

10.18686/wef.v2i1.3615

# Problems in Process Evaluation Education in Universities and Suggestions for Improvement Measures - Taking Baotou Teachers College as an Example

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**Abstract:** Process evaluation is a relatively scientific evaluation model, but it cannot adapt to lower level undergraduate institutions such as Baotou Teachers College; In the process of implementing process evaluation in Baotou Teachers College, there are many problems in classroom questioning, group teaching, and daily homework; Suggestions for improvement include reducing classroom questioning, following voluntary teaching, scientifically arranging homework, and enhancing the power of teachers.

**Keywords:** Problems in Process; Level Undergraduate Institution; Classroom Questions

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## Introduction

With the development and progress of this era, the demand for talent in our country has become even more urgent. In the eyes of foreign countries, China today is considered large but not strong, for many reasons. However, the most important one is that we lack top-notch talents who are capable of leading the world. Decades ago, the famous Chinese scientist Qian Xuesen asked the then Premier of the State Council, Wen Jiabao, on his sickbed: Why does our school always fail to cultivate outstanding talents? This is the famous question of Qian Xuesen. Therefore, after research by education experts in our country, the problem was attributed to traditional cramming teaching, which believed that traditional teaching evaluation was too focused on results. The so-called "exam oriented skills" were invented by teachers during the teaching process. In response to this drawback, we introduced a new evaluation model, namely the "process based evaluation model", This model does not take the results as the only criteria for evaluation, but focuses on the daily performance of students. After the pilot project in Peking University and a few other top Chinese universities, this model was soon introduced to colleges and universities across the country. This model has shown many problems in the practice of Baotou Teachers College, and the interview will give suggestions on the problems and improvement measures.

## 1. Issues in process evaluation

Baotou Teachers College is a relatively low-level undergraduate institution in China, and the admission scores for students in the national college entrance examination are relatively low. Therefore, students who enroll generally do not have the ability to learn independently, or even do not study at all. Compared to middle schools, university management is relatively loose. In the past, we focused on the results of final exams, and students would also rush to learn. Although this is not ideal, students still have to study, Otherwise, you will not be able to pass the final exam and obtain your graduation certificate. However, process evaluation provides opportunities for students to freely indulge and not learn.

The process evaluation of Baotou Teachers College requires that the evaluation must be composed of at least three parts, and classroom notes and roll calls do not count. Therefore, in general, we will have three parts: classroom questioning, group teaching, and homework. According to regulations, the proportion of regular grades is as high as 60%, while the final exam score only accounts for 40%. This seemingly reasonable evaluation model has encountered many problems in the actual process.

Firstly, there are classroom questions. Since the evaluation involves every student, it is necessary to ask questions for each student throughout the semester. For courses with more class hours, it is better. For professional elective courses with only 32 class hours for most people, the number of questions asked for 60 students in a semester is indeed large, and it is even evident that such frequent questions can interfere with the normal teaching order in the classroom. Some students like to answer the teacher's questions, and in actual teaching, they will argue with the teacher in class. This is originally a good thing, but it also means that there is less interaction and communication with other students, resulting in new imbalances and even dissatisfaction with the teacher, resulting in low scores in the final teaching evaluation.

Secondly, group teaching cannot satisfy everyone. The original intention of group teaching is to enable students to participate in practical teaching early, better exercise their teaching abilities, and become qualified normal students. But in the eyes of some students, this belongs

to the teacher's laziness. The teacher didn't want to lecture, so he handed it over to the students. Moreover, in reality, it is not easy to deliver a segment well. It requires a long period of preparation, and we have students give lectures in each course. Throughout a semester, the burden on students is actually heavy. Furthermore, a group is usually composed of five or six students, and it is not possible for each student to give a lecture for one minute. Only one representative can be selected, while others can only do behind the scenes work. In this way, the students in charge of the lecture must have put in the most energy, and the performance of this group mainly depends on the students giving the lecture. However, other students actually give less, which can also cause imbalance. Why is it mainly my effort, And give high scores to others? Furthermore, there is a problem of group grading each other, all of whom are classmates in the same class. Low scores can be unsightly, which can affect the friendship between classmates. Therefore, everyone will discuss the grading in advance, and the final result is that the scores are all close, losing the significance of process evaluation.

Thirdly, there are homework issues in daily life. Usually, students are assigned to read a professional book related to the course for homework. But students have many courses in a semester, which also means they need to read multiple books. However, the admission quality of the History Department of Baotou Teachers College is already low, and students generally do not like reading. In their view, such arrangements are a burden. So in order to cope with course assignments, or just skim through them, or even plagiarize some book reviews on Baidu Baike as their own reading notes to cope with assignments, some students may hand over the same assignment to teachers of similar courses, achieving opportunism.

Fourthly, the proportion of final grades is too low. The final score in the process evaluation system only accounts for 40%, which directly leads to students being fearless and responding hastily. The final teacher cannot fail the students yet, so the surprise learning under the original result assessment mode is no longer available. In response to the above issues, this article suggests attempting to improve from the following aspects.

## 2. Improvement measures and suggestions

Firstly, it is necessary to reduce the proportion of procedural evaluations. In a low-level undergraduate institution such as Baotou Teachers College, due to the quality of student resources, students' autonomous learning ability is low and cannot fully adapt to process evaluation. Therefore, it is necessary to appropriately return to the results oriented assessment model and force students to learn, after all, the training objectives of this school's students are not scientists or educators.

Secondly, reduce classroom interaction. University teaching is different from middle school teaching, with a large amount of teaching tasks and insufficient class hours. Excessive classroom questioning can disrupt the teaching order, or a few questions can be selected and a dedicated discussion class can be set aside for full discussion, so that everyone can also participate.

Thirdly, group teaching follows the principle of voluntariness. Students who are willing to exercise their teaching skills will definitely actively participate and have positive effects. Students who are unwilling to participate will not be forced, but their grades will definitely decrease in this part during the final assessment. They can study hard in other ways and achieve good grades in the final exam to make up for this portion of the score.

Fourthly, scientifically arrange daily homework. Normally, students do not need to read a whole book. They can only focus on one chapter or academic paper, providing them with the energy to invest. In university studies, deep learning is more important than extensive reading to understand knowledge.

Fifth, we need to enhance the power of teachers. Teachers have absolute power to decide on the final assessment method and whether students can pass. In the past, the Academic Affairs Office restricted the proportion of failing exams and also imposed many restrictions on the types of final assessment questions, which made teachers feel constrained and students feel confident.

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