of establishing an evaluation system for vocational training courses, it is necessary to connect with the requirements of the 1+X certificate, internalize its assessment standards, and facilitate students' certification. At the same time, China will host the 46th WorldSkills Competition in Shanghai in 2022. As the "Olympics" of vocational skills competitions, the technical documents and scoring standards of the WorldSkills Competition have a guiding significance for vocational school education. As of the 45th WorldSkills Competition, China has participated in as many as 52 events. If the practical training course in a vocational school happens to be a World Skills Competition event, teachers should carefully analyze the technical documents and grading standards, and integrate the concepts and rules of the World Skills Competition into the evaluation system of the course.

3. DETERMINE THE EVALUATION SUBJECT THAT COMBINES "TEACHERS, STUDENTS, AND INDUSTRY EXPERTS"

Many vocational school teachers often adopt a single teacher evaluation method in order to simplify the evaluation process during actual practical training teaching. This evaluation method is simple and easy to implement, but it has many drawbacks. Firstly, teachers cannot take into account the process oriented learning of many students, especially in group training. In most cases, teachers cannot see the practice situation of each student, and cannot consider the correctness, seriousness, and other aspects of students' practical operations one by one. Therefore, it is necessary to introduce student peer evaluation, such as group leader's evaluation of team members or group member peer evaluation, to include students in the evaluation subject. This not only allows students to have something to do in class, but also stimulates their sense of ownership and facilitates their learning from observing their classmates' learning behavior. Secondly, many practical project teachers may have a bias in understanding the evaluation criteria when evaluating them individually. Adding the evaluation of enterprise experts can make

the evaluation more fair and objective. For teachers, it is an opportunity to exchange and learn from industry experts; For students, it creates a sense of ritual in evaluation, making them pay more attention to learning and gaining a deeper understanding of the requirements of the enterprise.

In specific evaluation implementation, different evaluation subjects correspond to different evaluation methods. Generally speaking, summative evaluation is mainly based on exams or assessments, and the evaluation subjects are usually teachers and industry experts; The process evaluation method runs through the entire teaching of the course, and can involve both teachers and students as evaluation subjects, appearing in forms such as student self-evaluation, group peer evaluation, and teacher feedback. Due to the fact that most industry experts have their own jobs in enterprises, it is not practical to invite them to assess every teaching and training task. Therefore, it is recommended to invite experts to participate in final assessments, such as project assessments or mid-term and final assessments, while regular task assessments are jointly completed by teachers and students.

4. EMPHASIS SHOULD BE PLACED ON PROCESS EVALUATION, WITH SUMMATIVE EVALUATION AS A SUPPLEMENT

Process evaluation is one of the main methods for teaching evaluation in vocational schools. Process evaluation focuses on the learning process of students, paying attention to their progress and existing problems in various stages and projects, with the aim of promoting their development. By implementing process evaluation, teaching information can receive timely feedback, so that teaching activities can be adjusted and improved in a timely manner to achieve teaching goals and improve teaching quality. The existence of process evaluation makes up for the shortcomings of outcome oriented summative evaluation. At present, the majority of vocational school students are slack off in their studies, largely due to the fact that our summative assessment only includes mid-term and final exams twice. Many students hope to rush before exams and treat their classes and daily studies perfunctorily. To change this situation, in addition to increasing the number of summative evaluations and conducting assessments based on training tasks and projects during the teaching process of practical courses, it is also necessary to conduct process evaluations that run through the entire learning process of students and assess their learning status.

It is best for teachers to develop an assessment plan and assessment scheme for each practical training course before taking it, and publish and distribute it to students during the first class. The assessment schedule clearly lists the assessment time for each practical training task and project, which not only helps to create some pressure on students at the beginning of the course, but also supervises their learning; On the other hand, it also facilitates students to clarify their learning goals and progress. The assessment plan table lists the assessment contents of process evaluation. Generally speaking, process evaluation can evaluate three stages: pre class, in class, and post class. For example, it evaluates students' pre class learning (micro lesson viewing, pre homework completion), classroom attendance, classroom performance (answering questions, asking questions, practical exercises, etc.), post class homework (works) evaluation, and post class training platform cleaning. Due to the many links involved in process evaluation, teachers must establish and revise evaluation indicators in long-term practice, gradually establishing a rich and three-dimensional process evaluation system. Classroom attendance and workstation hygiene can be recorded through mutual evaluation by teachers or team leaders, while homework (work) evaluation can be conducted through a combination of student self-evaluation, group self-evaluation, and teacher feedback, with appropriate weights given to the scores of student self-evaluation, group self-evaluation, and teacher feedback to ensure the fairness of the evaluation. In order to raise students' awareness of process evaluation, teachers can publish the scores of process evaluation once a week and provide feedback on students' learning status, praising students with good learning conditions and urging students with poor learning conditions.

