



**THE IMPLEMENTATION OF CIPP EDUCATIONAL  
EVALUATION THEORY IN STUDENT EVALUATION OF  
TEACHING-A CASE STUDY OF YUNNAN UNIVERSITY OF  
ECONOMICS AND MANAGEMENT**

**DONG GUANGHUI**

**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT OF  
THE REQUIREMENTS FOR THE MASTER'S DEGREE OF BUSINESS  
ADMINISTRATION GRADUATE SCHOOL OF BUSINESS**

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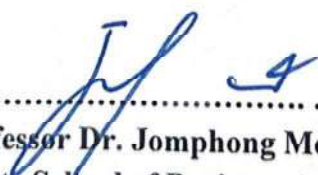
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This Independent Study has been Approved as a Partial Fulfillment of the Requirement  
for International Master of Business Administration in International  
Business Management


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**Title:** The Implementation of CIPP Educational Evaluation Theory in Student Evaluation of Teaching - A Case Study of Yunnan University of Economics and Management  
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**ABSTRACT**

Based on the student-centred leaning approach, student evaluation of teaching has been widely adopted in Chinese universities since it was introduced to China in the 1980s. This study aimed to examine student evaluation of teaching in Yunnan University of Economics and Management from the perspective of the CIPP educational theory. The objectives of the study were: (1) To analyze the current status of student evaluation of teaching at Yunnan University of Economics and Management ; (2) To explore the countermeasure for optimizing student evaluation of teaching at Yunnan University of Economics and Management. This study focused on 60 students of Yunnan University of Economics and Management, using the qualitative research method.

The study results showed that: (1) The following four problems exist in the student evaluation of teaching at Yunnan University of Economics and Management: teachers and students do not have a high degree of awareness of the overall student evaluation; the scientific nature of the indicator system of student evaluation is poor; the organisation and implementation of student evaluation is not rigorous; and the results of student evaluation are handled in a sloppy way; (2) Aiming at the problems existing in the evaluation of teaching by students of Yunnan University of Economics and Management (YUEM), this paper puts forward suggestions to optimige the evaluation of teaching by students of YUEM: to enhance the understanding of the value of evaluation of teaching, to construct a scientific and reasonable index system, to organige the process of the evaluation of teaching, and to effectively deal with the results of the evaluation of teaching in a reasonable manner.

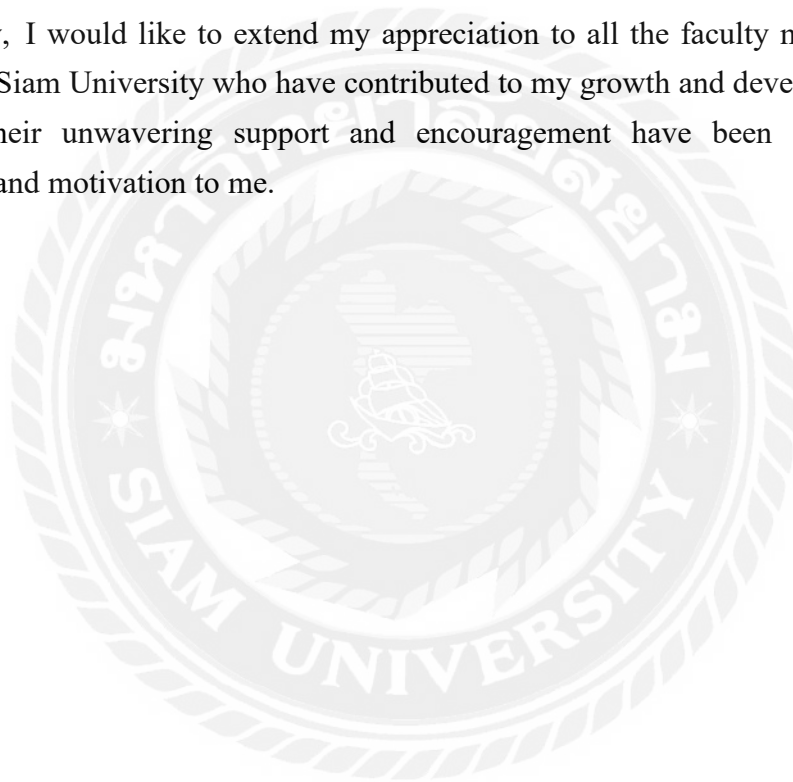
**Keywords:** teaching evaluation; student evaluation; CIPP educational evaluation theory

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## Declaration

*I, Dong Guanghui, hereby certify that the work embodied in this independent Study entitled “The Implementation of CIPP Educational Evaluation Theory in Student Evaluation of Teaching - A Case Study of Yunnan University of Economics and Management” is result of original research and has not been submitted for a higher degree to any other university or institution.*

(Dong Guanghui)

May 9, 2024



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# Chapter 1 Introduction

## 1.1 Background of the Study

With the advent of the age of knowledge economy and the age of science and technology, higher education has received unprecedented attention, and countries all over the world regard higher education as an important way to enhance the comprehensive national power of the country and continue to increase their investment in higher education. The competition for comprehensive national power among countries is also increasingly reflected in the competition for high-quality talents, and higher education, as an important institution for cultivating and conveying high-level talents, has gradually moved from the periphery of the society to the centre of the society (LI, 2017).

Teaching quality, as the lifeline for the survival and development of colleges and universities, has always been in the limelight. However, along with the large-scale expansion of China's colleges and universities since 1999, higher education, while realising the transformation and development from elite education to mass education, has also triggered the contradiction between the quantity and quality of higher education recipients, thus inevitably bringing about a decline in teaching quality. In addition, the large-scale expansion of enrolment has also intensified the competition among colleges and universities, so that the status of scientific research in colleges and universities gradually surpasses teaching, and becomes a mandatory index for measuring the operation of colleges and universities. Driven by this scientific research orientation, colleges and universities have formulated a performance appraisal system relying on scientific research indexes, ignoring the requirements for the quality of teaching in colleges and universities, which results in a tendency of focusing on scientific research but not on teaching in the process of running colleges and universities. Therefore, how to improve the quality of university teaching has become a common concern of the community, especially the higher education sector (Li ,& Zhang, 1994).

In order to respond to the needs of all sectors of society for quality in higher education and to correct deviations in the process of running colleges and universities, a more standardised evaluation measure centred on "evaluation for teaching" has gradually been carried out from the national level to the level of colleges and universities, and efforts have been made to improve the quality and level of teaching in colleges and universities through the regular evaluation activities carried out by specialised evaluation agencies. Teachers' teaching evaluation is an important part of the internal quality assurance system of colleges and universities, and its function has been paid attention to day by day and has been fully developed (Meng Fan, 2010). In terms of evaluation subjects, teacher teaching evaluation can be divided into teacher self-evaluation, peer mutual evaluation, expert evaluation, administrator evaluation and student evaluation. Compared with other evaluation subjects, students participate in the whole teaching process, are the most direct observers of regular teaching, and have the most profound feelings about teachers' teaching effects. Therefore, students' evaluation of teachers' teaching has an irreplaceable role with high reliability and validity.

The student evaluation system first appeared in universities in the United States, with the first student evaluation scale being created at Purdue University in 1915 (Stalnaker, & Remmers, 1926). The Purdue Rating Scale of Instruction, which was used to collect information on student evaluations of teaching, was publicly published by Harvard University in 1924 (Kenneth, 1988). In 1927, Remer, a professor at Purdue University, developed a standardised set of "student evaluation scales", which is considered to be the beginning of the student evaluation system (Jangen, 1966). Beginning in the 1960s, the number of colleges and universities in the United States conducting student evaluations increased dramatically, and a number of institutions specialising in student evaluation emerged. In the International Encyclopaedia of Education (Teaching and Learning Volume), Husen notes that since the early 1970s, student evaluation has been one of the hot research issues in American education (Comparative Education Research Office, Central Institute of Educational Sciences, 1989). With the universal implementation of college student evaluation activities, to the 1990s the United States student evaluation system has been scientifically, systematically and diversified, and has become an integral part of the quality assurance of higher education teaching. Nowadays, almost all universities in western developed countries have established a student evaluation system, and the information of student evaluation is widely used. The earliest more formal student evaluation of teaching in Chinese universities is generally considered to be the 1984 Beijing Normal University (BNU) References to simple "qualitative" student evaluations of teachers' teaching, which were used to calculate teachers' workload (Wei, 2001). Since the mid-1980s, some colleges and universities in China have been carrying out student evaluation activities and relevant theoretical explorations. The quality of undergraduate teaching began to receive widespread social attention when China implemented the expansion of tertiary institutions in 1999.

The starting point of college student evaluation activities is to evaluate the quality of teachers' classroom teaching through students, pointing out the deficiencies of teachers' classroom teaching, urging teachers to improve their classroom teaching activities, meeting students' needs for quality teaching, thus promoting students' own academic development and growth, and ultimately improving the quality of education and teaching in colleges and universities. College students, due to their special status and position in teaching, have a more intuitive feeling and comprehensive experience of teachers' teaching behaviour and teaching effects, thus demonstrating more objective, real and reliable advantages in comparison with the leadership evaluation, expert evaluation and peer evaluation, and becoming an important initiative to build the internal quality assurance system of colleges and universities, which is more and more valued and respected by administrators, and thus, domestic colleges and universities have to implement the students' evaluation of teaching and gradually confirm it in the form of institutionalisation. However, due to the short history and lack of experience of student evaluation in Chinese universities, coupled with the varying degrees of importance attached to it by administrators of different universities, and the characteristics of teachers and students, it has led to a low degree of formalisation and scientificisation of the practice of student evaluation in Chinese universities. There are also various

problems in the practice of evaluation, such as student evaluation is too focused on the formal operation, but the lack of substantive content, the evaluation process ignores the needs of teachers and students, to deal with the inspection of the passing, the lack of due attention to the results of the evaluation of teaching and make the student evaluation of colleges and universities is in a marginal position, the combined impact of these factors cuts down on the enthusiasm of the teacher's work, which makes the quality of higher education into a worrisome situation. Based on the above reasons, colleges and universities must re-conceptualise themselves as the important task of conveying high-quality talents, and through a series of measures to gradually improve the quality of teaching in colleges and universities, in order to alleviate the pressure from all sides, and to reshape themselves as an important place for the dissemination of profound knowledge, and the evaluation of teaching by students in colleges and universities is very well adapted to the demand for the monitoring of the quality of teaching in colleges and universities and has become an important way of improving the quality of teaching in colleges and universities and enhancing the competitiveness of colleges and universities and has been introduced into the process of the management of universities.

## **1.2 Problems of the Study**

Since the substantial expansion of China's institutions of higher education in 1999, the number of students enrolled in China's colleges and universities has risen sharply, with the gross enrolment rate increasing from 9.8 per cent in 1998 to 19 per cent in 2004, and higher education gradually moving into the mass phase. However, at the same time as the rapid expansion of the scale of higher education, the problem of teachers, the educational environment and other contradictions are increasingly prominent, such as the serious decline in the teacher-student ratio of colleges and universities, the higher cost of teaching and learning, the quality of the output of human resources declined, resulting in a continuous decline in the overall level of teaching and learning in higher education. In order to reverse this situation, the State has continuously introduced a series of relevant policies, shifting the focus of higher education development to improving the quality of teaching. However, in the work of teaching quality assurance in colleges and universities, student evaluation is highly valued as an important means of testing teachers' teaching quality, and has gradually developed into a regular teaching assurance system in Chinese colleges and universities.

