

Some thoughts on Teachers' Teaching Evaluation in Network Assisted Instruction

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Abstract

With the development and popularity of network information technology, network assisted instruction has been launched in colleges and universities. How to measure the teaching quality, and whether network assisted instruction can be made full used in college and university education, the scientific evaluation of teachers' teaching is a very important factor. So far, the theory and standard based on traditional classroom teaching evaluation are well developed but the evaluation in network assisted instruction is still in the process of research. Thus this article starts from the significance of the teaching evaluation, guided by the theory of "pay attention to both learning and teaching", to put forward the content of evaluating the college and university teachers' teaching quality in network assisted instruction. Then it makes primary analysis and exploration on teachers' teaching evaluation in network assisted instruction in colleges and universities.

Keywords

Web-assisted instruction, Teacher's instruction, Teaching theory.

1. Introduction

With the continuous development of computer technology, the network teaching has been applied widely. But due to the examine-oriented education in our country, nowadays it is not possible to replace traditional teaching by the network teaching. Therefore, colleges and universities start launch the network assisted teaching as a new teaching method combining network instruction with classroom teaching [1]. How to objectively evaluate the teachers' teaching results in the network assisted instruction is significant for the improvement of teaching method.

2. The significance of the teachers' teaching evaluation in the network assisted instruction

2.1 It can enhance the capability of information utility for both teachers and students.

In the implementation process of network assisted teaching, both teachers and students need high level capacity of information obtaining, information using and information processing when taking interactive, coordinated and discipline exploration activities in the network. Under the modern educational background, as the key role, it is very important to strengthen teachers' awareness and ability of information utility so as to meet the new requirement from this information society.

2.2 It can promote teachers' improvement in teaching.

In the process of traditional classroom teaching, teacher is the leading role with too strong dominant function and student is the passive receiver. The feedback teacher s get from students are rarely subjective assessment except for the academic records and the examination scores which can directly reflect the teaching effect. In addition, in the traditional assessment, teachers and students are in the superior-subordinate relationship so that students' evaluation opinions are not objective and not good for teachers' clear understanding of their own pros and cons in teaching. In the network assisted instruction, teacher can get multiple evaluation feedback through the network platform. With rich

feedback content and timely information, this kind of back to back evaluation method has provided good condition for the improvement of teachers' teaching quality.

2.3 It can strengthen the teachers' ability to teach students in accordance of their aptitude.

Traditional classroom education has been widely used for public teaching though, which has made contribution to the education and teaching popularity. This kind of education often ignores teaching individuation, impossible to teach students in accordance of their aptitude. Network assisted instruction provided good condition for individual education, i.e. teachers can conduct specific instruction according to students' different cognitive levels and thinking attentions. In that case, it is convenient to compare students' academic learning lengthwise, motive all students to learn better from the individual improvement.

3. The guidance theory of evaluation on teachers teaching in network assisted instruction

Combination the practice and theory in the teaching evaluation is good for enhancing the evaluation effect [2].

3.1 Behaviorism theory.

It prevailing in 1930s is the main theoretical basis of the teacher-oriented teaching structure. It emphasizes the leading role of teachers but ignores the role of students as the main teaching subject.

3.2 Constructivism theory.

It is the main theoretical basis of student-oriented teaching structure. In the teaching concept of constructivism, the point of teachers' teaching evaluation lies not in the quantity of knowledge from teachers, but students' learning through teachers' guidance in the sense-making of the knowledge. This theory overemphasizes the subject role of student but ignores the teacher's leading role.

3.3 The theory of "paying equal attention to learning and teaching".

Based on the practical situation of China, Professor He Kekang, etc. has proposed the new type teaching theory of "teacher as leader, student as subject", i.e. "paying equal attention to learning and teaching" by combining the advantages of above theories. Under the guidance of this theory, the evaluation of network assisted instruction not only emphasizes the students' learning, but also the teachers' teaching. In the evaluation of teachers' leading role, the main purpose of evaluation is whether teachers' teaching has promoted students' learning, and emphasize the active participation of students as the direct influencer when evaluating teachers' teaching.

4. The implementation of teachers' teaching evaluation in network assisted instruction

Under the theoretical guidance of "paying equal attention to learning and teaching", and considering that the independent awareness of college students is high, this article is to make evaluation on college and university teachers in network assisted instruction from below aspects:

4.1 Organization of teaching activities.

- (1) Attention from students: to confirm the online teaching time of teachers based on the time of log-in and log-off. To timely check the network learning of student from the frequency of teachers' log-in the network. Pay attention to the students' log-in time on the network every day or every week and take the chance to conduct specific synchronous or asynchronous communication with students.
- (2) Activity participation: organize the discussion in the chatroom frequently and provide various examination papers for students' self-testing. Stimulate students' activities and develop their strong interest.
- (3) Feedback the evaluation: check students' homework timely, answer to the question raised by them, and issue their academic scores. Obtain the feedback opinions actively to improve teaching level.

4.2 The interaction of teaching

- (1) Quality of schoolwork: the instructing teacher can allocate schoolwork coordinated with the curriculum with moderate difficulty. Design the suitable schoolwork for different students.
- (2) Q&A: the instructing teacher check the frequency of students' asking questions, how many times to answer questions, whether it is timely and specifically to lead the students to correct learning direction are all important factors of evaluation.

4.3 The guidance during the teaching process

- (1) The distribution of teaching task, project and specific task: For example, teachers can issue special research task or challenging task based on the teaching content at the appropriate time of teaching, so that students can absorb, digest and comprehend the knowledge during learning process [3]. This task-motivated teaching method can prevent students departing from the learning subject and is helpful for them to really learn the knowledge.
- (2) The analysis of learning effect and suggestions for students: In the further deepening step of network assisted instruction, students have certain individual understanding of the learning content and achieved a lot during the whole process. At this time if teachers can make timely analysis on students' learning results, their learning activity would be strengthened. When students are confused with the knowledge, teachers can properly provide some hints or modification advice to instruct students for students' further study in next step.

5. Conclusion

Network assisted instruction is a new-type teaching method which is never getting out of traditional classroom teaching. Traditional classroom teaching evaluation system is formed and improved through hundreds years' development. Thus, this article is by the reference to the practical experience of traditional classroom teaching evaluation system, combining the network assisted education's characteristic to make elementary thinking and exploration on the significance, the theoretical basis, and the content of teachers' teaching evaluation in network assisted instruction. It has provided evidences for teachers to improve teaching work and conducting educational reform.

References

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