5. REASONABLY USE EVALUATION TOOLS AND FACILITATE EVALUATION IMPLEMENTATION

The use of evaluation tools is a very important part of evaluation implementation. In practical work, due to the multitude of evaluation points, the workload of teachers increases, and many teachers are unable to implement evaluations, especially process evaluations, effectively. Using appropriate evaluation tools can not only reduce the workload of teachers, but also enhance students' emphasis on evaluation, thereby promoting their learning.

File bag is a commonly used method to create a file bag for each student, which includes information such as attendance, classroom performance, assignments (works), task assessments, and project exam scores. In addition

to paper forms, it can also be in the form of photos or videos. Using a portfolio to track and evaluate students can collect complete information on their entire learning process, showcase their professional skills development during a certain period of time, and reflect their efforts, progress, learning achievements, etc. The portfolio can be managed by the class representative and group leader, who will distribute the portfolio at regular intervals for students to review their learning progress and summarize.

With the development of information technology, various evaluation software has emerged one after another. If teachers can use it for themselves, it can greatly improve the efficiency of evaluation. Teachers can use computer software or mobile apps to create an electronic file bag for each student, and directly evaluate students on the evaluation platform. Students can also see their own evaluations at any time. At the same time, teachers and students can communicate about their class performance, homework situation, etc. through software or apps. Parents can also log in to the app to see their children's performance at school and communicate with teachers in a timely manner. In the era of information technology, establishing electronic file bags is worth trying and researching for teachers, and I believe it will achieve very unexpected results. Taking the author's experience of using the Class Optimization Master for classroom evaluation as an example, the author used the Class Optimization Master to establish evaluation indicators on top of it, and used them throughout every class to timely evaluate students' performance in class, including attendance, answering questions, being diligent in practice, helping classmates, etc. Students can see their own scores and group score rankings through the teaching all-in-one machine, greatly stimulating their enthusiasm for learning.

6. MAKE GOOD USE OF REWARDS AND CREATE AN ATMOSPHERE WHERE EVERYONE VALUES EVALUATION AND LEARNING

Vocational school students have weak learning enthusiasm and are indifferent to their academic performance, resulting in laziness and a lack of learning state. They need stimulation and stimulation to awaken their inner motivation for learning. In many ordinary high schools, students with good academic performance and significant progress are rewarded with scholarships. However, in vocational schools where the learning atmosphere is generally poor, this form of reward is lacking. The author does not advocate for a single material reward or scholarship reward, but believes that combining material rewards with spiritual rewards and providing necessary material rewards is also a way to inspire vocational school students to learn and value evaluation.

The author conducted an experiment on this. In the author's "Coffee Making" practical training class, the whole class was divided into several groups of 3-4 students each. Every 4 weeks or so, the author selected the 3 best groups and 3 best individuals in the form of group points and individual points, and awarded them small prizes. The prize selection is closely related to the course, such as coffee drinks or coffee souvenirs. In order to win the prize, the group students are very united, reminding each other not to sleep in class to avoid deduction of points, and encouraging and helping each other. The team atmosphere is very good, and some students actively answer questions and participate in the classroom to earn points. Every time it comes to project assessment, students are motivated, and these are the benefits brought by prize rewards. The prize rewards give students a sense of initiative, while also giving them a shot in the arm to restrain their bad behavior during class when they are distracted, talking, or want to sleep.

7. CONCLUSION

The implementation of classroom teaching evaluation for vocational school students' practical training is based on school enterprise cooperation and aims to evaluate their professional abilities. It is a gradual and systematic project that requires teachers to practice and revise for a long time. During the implementation process, teachers should pay special attention to encouraging and guiding students, helping them build confidence and stimulate their enthusiasm for learning. Most vocational school students are failures in the exam oriented education system, characterized by low self-esteem and rebellion. The evaluation of vocational school students should focus on encouragement and guidance. Teachers should adopt hierarchical evaluation based on the different actual situations of each student, and not hesitate to give their own praise and commendation. In the classroom, teachers should be good at discovering the progress and shining points of each student, and be able to give sincere and appropriate evaluations to students' different degrees of progress. At the same time, teachers should ensure fairness and impartiality in the evaluation process, pay attention to the feelings of each student, not view certain mischievous students with colored glasses, and encourage their progress. In addition, teachers should guide and

encourage students to participate in evaluations and objective evaluations, so that students can communicate with each other, deepen their understanding of knowledge and skills, and make progress in evaluations.

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