In line with the development of science and technology and the times, China's university student evaluation system has become increasingly perfect and scientific, but there are still many problems. For example, the Xing regime found that at present, students' evaluation of teaching in colleges and universities is mostly concerned not with the development of teachers, but with the degree of conformity of teachers' teaching behaviours with the predetermined evaluation objectives, and the results are mostly linked to teachers' annual evaluation and promotion of technical positions. This type of evaluation, being appraisal, summative and reward-punishment based, is not conducive to promoting and assisting in the development of the teacher's profession and can, in turn, ultimately affect the development of the students (Xing, 2017); Gao Jiexin found through the survey that a large proportion of students suspected that the

evaluation scale did not accurately express the objective teaching situation, the evaluation indicators were not reasonable enough, the evaluation results, and the students' concept of evaluating the teaching had yet to be strengthened (Gao, 2011). Wu Jiao said that in order to facilitate the development of student evaluation work and data statistics, universities have changed the traditional paper-based evaluation method, which brings the advantages of convenience, simplicity, ease of operation and other advantages, but also makes the original paper-based evaluation problems more prominent, such as "other people on behalf of the evaluation", "random evaluation", "tends to be high evaluation", "tends to be low evaluation", "distortion of the results of the evaluation of the teaching of the phenomenon of the emergence of endless (Wu, 2020).

The continuous emergence of these problems puts evaluation in a difficult situation, which adds a considerable burden to the management of colleges and universities, and at the same time makes teachers and students pay little attention to and disapprove of student evaluation. It can be seen that the discovery of the drawbacks and problems in the student evaluation is the focus of the current research, how to put forward reasonable and effective suggestions for these problems, to ensure that the student evaluation of teaching can really play a role in the internal system of teaching quality in colleges and universities should have, is the problem that needs to be solved urgently.

### **1.3 Objectives of the Study**

1. To analyze the current status of student evaluations of teaching at Yunnan University of Economics and Management;
2. To explore the Countermeasures for optimiging student evaluations of teaching at Yunnan University of Economics and Management.

### **1.4 Scope of the Study**

This study mainly focuses on the management of student evaluation of teaching in colleges and universities, and The subjects of this Study were 60 students from Yunnan University of Economics and Management, mainly focusing on the current situation and countermeasures of student evaluation of teaching in Yunnan University of Economics and Management based on the theory of CIPP educational evaluation. Student evaluation plays a vital role in improving teaching management and has received attention and research from a wide range of educational administrators, so much literature has been published on the subject at home and abroad. The authors searched the full-text database of journals on China Knowledge Network (CNKI) with the theme of "students' evaluation of teaching" and found 2162 papers, including 2638 academic journals, 268 dissertations, 55 conferences, 37 newspapers, 1 book and 2 other papers. Through sorting and reading the literature in the field of students' evaluation of teaching, on the basis of understanding the current situation of evaluation of teaching, we can identify the perspective and entry point of further research and provide a strong theoretical basis and support for this Study.

## **1.5 Significance of the Study**

### **1.5.1 Theoretical significance**

This study takes the student evaluation of teaching implemented by Yunnan University of Economics and Management as a case Study for in-depth analysis, and through investigation and analysis, it finds out the problems existing in the practical activities and gives theoretical and methodological guidance. On the one hand, it helps to deepen the understanding of students' evaluation of teaching, enrich the theory and method of students' evaluation of teaching, and improve the effectiveness of evaluation of teaching. On the other hand, it is conducive to enhancing the awareness and understanding of different subjects of student evaluation in colleges and universities, on the basis of which, the purpose of student evaluation is further clarified, so as to better guide the implementation and development of student evaluation activities in colleges and universities, and to promote the steady improvement of the quality of teaching and learning in colleges and universities.

### **1.5.2 Practical significance**

Since Yunnan University of Economics and Management (YUEM) began to implement truly effective student evaluation in 2001, it has made some substantial progress and accumulated a large amount of relevant data in the nearly 20 years since then. Through the in-depth Study of student evaluation of teaching in Yunnan College of Economics and Management, it can better guide the development of evaluation practice. Specifically, the practical significance of this Study can be analysed in terms of three main subjects: administrators teachers and students:

First, for college teaching managers, through the student evaluation of college managers can be a comprehensive understanding of teaching information from a macro perspective, the overall grasp of the status of the implementation of the school's teaching, to achieve the management and monitoring of the teaching process, so as to effectively avoid the blindness of the teaching management and decision-making, and at the same time, can be adjusted for the university teaching deviation, to carry out targeted management and training of teachers to provide the basic referencess and bases. Secondly, for college teachers, through the student evaluation of teaching this way, can make teachers timely understand and reflect on the problems in teaching, adjust and enrich the teaching content, optimise the teaching means, and promote the development and enhancement of the professional level of teachers in the continuous improvement of teaching. Thirdly, for college students, through the evaluation of teaching activities, while giving play to the students' subjectivity, it can enhance the students' sense of ownership and their own sense of responsibility, and also help to improve the communication and exchange between teachers and students, and form a harmonious teaching atmosphere, so as to better play the role and function of teaching evaluation.

## Chapter 2 Literature Review

This study focuses on the model of students' evaluation of teaching in Yunnan University of Economics and Management (YUEM), focusing on identifying the problems of students' evaluation of teaching in YUEM through the CIPP educational evaluation theory and proposing strategies to solve them.

### 2.1 Evaluation of Teaching and Learning

At present, there are still controversies and differences in the academic community about the definition of teaching evaluation. Starting from the process of evaluation, researcher Chen Youqing believes that teaching evaluation is to measure the process and results of teachers' teaching and students' learning through the use of certain tools and instruments, and to analyse and compare the results of the measurements with the teaching objectives, so as to achieve a comprehensive and holistic grasp of the state of teaching (Chen, 2011). Scholar Diana Pei sees teaching evaluation as a value judgement on the quality of teaching and learning in schools. In other words, it is the activity of making value judgement on the teaching process and results by using rational analysis, statistical analysis and other methods to approve and measure the teaching and learning activities based on the established teaching objectives and requirements (Pei, 2012). Synthesizing the researchers' understanding and definition of teaching evaluation, this Study believes that teaching evaluation is the process of diagnosing teaching and improving teaching based on certain standards, using scientific measurement techniques and methods, and making value judgments on the process and results of teachers' teaching and students' learning by systematically collecting, analysing and processing relevant information in teaching activities.

From the above definition of teaching evaluation, it can be seen that the specific connotations of teaching evaluation are mainly reflected in the following aspects: (1) The essence of teaching evaluation is to make value judgements, which are based on a comprehensive and integrated grasp of relevant information in the teaching process and on the basis of seeking truth from facts. (2) The content of the evaluation involves the teacher's "teaching" and the student's, and at the same time covers the teaching process and the results of the two major aspects, the absence of any part of the evaluation is not a complete teaching. (3) The purpose of evaluation is to provide a basis for further implementation of teaching improvement or teaching reform by identifying and diagnosing problems in the teaching process.

### 2.2 Student Evaluation of Teaching

At present, student evaluation as a proper noun widely exists in the documents and practices related to school administration and teaching evaluation, however, the definition of student evaluation has been suffering from unclear connotations and concepts, and has affected the research on student evaluation. Therefore, clearly defining the concept of student evaluation and clarifying the profound connotation of student evaluation are crucial for further research.

Student Evaluation of Teaching (SET) or Student Ratings of Student (SRT) is a concept introduced from the West. In the Encyclopedia of Education, edited by Hutson, student evaluation of teaching is defined as the collection by universities of student evaluations of the effectiveness of teaching (Hu, 2006). The Dictionary of Chinese Education refers to student evaluation as student evaluation, which is short for student evaluation of teachers' teaching quality (Gu, 1998). Peterson argues that student evaluation of teaching is an illustration, an example of judging the performance and effectiveness of a teacher's teaching based on the students' perspectives. This illustration is usually in the form of a questionnaire or an open-ended question interview to obtain students' opinions and suggestions about the quality of the teacher's teaching (He, 2007). Synthesising domestic and international scholars' research on the concept of student evaluation and the operational definitions of student evaluation in the evaluation documents of several universities, this study defines student evaluation was based on the teacher's teaching quality evaluation index system formulated by the university. Undergraduates make value judgement on the teacher's classroom teaching process and teaching effect on the basis of factual judgement and give feedback to the teacher in order to achieve the dynamic process of improving teaching and enhancing teaching quality.

Specifically, the connotation of student evaluation is reflected in the following four aspects:

(1) The main body of student evaluation is students. Student evaluation of teaching, as the name suggests, is the main body of value judgement from the students' own point of view, standing in the position of their own centre, based on the teacher's classroom teaching performance and their own learning gains, the quality of teaching teachers to meet their own needs for judgement (Li, & Meng, 2020).

(2) The object of student evaluation is classroom teaching. The curriculum, as an important carrier reflecting the teaching level of teachers, is inextricably linked to the quality of teachers' teaching. Therefore, the object of students' evaluation is the classroom teaching including the curriculum, specifically, including teachers' teaching attitudes, contents, methods and effects as well as the students' learning gains, etc., rather than evaluating the teachers, so the results of the students' evaluation should not be simply equated to the quality of teachers' teaching (Li, 2016 ).

(3) The means of student evaluation is evaluation and measurement. Students' evaluation of teaching is based on certain standards, combined with their own understanding and judgement, to give qualitative or quantitative results on the quality and level of teachers' teaching, the essence of which is a process of value judgement, and this value judgement is achieved through evaluation and measurement, in other words, the essence of the value judgement process is evaluation and measurement (Liu, 2020).

(4) The purpose of student evaluation is to improve teaching. Student evaluation of teaching through the students of teachers teaching a variety of evaluation and feedback, can make teachers timely understanding of their own deficiencies in the teaching process, and to a certain extent to stimulate the sense of competition, mobilise



the enthusiasm of teachers, thus prompting teachers to continuously improve teaching, improve the quality of classroom teaching(Song, & Zhuang, 2023).

### **2.3 CIPP Theory of Educational Evaluation**

The CIPP educational evaluation theory arose during the period of American educational reform and was formally put forward by Stufflebeam, a renowned expert in educational evaluation, in 1966 on the basis of his critique of Taylor's Behavioural Objectives Model. Stufflebeam believes that while educational objectives are important, educational evaluation that focuses only on the degree of achievement of educational objectives is one-sided and incomplete, so he advocates that educational evaluation should provide detailed and reliable information for school administrators and teachers to make decisions, thus providing a basic basis and References for administrators to improve the efficiency of decision-making and for teachers to continuously improve their teaching (Tan, 2011). On this basis, the basic viewpoint of CIPP evaluation theory has been formed, that is, the most important purpose of evaluation is not to prove but to improve, and its essence is a new type of evaluation oriented to decision-making and focusing on the developmental function of evaluation, that is, the CIPP model.

The CIPP educational evaluation model consists of four interrelated components: Context Evaluation - Input Evaluation - Process Evaluation - Product Evaluation. Specifically, it includes:

1. Context Evaluation is the understanding and mastery of the basic situation of the subject of evaluation in a specific context, focusing on the reasonableness of the evaluation objectives and the appropriateness between the subject of evaluation and the evaluation programme, so as to form the basis of the evaluation objectives and the evaluation programme. The context evaluation of student, that is, the students as evaluators, to understand the basic situation of students, including the students' understanding of the evaluation of the students, students' recognition of the evaluation of the students, students' participation in the evaluation of the purpose of the evaluation of the students and other aspects of the evaluation of the students, in order to do a good job for the subsequent evaluation of the teaching of the activities of the groundwork, and better to achieve the purpose of the evaluation of the teaching (Yin, 2021).

