

Exploration on the Reform of Practical Teaching Evaluation System of Business Administration Major

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Abstract: With the rapid development of society, the demand for high-quality talents is increasing day by day, and as an important link in training talents, practical teaching is particularly important. We should take reform and innovation of practical teaching as the core, gradually improve teaching quality as the concept, break the shackles of traditional teaching system, and innovate the management system of practical teaching without being restricted by outdated teaching frameworks, teaching viewpoints and teaching ideas, so as to achieve sustainable and virtuous circle development. Among them, the reform of practice teaching evaluation system is the main line and guarantee of development, and a good and complete evaluation system can develop practice teaching well and quickly. This paper takes business administration major as the research object, explores the theory of practice teaching evaluation system reform, and arouses the attention and enthusiasm of practice teaching evaluation related workers.

Keywords: practical teaching; evaluation system reform; management system

1. Introduction

At present, the practice teaching of business administration major in colleges and universities is mostly going through the motions, with a single teaching mode and serious routine. The core of this problem is the traditionalization and fragmentation of the practice teaching evaluation system, which has not formed a systematic and innovative management evaluation system. Moreover, the department that formulates the system is mostly responsible for the educational administration department, without the supervision and monitoring of the auxiliary institutions. Taking the reform of the practice teaching evaluation system of business administration major of school of economics and management in universities as an example, this paper carries out the preliminary evaluation analysis, system framework reconstruction, evaluation content and evaluation process of practice teaching projects.

2. The Reform of Preliminary Preparation Evaluation

2.1 The Necessity Evaluation

The success of practice is directly related to the success or failure of students' education and training, so it is of great significance to reform and deepen the evaluation of practice teaching. Through the objective evaluation of practice teaching, we can give full play to its positive role of guidance, supervision and encouragement, improve the status of practice teaching, deepen the teaching mode, improve the teaching quality, explore and develop a teaching method suitable for socialism with

Chinese characteristics, and thus build a characteristic education. The necessity analysis of practice teaching evaluation is a prerequisite for all detailed evaluation work. First, it is necessary to determine the consistency between practice teaching and the development plan of business administration major. By analyzing the concept and policy of practice teaching and comparing it with the teaching plan in detail, we can comprehensively judge whether it meets the development requirements of the major itself, and analyze whether the practice teaching plan complements and perfects the existing professional teaching development plan, so as to determine whether the practice teaching evaluation has basic evaluation necessity.

2.2 Practical evaluation

After having the basic evaluation significance, conduct the evaluation and judgment of practical feasibility, and make a simulation investigation on the details of the implementation preparation of practical teaching, including site layout, teaching scheme design, cost raising, time plan and process arrangement, so as to clarify whether there are related practical problems in the practice of practical teaching, and the specific evaluation contents include evaluating the progress of the approval process of the teaching site. Whether there are too idealistic contents that are difficult to implement in the design of teaching plan. Whether the funds approved by the hospital or invested with other social enterprises are in place as teaching activities. Whether there is an irreconcilable conflict between teaching time and other professional courses, holidays and social activities. Whether there is a detailed schedule and a comprehensive implementation plan in the course arrangement process. The feasibility of practical teaching is made clear from an

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all-round perspective, and practical evaluation is the practical action detection link of preliminary preparation evaluation.

2.3 Compliance evaluation

Practice, as a teaching plan carried out by the school, needs to be judged for compliance in terms of school rules, regulations and safety. Compliance evaluation is the core issue in the preliminary preparation and evaluation work, which has far-reaching significance. First of all, by consulting the relevant rules and regulations, it is clear that every detail of the practice teaching formulation includes whether the theme of the activity violates the rules, whether the specific implementation measures cause damage to the rights and interests of others, and whether an early warning analysis of potential safety hazards is established in the implementation process (Guo, 2012), etc., such as the more important safety evaluation analysis, it is necessary to check whether the practice teaching has formulated a careful pre-evaluation and emergency response plan for potential safety hazards before it is carried out, and whether the risk points can be predicted in advance, so as to avoid the accident risk as much as possible. At the same time, the accident can be handled in an orderly way, and measures can be taken according to the detailed emergency plan to ensure personal safety. Teaching compliance evaluation is a supportive evaluation and a criterion for all practical teaching activities.

