
Construction of Student-centered Teaching Evaluation Index System in College Classroom

Wei Jingxuan^{1*}, Charanjit Kaur Swaran Singh^{1,2}

Faculty of Arts, Communication & Education, Infrastructure University Kuala Lumpur, Jalan Ikram-Uniten, 43000, Kajang, Selangor Darul Ehsan, Malaysia

²Faculty of Languages and Communication, Universiti Pendidikan Sultan Idris, 35900 Tanjong Malim, Perak, Malaysia

*Corresponding author; email: 213923073@siukl.edu.my

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Abstract

The classroom teaching evaluation system commonly used in current universities is facing multiple challenges, such as the disconnect between evaluation indicators and evaluation subjects, vague evaluation objectives, and unreasonable indicator design. These problems directly lead to the neglect of student's learning experience and satisfaction as learning subjects, making it difficult to effectively achieve the original intention of "promoting teaching quality improvement through evaluation and driving student learning progress through evaluation". In view of this, this article focuses on the current student evaluation index system in a university in Hebei Province, China. Drawing on the educational philosophy of the humanistic education pioneer Rogers' "student-centered" approach, a diversified evaluation index system guided by student satisfaction and learning outcomes is constructed through reconstruction and optimization.

Keywords— Student-centered approach; Classroom teaching; Evaluating indicator

I. INTRODUCTION

In October 2019, the Ministry of Education put forward the "Opinions on Deepening the Reform of Undergraduate Education and Teaching and Improving the Quality of Talent Cultivation in a Round Way", proposing to establish a multidimensional university teaching quality evaluation guarantee system with teacher evaluation and student evaluation as the main body and promote the quality revolution [1]. On June 26, 2022, Comrade Wu Yan, who was then the Director General of the Higher Education Department of the

Ministry of Education, proposed six major reform directions for future higher education at the "2021 International Forum on Higher Education Annual Meeting". The second direction - providing a more comprehensive learning experience - emphasized that classroom teaching should be "student-centered" rather than "teacher-centered" [2].

The student-centered educational paradigm has become an inevitable trend in the reform of talent cultivation models in universities in the new era [3]. Putting students at the center is a shift from the

"teaching mode" to the "learning mode", and from a focus on "teaching" to a focus on "learning". It is conducive to fully leveraging the subject status and role of students in education and teaching [4]. It is focused on cultivating learning abilities, mastering knowledge, and improving learning outcomes [5]. Implementing a student-centered classroom teaching evaluation is also a necessary measure to improve teaching quality evaluation and enhance teaching quality.

After studying the classroom teaching evaluation indicators of a university in Hebei Province, China, researchers found that its classroom teaching evaluation indicator system is based on the evaluation of teachers' teaching, and students are only passively participating in the evaluation. The evaluation results are only used as a reference for teacher awards, ignoring the evaluation of students' learning experiences, learning gains, and other aspects, and cannot improve students' learning satisfaction through evaluation. Making student evaluation of teaching a mere formality, failing to truly achieve the goal of promoting learning and enhancing students' abilities through evaluation.

This article is based on the relevant data on student service satisfaction in the report "Quality Tracking and Evaluation of College Graduates' Training in China from 2018 to 2022" by Michelson Research Institute [6], Based on Rogers' humanistic educational philosophy, "student-centered" as the guiding ideology, a preliminary student classroom evaluation index system that can adapt to the development of higher education is constructed, fully reflecting the subject status of students in the teaching process, with student learning experience and satisfaction as the evaluation core, and focusing on evaluating the "learning" situation.

II. RESEARCH OBJECTIVE

This study conducts research and analysis on

classroom teaching evaluation indicators, taking student learning satisfaction as the starting point for teaching evaluation, and provides student perspective suggestions for the development of school quality monitoring.