2. Input Evaluation is the process of identifying and validating the resources, conditions and options required to achieve the objectives based on a contextual evaluation, which is essentially an evaluation of the strengths and weaknesses of the programme, as well as its feasibility, utility and ethicality. The input of student evaluation means that in order to better achieve the goal of evaluation, it is necessary to help students understand evaluation, including the purpose, significance and index system of evaluation, so as to improve students' understanding of evaluation, enhance their sense of identity, develop an objective attitude towards evaluation and form a correct view of evaluation. The input activities of students' evaluation include publicity and education lectures, symposiums, training and so on (Sun, 2021).

3. Process Evaluation is the effective supervision and inspection of the programme implementation process, with the aim of continuously adjusting and improving the implementation process through constant monitoring and feedback, thus

enhancing the effectiveness of the evaluation. The process of student evaluation, including the design of the evaluation index scale, the organisation of evaluation activities, the behaviour of students in the evaluation process, the factors affecting the evaluation, etc., through the supervision of the organisation and implementation process of the above evaluation, in order to achieve the purpose of evaluating the successful achievement of the objectives of the evaluation (Li, 2019).

4. Product Evaluation is the evaluation of whether or not the objectives of the evaluation have been achieved and whether or not the needs of the evaluators have been met. The products of student evaluation refer to the value judgement on whether the student evaluation activities have achieved the expected goals, which can also be said to be the effectiveness of student evaluation. In this study, the products of student evaluation are mainly reflected in the gains and ability development of students in evaluation (Yun, 2023).

In conclusion, the CIPP educational evaluation theory, as a highly recognised evaluation theory in the academic world, not only achieves the integration of multiple evaluation types, but also expands the connotation of evaluation to a certain extent, thus improving the scientificity and effectiveness of educational evaluation.

At present, China's higher education is in a period of deepening transformation and development, which requires educational evaluation to give full play to a variety of functions, and through the evaluation to scientifically guide the decision-making and improvement of educational evaluation practices, CIPP, as a kind of evaluation model that was developed in the United States during a specific period of time and gradually perfected, has a high degree of compatibility with China's current demand for educational evaluation theory (Sun, 2021). In the evaluation of college students, the background evaluation mainly refers to the overall cognition of students' evaluation, including the necessity of evaluation, the degree of understanding, the attitude to participate in the evaluation and satisfaction, etc.; the input evaluation covers the publicity and mobilisation of students' evaluation before the evaluation, the evaluation of the evaluation of the time schedule and the evaluation of the choice of teaching methods, etc.; the process of evaluation is embodied in the student evaluation of the indicators, the design of the content of the scale and the development of the evaluation of the indicators; Product evaluation corresponds to feedback and utilisation of evaluation results. Therefore, in the study of student evaluation in colleges and universities, drawing on the CIPP educational evaluation theory can give full play to the developmental function of evaluation while enhancing the purposefulness and systematicness of evaluation, so as to promote the professional development of teachers and better realise the development of students at the same time (Luo, 2012).

## **2.4 Related Research at Home and Abroad**

### **2.4.1 Foreign research**

#### **1. Study of the reliability of student evaluation of teaching and learning**

Student evaluation of teaching is one of the most important and widely used methods of teaching evaluation, which has gone through nearly a hundred years of development from now on, and is an important initiative to guarantee and improve the

quality of teaching in colleges and universities. As early as 1927, the Teaching Evaluation Scale (TES) was officially used at Purdue University in the United States, which is the world's first scale used to collect information on students' evaluation of teaching, and has become the regular management work of colleges and universities in developed countries in Europe and the United States since the 1980s.

The reliability of student evaluation of teaching usually refers to the consistency of the results of students' evaluation of teachers' teaching, which can also be regarded as the degree of trustworthiness of the evaluation results, i.e., the degree of credibility. Academics generally agree that student evaluations of teaching in colleges and universities are credible, and there is little underlying controversy in this regard. The results of Feldman's experimental Study of student evaluations showed that when the number of people conducting student evaluations is 20 or more, the reliability of student evaluations can exceed the objective test (Feldman, 1977). A follow-up experiment by Overall and Marsh, in which the same students were made to evaluate 100 courses at the end of the programme and a few years after graduation, found a correlation coefficient of 0.83 between the two evaluations (Overall, & Marsh, 1980). The results of Marsh's experimental Study of student evaluations of teaching showed that evaluating the teaching of five teachers resulted in a reliability of 0.95 when the number of students participating in the evaluation reached 50 (Marsh, 1982). This shows that there is a certain degree of stability in student evaluation of teaching.

## **2. Study of the effectiveness of student evaluation of teaching and learning**

Scholars in other countries have abundant research results on the validity of student evaluation and are relatively consistent in their conclusions, i.e., scholars in other countries generally agree that student evaluation has a high degree of validity. The validity of student evaluation usually refers to the extent to which the results of student evaluation are consistent with the needs of the community and the subject and object of evaluation, and also the extent to which the intended evaluation goals are achieved (Xu, & Ji, 2004). Wachtel argues that student evaluation is one of the most effective and trustworthy ways of evaluating a teacher's teaching (Wachtel, 1998). Duna Sabri found through her case Study of the National Student Survey (NSS) in the UK that the validity of the NSS was much higher than the expected level and that the data results had a high practical References value (Duna Sabri, 2013). Bea-trice Tucker found through his research that the vast majority of students are more cautious about the use of the right to evaluate teaching, so the results of the evaluation have a high degree of reliability, and colleges and universities can use the results of the evaluation in a reasonable way, as a way to improve the teaching level of teachers and the satisfaction of students' learning (Tucker, 2014).

## **3. Study of the problems of student evaluation of teaching and learning**

According to ValenE.Johnson, director of the American Statistical Association, there has been a deep philosophical disagreement in colleges and universities about the meaning and ultimate purpose of grades, as well as some unfairness in that some teachers, in order to get high scores from students for evaluating their teaching, would give high grades to students with average or even poor academic performance, which would directly lead to the students' grades tend to be the same, and it is difficult to close

the gap (ValenE.Johnson, 2003). Richard B. Fletcher's research shows that students and schools have completely different views on evaluation: students usually think that student evaluation always pays too much attention to the form and ignores the essence of improving the quality of teaching and learning, while schools think that student evaluation objectively reflects the real situation of teachers' teaching and provides valuable information for the development of school management (Richard B. Fletcher, 2014).

#### **4. Study of the factors affecting student evaluation of teaching and learning**

Numerous studies in other countries have demonstrated the multitude of factors that influence student evaluations of teaching. Scholar Marsh's research shows that there are five main contextual factors that are closely related to the effectiveness of student evaluations, including class size, course difficulty, students' subjective interests, students' expected grades, and reasons for choosing a course (Marsh, 1984). Basow and Silberg's Study demonstrated that gender can have an impact on student evaluation results, with male students typically giving higher scores to teachers of the opposite sex (Basow, & Silberg, 1987). Centra's research has shown that humanities courses typically score higher on student evaluations than science and engineering courses (Centra, 1993). In D'Apollonia and Abrami's 1997 experiment, a random sample of students at a particular grade level had shown that there was a significant correlation between student learning Products and student evaluation of instruction (D'Apollonia, & Abrami, 1997).

### **2.4.2 Domestic research**

#### **1. Study of the reliability of student evaluation of teaching and learning**

Compared with western countries, China's student evaluation activities started late. In 1984, Beijing Normal University conducted the first simple evaluation of teaching quality, which is the earliest student evaluation in China. Since then, student evaluation activities in Chinese colleges and universities have achieved initial results.

Most of the research on the reliability of student evaluation in China has been conducted in the form of quantitative studies, and it is generally believed that student evaluation is reliable and valid. Scholar Wei Hong found through experiments that when the number of students involved in teacher evaluation is higher, the reliability and consistency of student evaluation will be higher, when the number of students involved in evaluating the teaching were 40, 30, 20 and 10, the consistency of the coefficient of relationship between student evaluation of the teacher's teaching were 0.90, 0.87, 0.72, and 0.28, respectively (Wei, 1993). According to Shen Yushun, student evaluation can be said to be the most democratic evaluation method so far, but not all evaluations can promote the improvement of teachers' teaching (Shen, 2002).

#### **2. Study of the effectiveness of student evaluation of teaching and learning**

According to Liu Hangling, student evaluation of teaching is conducive to the improvement of teacher management and the construction of teacher management system (Liu, 2002). Wei, Hong, and Shen, Jiliang found through regression analyses that teacher's title, students' preferencess, the course's Importance, difficulty, and academic load are the five factors that significantly affect students' evaluation results

(Wei, & Shen, 2003). In terms of the effectiveness of student evaluation, Yao Limin and Deng Juxiang suggest that colleges and universities can only ensure the effectiveness of student evaluation if they take effective measures to prevent and avoid the problems of exist in student evaluation (Yao, & Deng, 2005).

### **3. Study of the problems of student evaluation of teaching and learning**

Through their research, Geng Hui and Zhao Huijun found that there is a more general phenomenon of burnout among students in the process of evaluating teaching (Geng, & Zhao, 2001). According to Wang Mingbin, in order to improve student evaluation in colleges and universities, we should first pay attention to the design of evaluation indicators. In order to improve student evaluation in colleges and universities, we should first pay attention to the design of evaluation indicators and the selection of evaluation methods, and at the same time, we should also pay attention to the publicity and education of student evaluation, and finally, we should also pay attention to the application of the results of student evaluation and feedback, so as to strengthen the important position of student evaluation in school management (Wang, 2003). Cai Min and Zhang Li's research Study shows that most of the evaluation of teaching in domestic colleges and universities use the form of rating scale, and seldom or even basically do not use the form of group discussion, personal interview or random feedback; the attitude of students in the process of evaluating teaching is not serious enough; colleges and universities choose the evaluation of teaching at the end of the semester is relatively late in time and other problems, and based on these problems to put forward a number of countermeasures such as broadening the channels and methods of student evaluation, innovating the tools and indicators of student evaluation, and Studying the results of student evaluation in depth (Cai, & Zhang, 2005). Based on these problems, some countermeasures are proposed, such as broadening the channels and ways of students' evaluation, innovating the tools and indicators of students' evaluation, and Studying the results of students' evaluation in depth (Cai, & Zhang, 2005). According to Fu Liyun, the problems of students' evaluation include: the evaluation indexes are all aimed at teachers' classroom teaching, and the students' subject position is not reflected in the evaluation; the results of students' evaluation are not effectively utilised, and it is difficult to respond to the students' demands, according to which, we put forward the countermeasures of innovating the indicator system of students' evaluation in order to reflect the students' subject position, and making the evaluation results specific in order to assist the teachers in correcting the deficiencies (Fu, 2009).

### **4. Study of the factors affecting student evaluation of teaching and learning**

Student evaluation activities in colleges and universities are affected by many factors, and by summarising the discussions of many scholars on the factors affecting student evaluation, it is found that they can be broadly grouped into the following four categories: student factors, teacher factors, curriculum factors and other factors. Among the student factors, Wang Jingqiong believes that students' qualities, interests, abilities, values, cognitive levels, and expectations of achievement are more likely to influence the results of students' evaluation of teaching than students' gender, age, and personality (Wang, 1998). According to Wang Xinfeng and Du Lijuan, students' herd mentality, halo mentality, coping mentality, guarded mentality, retaliation mentality, and inverted

mentality will undoubtedly affect the results of students' evaluation of teaching (Wang, & Du, 2004). With regard to teachers' factors, Liu Hui believes that teachers' personality traits, teaching level, and teaching attitude are important factors affecting students' evaluation results, while teachers' age, looks, and title do not have a significant effect on the evaluation results (Liu, 2008). Regarding course factors, Shen Jiliang concluded through regression analysis that student interest, coursework load, and course importance would have a significant impact on student evaluation (Shen, 2010). The findings of Wan An, An Shuqing and other scholars showed that course evaluation difficulty was significantly and negatively correlated with the marks students gave to their teachers (Wan, & An, 2014). With regard to other factors, since student evaluation is one of the most widely participated school management activities, there are many factors affecting student evaluation, such as class size, teaching facilities, teaching materials evaluation system, evaluation organisation, and the use of evaluation results. These factors can have an impact on student evaluations, but the magnitude of the impact and the conditions under which they are triggered require further research.