3. The process framework evaluation reform

3.1 Teaching site evaluation

Teaching field evaluation has higher timeliness and authenticity, and is the core of the evaluation system. The content of teaching field evaluation is the teaching process, teaching atmosphere and teaching methods implemented by field practice teaching. Through the compactness and relevance of each teaching process link, whether students are guided to study and think step by step, so as to determine the quality of practical teaching in this link. Through students' participation, activity and interaction during the teaching period, it is clear whether the teaching atmosphere is good, whether it can better create a benign development learning atmosphere, and whether it is more conducive to the high-quality improvement of practical teaching, whether to change teaching thinking, make use of real life experience and examples, better explain and communicate teaching difficulties with students, and let students understand the content vividly and vividly, so as to judge the rationality of practical teaching methods.

3.2 Evaluation of teaching management

Teaching management evaluation makes the evaluation more implementable and organized, and it is the guarantee of the evaluation system. Whether the multi-directional and multi-level evaluation management supervision system is formulated can determine whether the management evaluation is hierarchical and clear, and better analyze and evaluate whether the evaluation system of practical teaching is perfect, comprehensive and reasonable. The focus of management evaluation is to check whether the attendance system, organization system, safety guarantee system, special case emergency plan system, funding system, supervision and monitoring system and other related management systems of practical teaching have been established. The management evaluation of practice teaching is completed through specific links such as attendance during practice teaching,

whether the organization is disordered or not, keeping files, security provisions, the preparation of emergency plans for special circumstances, the examination and approval of funds, and the signature of a third party's supervisory organization (Huang, 2010). Evaluation can make practice teaching management more perfect, and practice management can better constrain practice teaching.

4. The reform of effect impact evaluation

4.1 Direct effect evaluation

The essence of the evaluation of practical teaching effect is to determine whether the set teaching goal has been achieved through the analysis of indicators, data and feedback after teaching. First of all, for the collection records of feedback and evaluation from students, teachers, social units involved in practice, schools and other relevant parties, students should submit their experience of teaching effect, fully explaining the unrealized goals and problems that still need to be improved. Teachers should record the relevant data in practical teaching, analyze the data, compare the teaching effect with the expectation, and elaborate self-summary analysis. The school conducts administrative evaluation through supervision and other institutions, and objectively analyzes the teaching results from the perspective of a third party. By recording the evaluation of the employer, we can analyze the teaching effect more directly and practically, so as to formulate the teaching policy that is more in line with the requirements of the employer, and thus achieve the purpose of better teaching evaluation reform (Zhang, 2012).

Through the integration of the rating conclusions of the four parties, we can comprehensively evaluate the effect, and promote the good development of students and the innovation and reform of school system.

4.2 Positive effect evaluation

In order to prevent practice teaching from becoming the traditional routine teaching mode and resolutely resist the going through the motions teaching mode, only by improving the enthusiasm of relevant parties can we continuously innovate and reform the teaching system. To judge the evaluation effect, first of all, students should fully love practice teaching, and at the same time, practice teaching should be closely related to students' future development. At the same time, the formulation of teaching links should be novel and refined, constantly arouse students' interest and bring it into the teaching atmosphere. From whether the original practice report is written by hand, whether the text is clear and vivid, and whether students have active communication with teachers in practice teaching, we can determine whether students are active or not. Teachers, who are the organizers and compilers of teaching contents, need relevant incentive systems and policies to improve their enthusiasm for practical teaching, such as increasing the incentive system for teaching quality, establishing the incentive policy for teaching system reform and adding bonus points for promotion of relevant titles, so as to form a better virtuous circle and achieve the teaching purpose in the long run.

5. Conclusion

In the process of social development, the demand for high-quality talents is increasing day by day. Practice teaching is an important teaching link in training talents. In order to improve the quality of practice teaching and

get rid of traditional teaching ideas and outdated teaching ideas, this paper puts forward the reform and exploration of practice teaching evaluation system for business administration majors, so as to make up for the deficiency of the original evaluation system, form an innovative teaching evaluation system, attract the attention of supervision and management departments, and effectively and actively improve the reform and optimization of practice teaching.

Conflicts of Interest

The authors declare that they have no conflicts of interest to this work.

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