III. RESEARCH METHODOLOGY

The purpose of this study is to discuss the construction of a classroom evaluation index system in schools, using qualitative research methods for research and analysis. Design evaluation indicators from the perspective of students, and construct them based on their personal growth background, learning interests, individual cognition, etc. The core is to observe the learning experience of students in their personal growth; Improve the evaluation index system from the perspective of students, incorporate student learning satisfaction into the evaluation indicators, construct from the aspects of curriculum training objectives, curriculum content, teaching environment, assessment methods, etc., take student learning satisfaction as the starting point for evaluation, and provide student perspective suggestions for the development of school quality monitoring.

IV. FINDINGS

4.1 "Student-centered" Educational Philosophy

In 1806, Herbart laid down the "three-center" teaching theory in General Pedagogy, focusing on the classroom, teachers, and textbooks, reflecting the traditional education model of "teacher-taught textbooks" and emphasizing the role of teachers [7]. In 1916, Dewey proposed the "new three centers" in Democracy and Education, that is, children, experience, and activity as the center advocating realistic teaching, attaching importance to students' subjectivity and experiential learning, and shifting the focus of education

from teachers to students [8]. In 1952, Rogers advocated "student-centered" in "Free Learning". As a humanistic psychologist, he emphasized the promotion of learning by students' intrinsic learning motivation and environmental safety, marking a further shift in educational philosophy towards a student-centered approach [9].

This series of evolution reflects a profound shift in educational focus from teachers to students, emphasizing the importance of student's learning experience and satisfaction in the evaluation system, to stimulate their cooperation and innovation abilities.

4.2 The Concept of "Student-centered" Classroom Teaching Evaluation

Rogers integrated the principles of "humanistic" psychotherapy into education, emphasizing student needs as the guide, creating a positive environment, and promoting students' self-directed learning and self-worth realization. Based on the educational philosophy of "humanism", classroom teaching evaluation should construct an evaluation index system centered on

students.

Evaluation indicators should follow the development law of students' personalities constantly improving, and subjective factors such as personal growth, teacher guidance, teaching participation, and other evaluation indicators based on students' learning experience should be added; At the same time, some objective evaluation indicators for students should be added, such as teaching objectives, learning abilities, goal achievement, and other evaluation dimensions based on student satisfaction and achievement of learning outcomes, to reflect the "student-centered" perspective.

5. Discussion

5.1 College Classroom Teaching Student Evaluation Form

In the case of a university in Hebei province, China's Hebei province, the current evaluation of classroom teaching is the method of supervision, peer evaluation, expert evaluation, and student evaluation. The student evaluation is shown in Table 1.

Table 1 Current Student Evaluation Form of a University in Hebei Province, China

NO.	First Level Indicator	Secondary Indicators	Highest Mark	Lowest Mark
1	Teachers' Moral accomplishment	Lectures are correct and positive, teach according to the law, and do not physically punish or insult students.	10	6
2		Lectures are correct and positive, teach according to the law, and do not physically punish or insult students.	10	6
3	Teaching Attitude	Strictly demand students, do not allow students to make mistakes, start and end classes on time, do not arbitrarily adjust or suspend classes, and have a full and enthusiastic teaching spirit.	10	6
4		Adequate lesson preparation, smooth teaching, no knowledge errors, active communication with students in class, emphasis on student feedback, actively soliciting student opinions after class, and continuously improving teaching.	10	6

5	Content of Courses	Strictly implement the teaching plan and do not delete teaching content without authorization.	10	6
6		Clear teaching objectives before class, proficient in teaching, rich in content, concise in teaching, prominent in key points, and clear in thinking.	10	6
7		Expand the teaching content, provide reference materials and relevant information, introduce the development trends and cutting-edge information in the field of this discipline, assign appropriate and diverse homework tasks, and consolidate the teaching content.	10	6
8	Teaching Method	Establish connections between new and old knowledge, review and summarize the content, and relate it to actual life and future work.	10	6
9		Select teaching methods based on the teaching content, explain the textbook content with specific examples, encourage students to discuss and express independent opinions, inspire students' thinking, and achieve personalized teaching.	10	6
10	Teaching Efficiency	Improved students' interest in learning the course, better mastery of the knowledge and abilities of the course, and better mastery of the learning methods of the course.	10	6

The evaluation indicators are evaluated from five aspects: teachers' professional ethics, teaching attitude, teaching content, teaching methods, and teaching effectiveness. The focus is on teachers' "teaching", neglecting the evaluation of students as the main body of teaching "learning", and lacking indicators such as learning experience and satisfaction evaluation. In the evaluation of teaching activities, students generally hold a mentality of completing tasks, lacking in-depth evaluation and substantive and constructive feedback.