### **5. Study of the application of the results of student evaluation of teaching and learning**

China's research on the results of student evaluation of teaching in colleges and universities mainly focuses on two aspects, one of which is the promotion of teachers and the other is the improvement of teaching.

In terms of teacher promotion, scholars Cao Chao and Zhang Lian believe that only by linking the results of student evaluation to teacher appraisal and promotion can teachers be attracted to pay attention to the results of student evaluation (Cao, & Zhang, 2010). Chen Huahua, on the other hand, believes that some teachers may be pressured for promotion and lead students to evaluate teaching through some improper means so as to obtain higher evaluation scores (Chen, 2008).

In terms of teaching improvement, the empirical findings of scholars Zou Xiaoting and Liu Bo suggest that the results of the evaluation should be applied more flexibly in terms of the growth and development of both students and teachers, rather than just for the rating of teachers' titles (Zhou, & Liu, 2011). Zhao Huijun and Geng Hui (2011) also emphasised the need to use evaluation results scientifically to improve teachers' teaching and to reduce the use of evaluation results in the appraisal of teachers' titles and in their selection and promotion (Zhao, Geng, 2011).

In summary, after years of development, student evaluation as a school management activity has become relatively mature, and there are many research results on student evaluation. It is not difficult to see that student evaluation has an earlier origin in western developed countries, and thus has a higher level of development and a more perfect institutional system. Most of the scholars in other countries have drawn the corresponding conclusions based on the results of follow-up experiments, and thus have a high degree of reliability as well as theoretical and practical value. And most of the Chinese research on students' evaluation of teaching is based on comparative studies of the theories of students in other countries, so it leads to the lack of realistic and concrete empirical research to a certain extent without fully combining the national conditions of China as well as the characteristics of students in reality.

Specifically, for the research on student evaluation of teaching, many scholars have confirmed its high reliability and validity through experiments, and there is consistency between China's research and that of other countries on this point. However, there are still certain problems in the construction of the indicator system of student evaluation, for example, the content design of the evaluation indicators lacks scientificity, and the preparation of the evaluation scale does not fully integrate the specific situation of Chinese universities. There are two main reasons for this. Firstly, there are objective factors, as student evaluation of teaching in China started late and developed in a relatively short period of time, further research is still needed both at the institutional level and at the practical level. The second is the subjective factor, that is, all walks of life do not pay sufficient attention to student evaluation, students as the main body of evaluation only in the process of evaluation to play a practical role, and basically have no opportunity to participate in the process of designing the evaluation indexes, undoubtedly will affect the results of the student evaluation to a certain extent.

## 2.5 Theoretical Framework

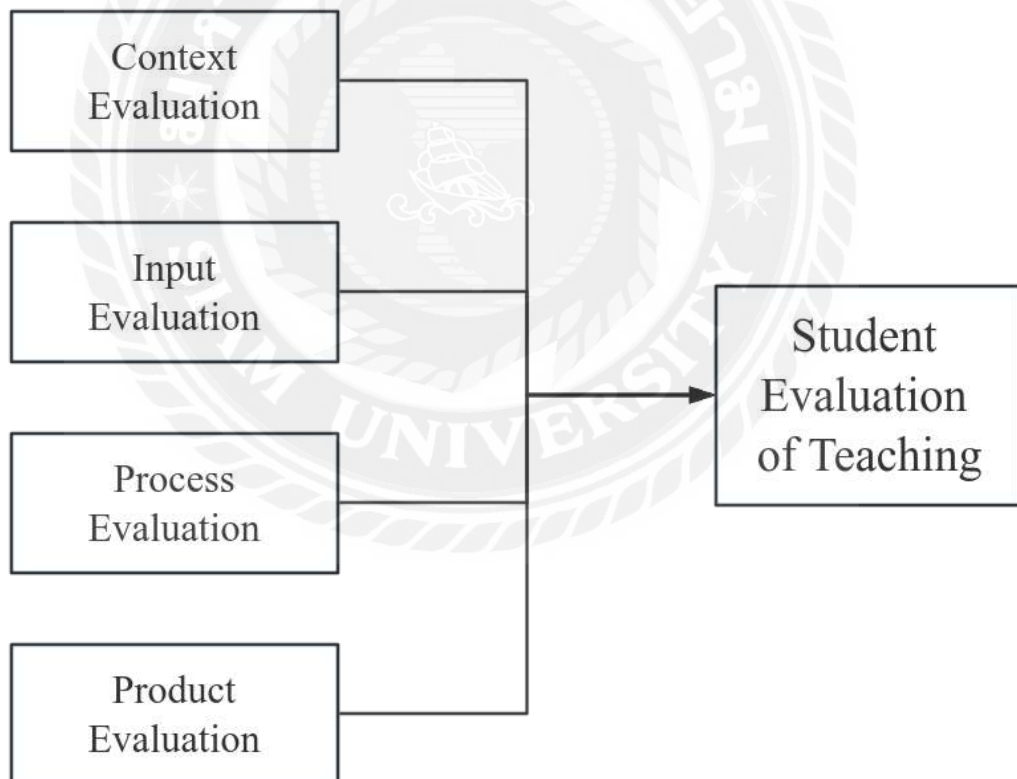


Figure 1. Theoretical Framework



## Chapter 3 Research Methodology

### 3.1 Introduction

This study adopted the qualitative research method, taking the form of interview method in the research process of understanding the current situation of students' evaluation of teaching in Yunnan University of Economics and Management. Through the four dimensions of Context Evaluation, Input Evaluation, Process Evaluation and Product Evaluation distilled from the CIPP's theory of educational evaluation, an interview outline was designed to collate a wealth of information on the issue of students' evaluation of teaching in colleges and universities through in-depth exchanges, accumulating a wealth of first-hand materials for the writing of this paper.

### 3.2 Research Design

The interview questions has five first-level dimensions and contains 12 items. The Context Evaluation dimension includes 3 items, the Input Evaluation dimension includes 2 items, the Process Evaluation dimension includes 3 items, the Product evaluation dimension includes 2 items, and the Student Evaluation of Teaching dimension includes 2 items. It mainly surveys students' opinions, views and attitudes towards student evaluation of teaching. The specific design is as follows:

Dimension	Issues
Context Evaluation	1. Do you think it is necessary for colleges and universities to conduct student evaluations? 2. How well do you understand the process of evaluating student teaching in our school? 3. What is your typical attitude when participating in student evaluation activities?
Input Evaluation	1. To the best of your knowledge, what does the school or faculty <u>publicise</u> about the assessment process? 2. Do you have any suggestions or comments on how to improve the evaluation of our students?
Process Evaluation	1. In what ways did you participate in the specific evaluation process? 2. Do you think the Teaching Quality Evaluation System is reasonable? 3. What do you think about the current timing and <u>organisation</u> of student evaluations?
Product Evaluation	1. How well do you think the current indicator system reflects <u>teachers' teaching standards</u> ? 2. Do you think the results of student evaluations have a significant impact on faculty teaching improvement? Please explain why.
Student Evaluation Of Teaching	1. What do you think is the most important purpose and significance of student evaluation in colleges and universities? 2. Do you agree with the way your university handles student evaluations? What do you think is more appropriate?

Table 1. Interview Outline



### **3.3 Sampling and Sample Size**

In order to make the content of the study more complete and in-depth, this study adopted the overall random sampling method, and the research sample is the students of Yunnan University of Economics and Management, and a total of 60 students were selected for face-to-face discussion and communication. Using this interview method, we can deeply understand the basic situation of students' evaluation of teaching, fully understand the students' views on the cognitive evaluation index system of students' evaluation of teaching, etc., and strive to comprehensively understand the implementation status of students' evaluation of teaching, so that we can constantly find out the problems, and on the basis of the improvement of the problems, we can effectively bring into play the roles and functions of students' evaluation of teaching, so that we can better guide the development and implementation of students' evaluation of teaching in this school.

### **3.4 Data Collection**

The interviews were conducted from 21st October 2023 to 13th November. Based on the reading and sorting of the literature, and in conjunction with the purpose of this study, the interview questions were reviewed several times to eventually develop a final interview outline, in which the content revolves around the CIPP educational evaluation theory that derives the Context Evaluation, Input Evaluation, Process Evaluation, and Process Evaluation four dimensions to ensure that the questions were logical and coherent. Through formal and informal individual and group interviews with students to further understand the views and opinions of the interviewees, the researcher will record the interviews with the consent of the interviewees during the interview process. Overall, the whole interview process was conducted in a relatively relaxed and pleasant environment, which is conducive to eliminating the concerns of the interviewees, so that they can express their true views and opinions as much as possible, thus enhancing the true validity of the interview results.

## **Chapter 4 Findings and Conclusion**

### **4.1 Introduction**

As an important way to improve the internal teaching quality and build a guarantee system in colleges and universities, student evaluation not only effectively expresses students' needs for teaching, but also provides an important platform for strengthening teacher-student communication and timely feedback on teaching information. Through the analysis of the student evaluation questionnaire and interview results of Yunnan University of Economics and Management, this Study found that the student evaluation activities successfully carried out by Yunnan University of Economics and Management over the past ten years have indeed played a certain role in improving the school's teaching quality. But at the same time, it was also found that in the practice of student evaluation of Yunnan University of Economics and Management, there are indeed some problems that cannot be ignored, which affect the full expression of the function and value of student evaluation. This chapter will analyze the existing problems from four aspects: understanding of teaching evaluation, indicator system, organization and implementation, and result processing, in order to provide more targeted guidance for students to carry out teaching evaluation practice based on the discovery of problems.

### **4.2 Current situation of Student Evaluation of Teaching at Yunnan University of Economics and Management**

#### **4.2.1 Context Evaluation: Teachers and students generally have low awareness of student evaluation**

Thought is the forerunner of action, and the process of teachers' and students' understanding of student evaluation largely influences the choice of teachers' evaluation behaviors, which in turn affects the authenticity and accuracy of the results of student evaluation.

##### **1. Teachers' lack of awareness of student evaluation**

In the survey, some teachers questioned the necessity of student evaluation, taking an indifferent attitude toward student evaluation or believing that teachers should not be evaluated by students from the perspectives of students' cognitive ability, the characteristics of advanced knowledge, and the non-interference of teachers' non-interference in their rights to teaching autonomy and academic freedom as professionals. This phenomenon shows that teachers lack a deep and thorough understanding of student evaluation, and they have not yet realized the supportive and leading role of evaluation in teachers' teaching improvement and realization of independent professional development, which affects their psychological and behavioral choices in dealing with evaluation, and reduces their support and recognition of student evaluation. This is also one of the important reasons why some teachers are unwilling to accept the results of student evaluation.

## **2. Students lack a deeper understanding of evaluation**

In the process of students' evaluation of teaching, due to the lack of school publicity and guidance, students have little knowledge of the purpose, significance and role of the evaluation of teaching and other factors, resulting in students participating in the evaluation of the evaluation did not hold a sufficiently rational attitude, the evaluation of the teaching process mixed with a lot of their own subjective assumptions and ideas, resulting in the results of the evaluation of the teaching does not match the teacher's actual teaching situation and produce a variety of errors, which due to a variety of reasons lead to the students to produce a psychological process of the error of evaluation is called the "error psychology". This kind of psychological process that causes students to make errors in evaluating teaching due to various reasons is called "error psychology". The "error psychology", in turn, also affects the students' understanding of the evaluation of teaching and the choice of behavior in the evaluation of teaching, such as the students' evaluation of teachers according to their personal likes and dislikes of teachers, their interest in the course, and the degree of leniency and strictness of the teacher's requirements for the students. Through interviews with students, we learned that there are reasons why students "evaluate based on their own feelings" and "evaluate in order to cope with the selection of courses", the specific reasons are explained in Chapter 3, so I will not repeat them here, and the emergence of these problems, in the final analysis, is due to Students' lack of deep understanding of the evaluation of teaching.

### **4.2.2 Input Evaluation: Poor scientific quality of the indicator system for student evaluation of teaching**

The real effectiveness of the results of student evaluation depends largely on the scientific rationality of the evaluation index system, therefore, a perfect and scientific index system is crucial to the effective play of the role and function of evaluation.

#### **1. Neglecting the participation of multiple interest subjects**

The indicators for students' evaluation of teaching in Yunnan University of Economics and Management are designed by the management of the Academic Affairs Office on the basis of students' research and experience in evaluation of teaching, taking the indicator system of students' evaluation of Beijing Normal University as a References, and combining with the actual situation of the university. In the process of formulating the evaluation index system, the opinions of the teaching steering committee at the school level are also referred to, but the number of teaching steering committee members is very small compared to the proportion of the whole school's teachers and students, and the frequency and scope of listening to lectures of the teaching steering committee are limited, and its members are experts in different disciplines, and due to the combined effects and influences of the background of their disciplines, their professional cognition, and their degree of knowledge updating, it is very easy for different disciplinary experts to be affected. Due to the combined effect and influence of their disciplinary backgrounds, professional knowledge and knowledge updating degree, it is very easy for different disciplinary experts to have incomplete

evaluation opinions and unreasonable evaluation standards when dealing with the teaching of teachers who are not familiar with their disciplines and specialized courses.

In addition, the design and formulation process of the evaluation index of the school lacks the extensive participation of ordinary teachers and students, and even the opinions and suggestions of teachers and students have not been solicited, which is contrary to the principle of teachers and students as the main body of teaching. From the students' point of view, on the one hand, students, as the center of education and the important stakeholder of higher education, have the right to participate in the design and formulation of the evaluation indicators; on the other hand, as the main body and the evaluator of students' evaluation of teaching, it is reasonable to reflect the students' psychological willingness and value orientation in the evaluation of teaching and learning gains. The lack of students in the design and development of evaluation indicators will reduce the enthusiasm and enthusiasm of students to participate in the evaluation, and even affect the smooth progress of the evaluation work, which will make the evaluation results biased or distorted; from the perspective of the teachers, teachers, as professionals, have a deeper understanding of their own teaching disciplines and course content and unique insights, the lack of teachers in the design and development of evaluation indicators system in the process. The absence of teachers in the process of designing and formulating the evaluation index system blocks the channels for teachers to express their opinions, affects the scientificity of the evaluation index and makes teachers resistant to the evaluation activities, which in turn makes them question the evaluation results and affects the smooth progress of the evaluation work.

## **2. The indicator system is not systematic**

Theoretically, teaching and learning have many commonalities, and it is feasible to use a uniform evaluation scale for different subjects and courses, but a large number of related studies have also shown that there are statistically significant differences in student evaluation results due to the different subject areas to which the courses belong. Therefore, student evaluation indicators should be set up according to the characteristics of different disciplines, the qualitative nature of the profession and the characteristics of the course type, only in this way can they clearly reflect the problems and deficiencies in the teaching process of teachers, and scientifically judge the quality and level of teachers' teaching. However, through the survey, it is found that the students of Yunnan University of Economics and Management always use the same evaluation index system to evaluate different disciplines and majors in the process of evaluating teaching, and this kind of highly uniform evaluation index system which does not make appropriate distinction according to the nature of different majors and grades ignores the differences between different courses of different natures and the differences in the classroom teaching focus, teaching methods and teaching styles of different teachers, which is contrary to the principle of science and fairness, and this will curb the motivation of teachers' teaching innovations and formation of their unique teaching styles, which will affect to a certain degree the validity of the results of the evaluation of teaching and the play of the good evaluation function.

### **3. Lack of clarity and comprehensiveness of indicators**

Through the empirical survey, it was found that nearly half of the teachers and students were not satisfied with the current evaluation index system, and thought that the evaluation indexes were not comprehensive and clear enough, thus affecting the degree of support and recognition of the evaluation activities. In order to avoid students' fatigue with the evaluation and to reduce the organizer's workload, Yunnan University of Economics and Management (YUEM) has set a total of 12 objective questions in the evaluation index, which reduces the students' burden to a certain extent, but it is difficult to ensure that the evaluation covers all aspects of teaching with too few questions, and it is difficult to make a comprehensive evaluation of teachers' teaching. At the same time, some indicators are expressed in a vague and general way, such as "meeting the teaching requirements", "clear focus, outstanding difficulties", "reflecting the forefront of the discipline", etc. As students are initially in contact with the curriculum and know little about the requirements of the syllabus, coupled with the lack of detailed explanations of these indicators, students are unable to judge whether the teacher's lectures are in line with the evaluation criteria, which in turn affects the scientificity and validity of the results of the evaluation of the teaching.

In addition, through the investigation and analysis of the evaluation scale of students in Yunnan University of Economics and Management, it is found that the question types of students' evaluation in this university are relatively single, all of them are single-choice objective questions, with no subjective questions, i.e., students' evaluation of teaching are all quantitative evaluation, and there is a lack of qualitative evaluation of the teachers' components. Although quantitative evaluation facilitates the statistics and analysis of data, to a certain extent, it ignores the individual characteristics and personality color of different teachers, limits the quantity and quality of student evaluation information, and is not conducive to the full expression of students' opinions and expectations of teachers' teaching, nor is it conducive to the teachers' targeted reflection on and improvement of weak links, thus affecting the objectivity and comprehensiveness of the results of the evaluation of teaching.

#### **4.2.3 Process Evaluation: Laxity in the organization and implementation of student evaluation of teaching**

The effectiveness of student evaluation in colleges and universities is closely related to the scientific nature of the evaluation index system on the one hand, and the rigorousness and standardization of the evaluation organization and implementation process on the other hand, therefore, colleges and universities should attach great importance to the organization and implementation of student evaluation from the ideological point of view and guarantee the implementation of the action.

##### **1. Inadequate publicity and training on evaluation**

Domestic scholars Zhang Hongwei pointed out that "the prerequisite for carrying out students' evaluation of teaching is that students have the responsibility and ability to evaluate teachers' teaching" (Zhang, 2008). Fully understanding and grasping the relevant information and appropriate evaluation methods is an important prerequisite

for students to evaluate teaching scientifically, but in terms of the current status of evaluation, the preparation and organization of the evaluation are not highly valued by administrators, and the publicity and guidance of evaluation are insufficient, and the training of evaluation is even more scarce.

Through the investigation, it was found that before Yunnan University of Economics and Management (YUEM) carried out the evaluation activities, apart from informing the relevant teachers and students of the specific time, place and requirements of the evaluation in the form of documents or notices, it did not take other measures to publicize and mobilize the purpose and significance of the evaluation, nor did it interpret and explain the evaluation items and indicators, and it lacked the training of students in the necessary methods and abilities of the evaluation. Due to the constraints of physical and mental development and life experience of college students, they may have one-sided and biased understanding of certain issues. In this case, if the publicity and training are not in place, and students are not familiar with the essentials and methods of evaluation, and have biased understanding of the evaluation items and indexes, a variety of undesirable psychological and behavioral factors may arise during the evaluation of teaching, which may affect the truthfulness and scientificity of the evaluation of teaching. At the same time, the lack of publicity and mobilization work will also make teachers have psychological misunderstandings, and in serious cases, they will be resistant and question the true validity of the results of the evaluation, or even ignore the results of the evaluation, thus affecting the smooth implementation of the work of student evaluation and promotion.

## **2. Unreasonable time schedule for evaluating teaching**

The evaluation time for students of Yunnan University of Economics and Management is basically the same as that of most colleges and universities in China, specifically after the end of the course and two weeks before the final examination. In order to eliminate students' concerns and avoid the impact of the evaluation results on students' grades, the Registrar's Office will feedback the evaluation results to the faculties and departments at the beginning of the next semester. This summative evaluation at the end of the semester, on the one hand, the students will make the previous teacher's course teaching status of the impression of the more vague, coupled with the students busy preparing for the final exams, often unwilling to spend too much time and energy to participate in the evaluation, resulting in student evaluation of teaching has become a few minutes of mandatory tasks, thus affecting the authenticity and accuracy of the results of the evaluation of the teaching, at the same time, this lagging evaluation of the feedback brought about by teachers to improve the students' learning achievements and learning Products is very weak. At the same time, the feedback brought by this kind of lagging evaluation has a very weak effect on teachers' improvement of students' learning performance and learning effect; on the other hand, when teachers get the feedback results, the teaching of the course has long been over, and teachers can only improve the problems and deficiencies in teaching in the process of the next semester's lectures. Since in the university curriculum, most courses are only taken for one semester students' contact with the teacher is basically terminated with the

end of the course, which makes it impossible for students to evaluate the teacher's teaching in a tracking manner. Therefore, for the participating students, they cannot know whether the teacher receives feedback from the students and whether the teacher improves and enhances his/her teaching, which affects the students' motivation to evaluate the teaching and at the same time weakens the formative function of the evaluation.

### **3. A single form of organization for evaluating teaching**

With the rapid development of information technology, paperless online evaluation has replaced the traditional paper questionnaire and machine-readable card evaluation and become the main way of student evaluation in Yunnan University of Economics and Management. Online evaluation is respected and used by most colleges and universities for its advantages of convenience, quickness and easy statistical processing of data, which saves a lot of human, material and financial resources to some extent. However, there are some defects that cannot be ignored in online evaluation. Firstly, the online questionnaire is one-sided, which cannot fully reflect the actual situation of teaching, and lacks strong explanations and illustrations for the causes of teaching problems; secondly, the online evaluation is one-sided, which cannot make appropriate and reasonable evaluations of the dynamic classroom teaching that is changing and developing throughout the whole semester at the end of the semester; thirdly, the online evaluation cannot monitor the phenomenon of student substitute evaluation and students' arbitrary evaluation behavior, which reduces the objectivity and authenticity of the results of student evaluation. Thirdly, online evaluation is unable to monitor the phenomenon of students' substitute evaluation and students' arbitrary evaluation behavior, which reduces the objectivity and authenticity of students' evaluation results. In addition, the questionnaire of students' evaluation in Yunnan University of Economics and Management is not tested for reliability and validity, in which case, the reliability and validity of students' evaluation will be questioned, and even denied by some teachers, and without the assistance of other methods of evaluation, a single online evaluation can't overcome its own inherent shortcomings as well as the possible adverse consequences and impacts of the evaluation, which increases the risk of online evaluation of students' teaching.

#### **4.2.4 Product Evaluation: Sloppy handling of student evaluation results**

The handling of the results of the evaluation of teaching is the focus of common concern of teachers and students, and also the most controversial and divergent issues. Colleges and universities deal with students' evaluation results mainly in the feedback and utilization of evaluation results.