5.2 Construct "Student-centered" Classroom Teaching Evaluation System

Educator and psychologist Bloom believes that evaluation is a method of obtaining and processing evidence to determine student proficiency and teaching effectiveness [10]. Therefore, constructing a student-

centered classroom teaching evaluation index system, shifting from the current "evaluation promotes teaching" to an "evaluation promotes learning" evaluation model, with student learning experience and satisfaction as the evaluation core, reflects the value of students as the teaching subject.

5.2.1 Clear Evaluation Subject

The concept of "student-centered" emphasizes that higher education is "student-centered". Classroom reform requires a change in teaching and evaluation models, establishing the position of students as the main body of evaluation, and constructing a student-centered evaluation system.

5.2.2 Clarify the Purpose of Teaching Evaluation

Building a student-centered evaluation system aims

to transform the purpose of evaluation from teacher evaluation to promoting teaching adjustments and student feedback. This system encourages students to actively participate, stimulates the spirit of exploration and innovation, and promotes comprehensive development.

5.2.3 Constructing Evaluation Indicators

Organizing teaching around students, evaluation aims to enhance interest, stimulate internal drive, and achieve learning goals. Based on Rogers' "Meaningful Learning" and OBE philosophy, through diverse evaluation forms, focusing on student performance and goal achievement, improving externalization evaluation and constructing internalization system, incorporating learning experience and growth, forming a "Meaningful Evaluation" system, promoting teaching reform and improving the quality of talent cultivation.

5.3 Principles for Constructing the Transition From a Single Integrated Indicator System to a Diversified Indicator System

To construct a student-centered teaching evaluation index, we should shift from the evaluation concept of "promoting teaching through evaluation" to "promoting learning through evaluation", change the single evaluation teaching method, content, etc., and

shift to a diversified evaluation system based on the student learning process as the focus.

Researchers selected 20 students from different grades at a university in Hebei Province for interviews, asking them to provide feedback on improving evaluation indicators. Based on the results of the interviews conducted among students, it was found that in classroom teaching, students are more concerned with personal growth, classroom participation, learning interest, and learning outcomes; Corresponding teaching strategies, teaching environment, assessment methods, and practical teaching are also evaluation indicators that students are more concerned about.

Therefore, as shown in Table 2, the researchers made modifications from the perspective of students, setting learning experience, learning satisfaction, and learning effectiveness as primary indicators. "Learning experience" has 5 secondary indicators, "learning satisfaction" has 7 secondary indicators, and "learning effectiveness" has 2 secondary indicators. We have incorporated and integrated existing evaluation indicators, placing greater emphasis on student-centeredness, and initially constructed a "student-centered" evaluation index system.

Table 2 Student-centered "Student Evaluation Indicators

First Level Indicator	Weight	Secondary Indicators	Index Observation point	Indicator Option				
Learning Experience	40%	Learning Interest	Students are willing to take the initiative to participate in classroom teaching, and their learning drive is stimulated.	Very good	Good	Average	Poor	Very poor
		Personal Growth	After attending the course, the students' self-ability has been improved	Very good	Good	Average	Poor	Very poor