##### **1. Inadequate feedback on evaluation results**

At present, Yunnan University of Economics and Management adopts a hierarchical feedback method for the results of students' evaluation of teaching. According to the requirements related to students' evaluation of teaching, after the evaluation of teaching at the end of the semester, the Academic Affairs Office will send the detailed results of the students' evaluation of teaching along with the briefings to the

faculties and departments at the beginning of the next semester, and require the faculties not only to give feedback to the teachers of the unit, but also to give feedback to the students; at the same time, the university continues to publish the top 60% of the rankings of the teachers and the courses of each teaching class on the campus network. However, in the actual evaluation results feedback link, the implementation of each faculty varies, it is understood that most faculties and departments do not timely feedback to teachers, not to mention the evaluation results announced to the students, which is eager to learn about the results of the evaluation of the psychological formation of a huge contrast with the students, over time, the results of the evaluation of the opaque and open way of dealing with the evaluation results will be seriously frustrated by students to participate in the evaluation of the enthusiasm of the students to reduce the students to the school and the evaluation of the activities of the degree of trust and support, and lead to the phenomenon of the generation of the evaluation of the evaluation of the phenomena of the evaluation, such as the occurrence of messy evaluation. In addition, the evaluation results can enable students to obtain relevant course and teacher information, and provide effective References and basis for students' course selection. If students do not know the results of the evaluation, they will not be able to obtain the References information for course selection, thus limiting the realization of students' subjectivity.

For teachers, they either for the protection of privacy, or for the maintenance of face, do not want to publicize the results of the evaluation of teaching, but it is still necessary to give reasonable feedback to individual teachers, the results of the evaluation of teaching as an important basis for the improvement of teachers' teaching and learning, and can help teachers to find out and reflect on the problems and deficiencies in teaching in a timely manner, however, if you can't give feedback on the results of the evaluation of teaching in a timely manner to the teachers, or even do not provide teachers with any feedback, it is easy to make teachers lack the necessary basis and guidance on the road of teaching improvement and professional growth. However, if teachers are not given timely feedback on the results of student evaluation, or even if they are not given any feedback, it is easy to make teachers lack the necessary basis and guidance on the road of teaching improvement and professional growth, which is not conducive to the improvement of the quality of teaching and learning and the realization of their own professional development in a targeted and progressive manner.

## **2. Inadequate utilization of evaluation results**

The survey shows that Yunnan University of Economics and Management evaluation results and teachers' title promotion and salary and welfare basically have no great relationship, which indicates that the school for the student evaluation results are not fully utilized, thus making the evaluation of teaching in a formal manner, and did not play the due role and value. This kind of treatment has not been linked to the interests of teachers, so that most teachers lack a sense of urgency and a strong sense of teaching pressure into motivation, for the ranking of teachers who have long been ahead of the lack of all-round investigation and analysis, in order to achieve the promotion of the advantages of experience sharing; for some teachers who have long been behind the ranking of the school is the lack of the necessary supervision and training measures, so



that teachers whether to adopt the views and suggestions of students to improve teaching is entirely a matter of personal will and conscious behavior of the teachers. Therefore, whether teachers adopt students' opinions and suggestions to improve teaching or not is entirely a matter of teachers' personal will and conscious behavior. At the same time, some teachers are skeptical of the results of the evaluation, and do not believe in the results of the student evaluation, coupled with the school does not have the appropriate rewards and punishments based on the results of the evaluation, resulting in some teachers ignore or even disregard the results of the student evaluation, in the face of the student's aspirations and opinions and suggestions are still doing what I do, so that the role of the student evaluation of teaching in the neglect of the leadership of the school can not be effectively played.

The reason for this may be that colleges and universities have not established a good feedback system and a system for analyzing, managing and using the evaluation results to effectively guide teachers to improve their teaching and promote their professional growth based on the results of students' evaluations, thus neglecting to make rational use of the evaluation results. Most evaluation experts point out that the primary function of evaluation is not to prove, but to improve. Improvement should be the direction of evaluation, and it should be committed to the promotion or "formation" of the learning process (Li, 1991). Therefore, in dealing with the results of evaluation, it is necessary to emphasize "evaluation for teaching, evaluation for improvement, evaluation for construction", and pay more attention to the growth and development of teachers.

In summary, Yunnan University of Economics and Management's handling of the evaluation results shows that the university lacks effective supervision and management of student evaluation results, and the lack of supervision and management system leads to the feedback and utilization of the evaluation results randomly and inaction, so the establishment of an effective supervision and management system is the focus and the key to the handling of the evaluation results.

### **4.3 Countermeasures and Suggestions for Optimizing Student Evaluation of Teaching in Colleges and Universities**

#### **4.3.1 Raising awareness of the value of evaluating education**

As a practical activity based on knowledge, in order for teachers and students to take it seriously and actively participate in it, it is necessary to reverse teachers' and students' misconceptions about student evaluation at the ideological level, and to enhance teachers' and students' knowledge and understanding of the evaluation activities, so as to better promote the smooth implementation of student evaluation and the implementation of evaluation activities.

##### **4.3.1.1 Raising teachers' awareness and enhancing their motivation to assess teaching and learning**

Teachers as the main body of teaching and the object of evaluation, the support and cooperation of student evaluation is also one of the important factors to ensure the

scientific and effective evaluation of teaching. Only by forming a positive understanding of evaluation, can we eliminate teachers' concerns about evaluation to make corresponding ideological preparations and knowledge reserves for the smooth implementation of evaluation, and cause teachers to attach great importance to and cooperate with it at the ideological level, so as to improve the credibility and validity of students' evaluation. Specifically, teachers' awareness can be improved in the following aspects.

First of all, it is necessary to make teachers form the consciousness of higher education service and take the initiative to accept students' evaluation of teaching. With the deepening of the reform and development of higher education, higher education services gradually as a special commodity by the community's widespread concern, higher education students as a consumer of higher education and cost-sharing of the important main body, has the right to choose high-quality educational services. Therefore, teachers should gradually develop the concept of higher education services, and realize that the initiative to accept and cooperate with the completion of student evaluation is their own obligation, but also the survival and development of college teachers. Second, deepening teachers' understanding of the relationship between student evaluation and student development and proactively embracing student evaluation. Research has shown that the more teachers understand the research on evaluation, the higher their support rate. To this end, universities can strengthen the publicity through the issuance of relevant teaching evaluation documents and the convening of teaching evaluation symposiums, so as to enable teachers to take the initiative to learn evaluation theories, deeply understand the significance of the curriculum and teaching level on students' learning and development, enhance teachers' awareness of the quality of teaching, and thus consciously accept students' teaching evaluation. Once again, we should enhance teachers' understanding of the evaluation indicators and programs, and give full play to the guiding role of evaluation on teachers' teaching, so as to strengthen teachers' support and recognition of evaluation activities. Finally, teachers should be made to realize that evaluation is a two-way interaction between teachers and students in the process of information collection and feedback, rather than the process of determining the strengths and weaknesses of teachers, and that the purpose of evaluating teaching is not to prove, but to better promote the professional development of teachers through the improvement of teaching.

#### **4.3.1.2 Raising students' awareness and empowering students to evaluate teaching and learning**

Students as the main body and evaluator of the evaluation of teaching, the degree of understanding of the evaluation of teaching affects the students in the evaluation of teaching practice in the evaluation of the attitude and the degree of participation in the evaluation, for this reason, you can start from the following aspects to improve the students' understanding of the evaluation of teaching. First of all, it is necessary to stimulate students' awareness of their rights, that is, to make students realize that the evaluation of teachers' classroom teaching is an important right of students during their school years, and as university students who have paid for their time and money, they should actively participate in evaluating the teaching and do not give up the opportunity

to exercise their rights easily. Secondly, to let students realize that teaching activities is the unity of teaching and learning, is the process of two-way interaction between teachers and students, and student evaluation through the feedback to the teacher of the students' opinions for the communication between teachers and students to provide an important platform for communication and exchange of ideas, is conducive to building a harmonious teacher-student relationship in the process of realizing the teaching of the long term. Once again, students should understand that participation in student evaluation is closely related to their own interests, and realize that the ultimate beneficiaries of student evaluation are students themselves. Students as the most direct feelers of classroom teaching and higher education important stakeholders, the teaching effect will ultimately be reflected in the students, teaching evaluation is to feedback through the evaluation of information to prompt teachers to continuously improve teaching, so as to provide students with better quality teaching services.

In addition, since student evaluation is a highly specialized task, its requirements for the evaluator are focused on the requirements for knowledge and competence in the business of evaluating students. Therefore, special training should be provided to the participating students before the start of the evaluation so that they can understand and master the basic requirements and precautions of the evaluation. First of all, to enable students to understand and master the basic principles and methods of evaluation, in order to establish a scientific evaluation concept based on the mastery of the basic evaluation methods, to enhance the students' ability to evaluate the teaching. Second, the content of the indicators of student evaluation is explained and interpreted in detail, so that the cognitive level of the students is appropriate to their understanding of the meaning of each specific indicator of evaluation. Once again, through the guidance of the way to strengthen the students on the evaluation process is prone to psychological effects and psychological errors in the understanding and grasp, such as the halo effect, the first cause effect, the tendency to effect and logical errors, especially to make students aware of the group effect of the impact of the evaluation of students, and in the process of the actual evaluation of consciously pay attention to, and effectively resist, in order to assess the smooth implementation of activities for the evaluation of good evaluation of the basis for the smooth implementation of the evaluation of teaching and evaluation of the atmosphere.

### **4.3.2 Building a scientific and rational indicator system**

The development and construction of the indicator system is the key link of the whole student evaluation, and the scientific and reasonable evaluation indicators are conducive to the better realization of the function and value of the evaluation. At present, there is still much room for improvement and enhancement in the indicator system of students' evaluation in colleges and universities in China. For the problems existing in the indicator system of students' evaluation in Yunnan University of Economics and Management, the system can be improved and perfected in the following aspects.

#### **4.3.2.1 Valuing multi-stakeholder participation**

In their book *The Fourth Generation of Evaluation*, American scholars Egon G. Gubbay and Yvonne S. Lincoln pay great attention to the needs of stakeholders, and on

the basis of emphasizing value plurality and value negotiation, they argue that evaluation should be a process in which all the people involved in the evaluation, especially the evaluator and his/her subjects, interact and co-construct a unified perspective. This shows that student evaluation is an important stakeholder in higher education, that is, university administrators, teachers and students jointly construct ideas and form a consensus process, therefore, in the process of formulating evaluation indicators, should absorb the participation of multiple stakeholders, to change the status quo that excludes teachers and students in the process of formulating evaluation indicators, to mobilize teachers and students to participate in the evaluation of the enthusiasm at the same time to improve the scientific validity of the evaluation of the evaluation of the teaching.

### **1. Valuing teacher participation**

Teachers, as the subject of education and the object of evaluation, will eliminate the misconceptions about student evaluation and finally accept the results only if they psychologically recognize the evaluation indexes. Relevant studies at home and abroad have also shown that teachers' candor and participation in the evaluation process determine the success or failure of teaching evaluation (Liu, 2005). Therefore, schools should create opportunities for teachers to participate in the development of indicators for evaluating teaching, on the basis of understanding and stimulating teachers' evaluation needs, so that teachers can fully understand the value orientation of teaching evaluation and freely express their opinions and views in the process. Specifically, colleges and universities can hold symposiums to encourage teachers to make suggestions on the development of the indicator system, but also the proposed student evaluation indicators issued to teachers, and then collect their views and suggestions, and according to the teachers' views and suggestions for appropriate adjustments and modifications, the formation of a teacher-approved indicator system, so as to effectively guide the teacher's teaching behavior of choice and improvement.

### **2. Valuing student participation**

Students, as subjects of education and evaluators, the indicators for evaluating education must be suitable for students' cognitive level and judgmental ability, and be understood and accepted by students, therefore, students must be involved in the process of formulating the indicator system. At the same time, students, as the ultimate users of the evaluation scale, must be able to clearly understand and grasp the specific connotation of the indicators. Since students have the most direct and profound understanding and feeling of the teacher's teaching, they are able to put forward targeted and relatively objective modifications based on their own evaluation experience and experience, which will provide valuable references and constructive opinions for the improvement and optimization of the indicator system. Therefore, colleges and universities in the process of formulating teaching evaluation indicators, can be distributed to students through questionnaires or interviews with student representatives in the form of understanding the impact of teaching evaluation factors on the basis of maximizing the listening to the views of students on the needs of teaching and learning, and in a comprehensive and integrated consideration of the basis of the student evaluation of the teaching index system.

### **3. Valuing the involvement of college administrators**

College administrators as the organization and coordinator of student evaluation and the ultimate policy maker, with a wealth of experience in teaching management, can macroscopically grasp the theory and practice of student evaluation of teaching as a whole, so that in the case of disagreement between teachers and students from a holistic point of view, a comprehensive weighing of the pros and cons of the different controversies to seek a wide range of consensus, and ultimately to give a relatively satisfactory evaluation of the teaching indicators of the system, to achieve the evaluation of indicators of the further optimization and improvement of the process of the indicators of the evaluation of the university, so that college and university leaders in the evaluation of indicators of the process of the formulation of the indicators of the indispensability of the.

To sum up, in the process of formulating the indicator system for students' evaluation of teaching in colleges and universities, it is necessary to pay full attention to and absorb the opinions and views of different stakeholders, listen to the voices from different positions, and, on the basis of extensive investigation and research, through the forums of teachers and students, seminars of experts and other forms of enrichment, so as to make the different opinions and views in the process of repeated discussions to realize the integration of different subjects, and ultimately to form the indicators for evaluating teaching with the characteristics of the school, covering all aspects of classroom teaching and widely accepted and agreed by the teachers and students.

#### **4.3.2.2 Establishment of a multivariate categorized index system for evaluating teaching**

Due to the complexity of teaching and learning activities and the lagging nature of teaching and learning effects, the most appropriate effect indicators to reflect the quality of teaching and learning have not yet been found. Therefore, colleges and universities should comprehensively consider the characteristics of different disciplines, the teaching styles of teachers with different teaching styles, and the different teaching points and evaluation observation points based on these differences in the formulation of teaching evaluation indexes, in order to ensure the consistency of the evaluation objectives and principles, and to set up a number of evaluation indexes with disciplinary differences, so as to form a distinctive and diversified system of evaluation indexes, in order to adapt to the needs of different faculties and departments of students' evaluation of the activities of the teaching.

Specifically, Yunnan University of Economics and Management can refer to and learn from the practice of many domestic colleges and universities, based on the principle of categorization and evaluation according to the different nature of the courses such as theoretical courses, foreign language courses, physical education, experimental courses and other courses, but also according to the different classification of the public courses, professional courses, compulsory courses, elective courses and other different ways of designing different evaluation indexes. In addition, we can also learn from the practice of combining classification and self-selection in British and American countries where higher education is more developed, that is, on the basis of

the classification of courses of different natures according to the major categories of disciplines, teachers and students, according to their own strengths and interests, select their own indicators from the alternative criteria, and together with the mandatory indicators to form indicators suitable for evaluating the teaching of different specialties, courses and teachers. In conclusion, the construction of a multi-categorical evaluation index system reflects the high respect of colleges and universities for the differences in disciplines and different teaching styles of teachers, which, while making student evaluation more scientific and standardized, is also conducive to the promotion of the recognition and acceptance of different faculties and teachers to evaluate teaching, thus continuously stimulating their motivation to continue teaching reforms and innovations.

#### **4.3.2.3 Enhancing the comprehensiveness and measurability of indicators**

In the process of compiling the indicators for evaluating teaching, it is important to emphasize both the evaluation of teachers' teaching and the gains of students' learning; to emphasize both quantitative evaluation and qualitative analysis. To address the shortcomings of only quantitative evaluation in the indicators of students' evaluation of teaching in Yunnan University of Economics and Management, open-ended questions should be added appropriately in terms of students' suggestions and analysis of strengths and weaknesses of teachers' classroom teaching, students' overall evaluation of the course, and students' gains and feelings at the end of the course. These subjective qualitative evaluation questions, on the one hand, can make up for the shortcomings brought about by the lack of comprehensiveness of the objective questions, on the other hand, can effectively avoid the bias of the students' understanding and grasp of the objective questions, and provide the space and opportunity for the students to express their own opinions and viewpoints, so as to improve the reliability and validity of the results of the evaluation of teaching.

In the development of the content of the evaluation indicators, the operationalization and measurability of the evaluation indicators should be taken into consideration. Evaluation indicators should be based on the overall quality and cognitive level of students, selecting behavioral characteristics that students can accurately understand and grasp and issues that they can directly feel and experience as indicators for evaluation of teaching, and providing special explanations and illustrations for certain indicators that are not easy to understand. In terms of the statement of the content of the indicators, it should be clear and point to specific teaching behaviors, detailing the teaching objectives, process indicators, behavioral indicators, etc., in the process of the teacher's teaching, and defining them in operationalized language, in an effort to make the indicators of the evaluation of the teaching of easy to observe, easy to measure, so as to provide students with basic referenceness for evaluating the teaching of the teacher.

#### **4.3.3 Organizing the process of evaluating teaching and learning**

The implementation process of student evaluation as an important link to ensure the satisfaction of teachers and students and the effectiveness of the evaluation results, only at the same time with the normative, scientific and rigorous characteristics, in order

to reflect the effectiveness of student evaluation. In view of the problems existing in the implementation process of the organization of students' evaluation of teaching in Yunnan University of Economics and Management, it can be regulated from the publicity and mobilization, the time of evaluation of teaching and the evaluation method at three levels, so as to guarantee the objectivity and authenticity of the results of the evaluation of teaching.

#### **4.3.3.1 Strengthening publicity and mobilization for evaluation of teaching**

According to the Chinese scholar Liu Wuju, publicity is indispensable for evaluation activities involving a wide range of stakeholders, and proper publicity not only helps to eliminate doubts and misunderstandings about evaluation while drawing the attention of all parties, but also encourages the evaluators to maintain a normal state of mind during the evaluation. Publicity and mobilization as an important window for teachers and students to understand student evaluation is the premise and foundation for students to correct their attitude towards evaluation and teachers to eliminate their psychological concerns. Strengthening the publicity and mobilization of student evaluation is to make corresponding ideological preparation and knowledge reserve for the smooth implementation of evaluation, and to arouse the great attention and cooperation of teachers and students at the ideological level, so as to improve the credibility and effectiveness of student evaluation.

##### **1. Clarify the content of the publicity and mobilization for evaluation of teaching and learning**

In terms of the content of the publicity and mobilization of the evaluation of teaching, since the evaluation of teaching activities involves all aspects of the evaluation of teaching, it should follow the principle of systematic and gradual publicity and mobilization of teachers and students. First of all, we should focus on publicizing the purpose of evaluation, so that teachers and students can set up a correct concept of evaluation, make it clear that the purpose of evaluation is to improve the quality of teaching and promote the professional growth of teachers, and fundamentally reverse the negative attitudes and bad feelings of teachers and students towards evaluation. Secondly, it is necessary to interpret the connotation of evaluation indexes, guide the operation process, and explain the processing and use of the results, so as to enhance the teachers' and students' understanding and recognition of the whole process of evaluation. Finally, we should make necessary announcements and explanations about the psychological errors and bad tendencies that are likely to occur in the process of evaluation, so that teachers and students can maintain a good mood to participate in the evaluation and try to avoid the influence of bad psychology and behavior on the evaluation.

##### **2. Enrich the publicity and mobilization for teaching evaluation**

In terms of the choice of publicity and mobilization methods for students to evaluate teaching, diversified methods can also be used to strengthen the publicity effect. In terms of publicity and mobilization of students, the school can publicize the purpose, significance and role of evaluating teaching and other basic knowledge of evaluating teaching through bulletin boards, broadcasting, student manuals and other means, so as

to enable students to learn more about the procedures of evaluating teaching and the matters to be paid attention to, and the departments and faculties of each second level can give full play to the roles of counsellors and student cadres, and carry out key publicity and training on the operation procedures of evaluating teaching by way of lectures in classroom meetings and seminars on the theme of the operating procedures of students' evaluating teaching. In terms of publicity and mobilization of teachers, it is possible to stimulate teachers' expectations and enthusiasm for evaluation through discussions at administrative meetings of colleges, exchanges of activities of teaching and research groups, etc., to eliminate teachers' guardedness against evaluation, and to store teachers' teaching reflections.

#### **4.3.3.2 Choosing a reasonable time for evaluation of teaching**

The timing of student evaluations is critical for timely feedback and improvement of educational instruction. Yunnan University of Economics and Management is currently arranged at the end of the semester of student evaluation reflects a summative evaluation, in order to give full play to the role of formative evaluation for the diagnosis and improvement of teaching, better and timely feedback on the status of teaching, evaluation of teaching can be arranged in the middle of the course of the teacher's teaching methods and quality of students have a certain understanding of the course at the same time, so that in the timely evaluation of the teacher, but also for the teacher to improve and improve the teaching of the targeted reservation of sufficient time and space, is conducive to the teacher to understand the student's aspirations and demands of teaching in time and the subsequent classroom teaching and make appropriate adjustments. If conditions permit, another evaluation activity can be carried out at the end of the semester to test the effect of teachers' teaching improvement on the one hand, and to provide a basic References for the enrichment and adjustment of the courses afterwards on the other hand, so as to improve the comprehensiveness and objectivity of the students' evaluation of teaching.

#### **4.3.3.3 Adopting diversified teaching evaluation methods**

Online evaluation as an economical and efficient way to assess teaching has been widely recognized and respected by most colleges and universities. However, any kind of evaluation has its inevitable limitations, and online evaluation as a new type of evaluation is no exception. Research by Professor Chen Yukun, a Chinese expert in educational evaluation, has shown that when any of the evaluation methods is used as a summative evaluation, the resulting summative judgments have not been proven in practice to meet the necessary confidence requirements. Therefore, the use of multiple modes of comprehensive evaluation of teachers has become the development trend of teaching evaluation in colleges and universities. In view of the status quo of classroom teaching evaluation of teachers in Yunnan University of Economics and Management as well as the existing problems, an all-round comprehensive evaluation of teachers should be carried out on the basis of students' evaluation of teaching, combined with the evaluation of supervisors, peer evaluation, teachers' self-evaluation, and other evaluation methods of a variety of subjects. In the selection of specific evaluation



methods, the network evaluation system should also be continuously improved, supplemented by a rich variety of forms such as teacher-student talks, individual interviews, teaching seminars, etc., so as to extensively collect opinions and suggestions on teachers' teaching through multiple channels and realize the comprehensive and integrated evaluation of multiple subjects from different aspects and perspectives.

#### **4.3.4 Rationalizing the results of evaluation of teaching and learning**

Feedback and use of evaluation results is the focus of attention of all stakeholders and the most controversial issue in student evaluation. The scientific treatment of evaluation results directly affects the attitude of teachers and students towards evaluation, which in turn affects the success or failure of students' evaluation, so the scientific and reasonable treatment of evaluation results is the key to returning to the true nature of evaluation and realizing the value of evaluation.

##### **4.3.4.1 Establishment of a feedback system for evaluation results to teachers and students**

The feedback of students' evaluation results is one of the key links of the whole evaluation work, and it is also the weak link of teaching evaluation in colleges and universities at present. The realization of the purpose and function of student evaluation ultimately requires the feedback of the evaluation results to be implemented into specific teaching improvement behaviors, Yunnan University of Economics and Management student evaluation results feedback is not in place due to the lack of a good feedback system, therefore, the establishment of a sound and timely, two-way evaluation results feedback system is conducive to guaranteeing the effective feedback of the results of the evaluation of the students of the university.