			and the expected goal has been achieved.					
		Teacher's Guidance	Teachers can effectively guide students in learning, be good at inspiring students, and mobilize students' interest in learning.	Very good	Good	Average	Poor	Very poor
		Class Participation	Students are willing to participate in classroom teaching, with good interactive effects and high learning enthusiasm.	Very good	Good	Average	Poor	Very poor
		Learning Experience	The teaching method of teachers is "student-centered", cultivating students' participation awareness, independent thinking ability, and mobilizing learning enthusiasm.	Very good	Good	Average	Poor	Very poor
Learning Satisfaction	60%	Course Training Objectives	Students understand the training positioning of the course, the required abilities, and the industries and professions involved.	Very good	Good	Average	Poor	Very poor
		Course content	Carry out results-oriented teaching, where teachers closely connect classroom learning with extracurricular practice.	Very good	Good	Average	Poor	Very poor
		Teaching Strategy	Teachers can design diverse group learning collaboration tasks based on learning content and goals, cultivating students' teamwork abilities.	Very good	Good	Average	Poor	Very poor
		Practice Teaching	The course teaching includes practical teaching content and the teaching requirements for ability and literacy are matched with the actual professional ability requirements.	Very good	Good	Average	Poor	Very poor

		Teaching environment	Create a good learning environment for students (including multimedia, online teaching, laboratories, etc.)	Very good	Good	Average	Poor	Very poor
		Course Assessment Method	Adopting a process-based assessment method, evaluating students' knowledge application level and comprehensive ability by examining their independent thinking, problem-solving, performance in group cooperation, and achievement display.	Very good	Good	Average	Poor	Very poor
		Student Satisfaction With Teaching	Mainly refers to students' comprehensive evaluation of teaching methods, teaching content, teaching process, teaching environment, and other aspects after course learning.	Very good	Good	Average	Poor	Very poor
Learning Effect	10%	Course Score	The final evaluation result achieved good results	Very good	Good	Average	Poor	Very poor
		Practice Effect	Students have a good experience in practice and the knowledge students have learned can meet their practical needs.	Very good	Good	Average	Poor	Very poor

Learning experience, as one of the primary indicators of the evaluation system, is also the core of the entire evaluation system. It consists of five secondary indicators: personal growth satisfaction, learning interest, teacher guidance satisfaction, classroom participation, and learning experience satisfaction. The listed observation points mainly evaluate the subjective experience of students as the main body of teaching in participating in teaching activities.

There are seven secondary indicators for learning satisfaction, including an understanding of course

training objectives, course content, teaching strategies, practical teaching, teaching environment, course assessment methods, and teacher teaching satisfaction. The listed observation points are intended to evaluate the degree of support from schools for students' learning software and hardware conditions, as well as the satisfaction of learning outcomes. They are a more intuitive way for students to evaluate after participating in teaching activities.

V. CONCLUSION

The "humanistic" educational philosophy advocated by Rogers focuses on promoting comprehensive change and growth of individuals, aiming to cultivate individuals who can adapt to the changes of the times and master the ability of self-directed learning. The primary prerequisite for achieving this grand goal is to establish and adhere to the teaching philosophy of "student-centered", and regard students' learning experience and satisfaction as the essence of teaching evaluation. This process is not only a profound reflection and reconstruction of traditional teaching models, but also a comprehensive transformation involving multiple roles and levels of teachers, students, managers, and even society.

To achieve this transformation, we must break free from the constraints of traditional evaluation frameworks and innovatively construct a student-centered evaluation system and management system. This requires teachers to adjust their mentality, transform from traditional knowledge transmitters to learning guides, and explore more flexible and diverse teaching methods to stimulate students' intrinsic learning motivation; Students need to gradually cultivate the habit of self-directed learning and enhance their ability for self-reflection and evaluation; The management department needs to optimize resource allocation, provide necessary support and guarantees, and ensure the smooth progress of teaching reform; Schools and various sectors of society should also adjust their evaluation standards, pay more attention to students' comprehensive qualities and innovative potential, and form a broad recognition and active support for new educational concepts.

The preliminary construction of the classroom teaching evaluation index system based on the "student-centered" concept in the article is a key link in this transformation process. It not only embodies the

talent cultivation concept of "people-oriented", and provides a scientific basis for optimizing teaching design, but also is an important path to promote students' comprehensive quality and ability improvement and cultivate applied talents with innovative spirit. Through the implementation of this system, we are expected to trigger a profound paradigm revolution in the field of education, laying a solid foundation for cultivating the future pillars of society.

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