##### **1. The subject of feedback is a balance between teachers and students**

With regard to the subject of feedback, it is important to balance feedback to teachers and students. When giving feedback to teachers, it is necessary to take into account both the psychological impact on teachers and their self-esteem, and to provide teachers with timely feedback on the results of student evaluations, with teaching improvement as the starting and ending point of evaluation. In terms of the disclosure of the results, colleges and universities can discuss and negotiate with teachers on the basis of partial disclosure of the results of the evaluation of higher scores of teachers can be announced on the list of recognition, and appropriate material and spiritual rewards, in order to motivate them to strive for excellence at the same time to encourage other teachers to learn from them; for some of the results of the evaluation of the less than ideal teachers, the school should be based on a prudent review, to help teachers analyze the situation, diagnose the problem and provide the necessary guidance and training. The school should help teachers analyze the situation, diagnose the problems and provide necessary guidance and training on the basis of prudent review. When giving feedback to students, attention should also be paid to choosing the appropriate scope and mode of partial disclosure, while taking care of the students' emotions in evaluating the teaching, so that the students feel the importance and concern of the university for the students' right to evaluate the teaching and enhance the students'

enthusiasm and enthusiasm to participate in the evaluation. In addition, colleges and universities can also put the results of the evaluation of teaching in a bound book in the library, in order to meet the psychological needs of students for feedback and supervision of the results of the evaluation of teaching and the practical needs of students to choose courses for References.

## **2. The feedback content is synthesized quantitatively and qualitatively**

In terms of the content of the feedback, it is important to synthesize the results of both quantitative and qualitative evaluations. Both to enable teachers to understand their own score in each specific indicator, but also to receive subjective opinions from students; both to enable teachers to find out the shortcomings of their own teaching, but also to enable teachers to understand the students' support and recognition of their own work, in the expression of the students' expectations and aspirations for teachers' teaching at the same time, reflecting the encouragement and guidance for teachers, and ultimately through the combination of quantitative and qualitative evaluation, to get a comprehensive and objective feedback information. Finally, through the combination of quantitative and qualitative evaluation, comprehensive and objective feedback information can be obtained, so that teachers can be targeted to guide teachers to adjust their teaching strategies, optimize the teaching process, and ultimately achieve the professional development of teachers while continuously improving their teaching.

### **4.3.4.2 Establishment of a system for analyzing and managing the results of evaluation of teaching and learning, and strengthening of the management of evaluation results**

The result of students' evaluation of teaching is the basis for teachers to reflect on their own teaching situation and continuously improve their teaching, and it is also an important basis for colleges and universities to grasp the overall situation of teaching and to make personnel decisions. In view of the importance of the result of the evaluation of teaching, it is necessary to set up a system of analyzing and managing the result of students' evaluation of teaching. Firstly, indicators reflecting the dispersion of students' evaluation results should be set up, and scientific statistics and processing should be carried out for the results that deviate too much from the mean score of dispersion, and a final decision should be made on whether or not to adopt them. Secondly, the analysis of the scores of students' evaluation indicators should be strengthened, so as to make teachers clear about the advantages and shortcomings of teaching and to point out the direction for their further improvement. Finally, the tracking survey and analysis of the evaluation results should be strengthened. For teachers with high evaluation scores, through exchanges with them or conducting demonstration lessons, they can realize the promotion of their strengths and the sharing of their experiences; for teachers with low evaluation scores, through all-round surveys, they can help teachers diagnose bottlenecks in their development and provide them with suggestions for teaching improvement as well as the necessary guidance and training, and then they can realize the supervision of and assistance for their teaching improvement through the continuous tracking of the teachers' teaching improvement situation.

#### **4.3.4.3 Establishment of a system for the use of evaluation results**

Teaching evaluation has multiple functions, but in a particular educational context, the various functions are prioritized. In order to better realize the value of evaluation, it is necessary to establish a system for the use of evaluation results, which will be used in the evaluation of teachers and, to a certain extent, associated with the interests of teachers. Specifically, the establishment of a system for the use of students' evaluation results should regulate the rational use of the following three aspects.

##### **1. For teachers to improve their teaching**

One of the main functions of student evaluation is to encourage teachers to continuously improve their teaching, enhance the quality of teaching, and ultimately realize professional development. However, the current use of student evaluation results ignores the formative function of evaluation on teaching improvement and teacher development, which restricts the effective play of student evaluation. Successful student evaluations in other countries have shown that teacher evaluation should be positive and honest, and that it should progressively lead to the professional development of teachers by constantly promoting the full development of their personality and individuality. Therefore, when making use of the results of students' evaluation of teaching, we should not only give full play to the summative function of evaluation of teaching, but also pay more attention to the important role of the results of evaluation of teaching in the improvement of teaching and the promotion of the professional development of teachers, strive to build an evaluation system for the promotion of the professional development of teachers, combine teachers' performance appraisal with the professional development of teachers, eliminate the teachers' misunderstanding of evaluation of teaching and resistance to the evaluation of teaching, and mobilize the enthusiasm of the general public of the teachers to participate in the evaluation of teachers, so that through the use of the results of the evaluation of teaching to tap into teachers' teaching potential and improve the students' academic performance on the basis of a better realization of the teachers' professional development.

##### **2. For teaching management in higher education**

Student evaluation results from the statistical analysis of the first line of information on teachers' teaching, the rational use of student evaluation results, conducive to colleges and universities to grasp the quality of teaching from the macro and overall level. On the one hand, by analyzing and comparing the results of students' evaluation of teaching for many times in the past years, the university can discover excellent teachers, select and train young and middle-aged backbones as well as subject leaders, and at the same time, provide necessary guidance and training for the teachers whose results of students' evaluation of teaching are not so satisfactory, so as to improve the overall level of the university's teaching force; on the other hand, through the survey of teaching materials and courses, it can reflect the problems of existing teaching materials and courses, as well as students' real needs for the adaptability of courses and teaching materials. On the other hand, through the survey of teaching materials and courses, it can reflect the existing problems of teaching materials and courses, as well as the students' demand for the realities of the adaptability of courses and teaching materials, and on this basis, the universities will continuously update the teaching

materials and build the courses, which will promote the improvement of the quality of teaching in colleges and universities.

### **3. For adjustments in personnel decisions**

The results of student evaluation can be used as an important basis for teachers' personnel evaluation and adjustment, urging them to enhance their awareness of teaching improvement and to take active measures to improve their teaching level through external forces. However, it should be noted that, due to the process of student evaluation is affected by a variety of factors, the results of student evaluation can not be completely equal to the quality of teaching, so in the use of student evaluation results in the personnel adjustment and decision-making of teachers, can not be absolutized, and even more can not be used to evaluate the results of student evaluation of teachers as the only basis for the implementation of rewards and punishments for teachers. The results of students' evaluation of teaching can only be used as an important aspect in the multiple referenceness of teachers' personnel adjustments, and should be used in combination with the results of experts' evaluation of teaching, colleagues' evaluation of teaching and teachers' self-evaluation, and should be considered comprehensively on the basis of the mutual evidence of multiple parties, so as to enable the teachers to get a fair and reasonable treatment in the aspects of evaluation of excellence and precedence, salary increment and promotion, and appraisal of titles, etc., and thus standardize the reasonable use of students' evaluation of teaching while giving full play to the significance and value of the results of the evaluation of students' teaching.

## **4.4 Conclusion**

Based on the core concepts, theoretical basis and the necessity of evaluation, this Study selected Yunnan University of Economics and Management as the research object, adopted the research method of interview, and investigated and analysed the current situation of student evaluation in Yunnan University of Economics and Management in the four dimensions of evaluation, indicator system, organization and implementation, and result processing, and found that there are the following problems of student evaluation in Yunnan University of Economics and Management. Problems: teachers and students do not have a high degree of overall awareness of student evaluation; student evaluation index system is not good; student evaluation organisation and implementation is not rigorous; student evaluation results are handled in a sloppy way, these problems affect the effective play of the role and function of student evaluation to a certain extent.

In view of the problems in student evaluation, this study, on the basis of reflection, combined with the relevant theories of student evaluation, puts forward strategies to help improve student evaluation in Yunnan University of Economics and Management; through enhancing the enthusiasm of teachers and the ability of students to evaluate teaching, improving the understanding of the main body of the value of student evaluation; through the participation of multiple stakeholders, the establishment of a multiclassified indicator system, enhancing the comprehensiveness and measurability of the indicators, and constructing a comprehensive and measurable indicator system,

which can be used as a basis for the improvement of students' evaluation. Through the participation of multiple stakeholders, the establishment of a multi-classification index system, the enhancement of the comprehensiveness and measurability of the indexes, the construction of a scientific and reasonable index system; through the strengthening of publicity and guidance for evaluation, the selection of a reasonable time for evaluation, the adoption of diversified evaluation methods, the implementation of the process of evaluation is tightly organised; through the establishment of a feedback system for the results of the evaluation, an analysis and management system and a system for the use of the results of the evaluation, to realise the scientific processing and use of the evaluation results.



## **Chapter 5 Recommendation**

### **5.1 Introduction**

As an integral part of the evaluation of college teachers and the construction of the internal quality assurance system of higher education, student evaluation in higher education has immeasurable significance and value for the reform and development of higher education, the monitoring and management of the quality of teaching in colleges and universities, as well as the professional development of teachers and the evaluation of their performance. Although, China's colleges and universities student evaluation started late, but in a variety of evaluation of teachers' teaching, student evaluation with its incomparable advantages gradually recognized and respected by college and university administrators, college and university student evaluation practice in domestic colleges and universities in full swing, in this case, the study of student evaluation of teaching becomes very necessary. On the basis of extensive reading and combing of the literature, this study, starting from the concepts and theories related to student evaluation of teaching, conducts an in-depth empirical investigation and research with Yunnan University of Economics and Management as a case study, and discovers that there are some problems that cannot be ignored in student evaluation of teaching, and on the basis of the in-depth research, puts forward a strategy to perfect and enhance the student evaluation of teaching in Yunnan University of Economics and Management by raising the awareness of the main body of the value of evaluation of teaching, constructing scientific and reasonable index system, and organizing closely Based on the in-depth research, it is proposed to improve and enhance the strategy of evaluating students of Yunnan University of Economics and Management by improving the understanding of evaluation value subjects, constructing a scientific and reasonable index system, closely organizing the evaluation implementation process and reasonably dealing with the evaluation results, in order to effectively play the role and function of students' evaluation and better guide the development and implementation of students' evaluation activities in the university.

### **5.2 Recommendation for Future Research**

This study, due to the limitations of the researcher's ability, research conditions, and the complexity of student evaluation itself, there are some limitations while drawing the above conclusions, which are mainly reflected in the following aspects: First, the limitations of the research object. The study takes Yunnan University of Economics and Management as a case study for empirical investigation and research, which has a strong relevance, but to a certain extent limits the generalization and popularization of the research results; the second is the limitation of subject selection. In this study, due to the limitations of the survey conditions, the survey was conducted by randomly distributing questionnaires, resulting in a high proportion of humanities and social sciences students in the sample capacity, which has a greater weight on the impact of the survey results; thirdly, the limitations of the influencing factors. As a complex process, student evaluation of teaching is affected by a combination of factors such as

teachers, students, and courses, and the influence of student evaluation was not taken into account in this Study during the questionnaire and interviews.

In the future research, a number of colleges and universities can be selected to be classified first according to their nature, and then stratified sampling can be used to deepen the research on college students' evaluation of teaching on the basis of full consideration of the factors influencing the evaluation of teaching, so as to enhance the scientificity and validity of students' evaluation of teaching and at the same time, to better realize the popularization and sharing of the research results, and ultimately, to put forward useful countermeasures and suggestions for the further development and research of China's colleges and universities in the field of students' evaluation of teaching.



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