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Assessment of college-physical-education: A practical study to enhance pedagogy and learning outcomes

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Abstract

The evaluation of the quality of college physical education classroom teaching has become an important research direction, but now there are problems with inconsistent standards, lack of scientific, and standardization in the evaluation indicators of university physical education classroom teaching quality. To address this issue, this paper explores how to standardize the evaluation indicators for the quality of university physical education classroom teaching, and proposes corresponding improvement plans for this issue. The research results indicate that standardization reform can improve the scientific and objective evaluation of the quality of university physical education classroom teaching, providing effective reference for promoting the continuous improvement of university physical education classroom teaching quality.

Keywords: College-Physical-Education Courses; Evaluating Indicator; Standardization Reform; Quality Evaluation

1. Introduction

College-physical-education is important in higher education. It aims to cultivate students' physical fitness, health consciousness and teamwork spirit. In recent years, the teaching concepts and methods of these courses have been constantly innovated with the progress of society and changes in the concept of education. More and more attention has been paid to the comprehensive quality education of students. However, this issue has some problems. The evaluation indexes of college-physical-education teaching quality are non-uniform, unscientific and non-standardized. This leads to a lack of objectivity and accuracy in the evaluation results. The evaluation fails to reflect the learning effect and teaching quality of students in physical education truly.

To solve these problems, it is necessary to standardize and reform the evaluation indexes of college-physical-education teaching quality. This research aims to establish a set of scientific, reasonable and operative evaluation index system, which can improve the scientific and objectivity of the assessment of the teaching quality of college-physical-education. It can also promote the continuous improvement of college-physical-education courses. In this research, we try to analyze the standardization-principle and reform-direction of the evaluation indexes. We also give some specific measures and improvement suggestions based on the situation in real life.

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2. Material and methods

2.1. Standardized Principles of Evaluation Indicators

The development of higher education and the increasing importance of physical education have made the evaluation of the teaching quality of college-physical-education become a hot topic in research field. To ensure the objectivity, fairness and science of the evaluation results, this issue requires the standardization of physical education teaching quality evaluation indexes. This research paper elaborates the standardization-principles of the evaluation indexes from aspects of academic, scientific, rationality, operability and authority.

2.1.1. Principle of academic

The standardization of college-physical-education teaching quality evaluation indexes should be based on academic research and should take into full consideration the theoretical system and research results of these disciplines. The design of evaluation indicators should also refer to the academic standards of these disciplines. These standards include the knowledge system, the requirements of disciplinary competence, and the goals and tasks of disciplinary education. At the same time, the assessment should consider the advanced physical education teaching concepts and experiences from all over the world, which can make the evaluation indicators more academic and scientific.

2.1.2. Principle of scientific

The standardization of evaluation indexes of college-physical-education teaching quality should be based on scientific-education, teaching theories and practical experience. The selection of evaluation indicators should take into account various factors of these courses. These factors include the teaching objectives, teaching content, teaching methods, teaching resources and so on, which ensure that the evaluation indicators can reflect the actual situation of the quality of college-physical-education teaching comprehensively, objectively and fairly. Meanwhile, the assessment should have scientific evaluation methods and data collection methods, which can ensure the scientific nature of the evaluation process and results.

2.1.3. Principle of rationality

The standardization of evaluation indicators for the quality of college-physical-education teaching should be based on a reasonable evaluation system. This system should ensure that the evaluation indicators are interrelated and complementary to each other. They should constitute a reasonable overall framework. The design of evaluation indexes should considerate the multi-dimensionality and complexity of teaching fully. It should cover various aspects of these courses, including the teaching of subject-knowledge, the cultivation of subject-ability, the guidance of students' interest, the use of teaching resources and so on, which manage to enable the assessment to evaluate the quality of teaching comprehensively and synthetically. The weights of the evaluation indexes should be reasonably distributed, which can avoid overly subjective or one-sided evaluation and ensure the objectivity and fairness of the evaluation results. The setting of evaluation indicators should be in line with the characteristics and objectives of these courses. It should focus on both the teaching of subject-knowledge and the cultivation of subject-competence, as well as on the improvement of students' interest and actual athletic ability, which make the evaluation results more reasonable and accurate.

2.1.4. Principle of operability

The standardization of evaluation indicators for the quality of college-physical-education teaching should be operable and implementable. The language of these indicators should be concise and clear. They should have clear operability, which is convenient for the evaluators. The evaluators can carry out practical operation and data-collection in the assessment process. At the same time, these indicators should be implementable and operable. They can be applied in the actual teaching environment to ensure that they can reflect the actual situation of the quality of teaching truly.

2.1.5. Principle of authority

The standardization of evaluation indexes for the quality of college-physical-education teaching should be authoritative. The design of these indexes should be based on authoritative physical education standards and teaching practice experience. It should fully consider the authoritative teaching materials, discipline syllabus, and discipline competency standards, which can ensure the authority and professionalism of the evaluation indexes. At the same time, the design of these indexes should fully consider the actual situation and characteristics of classroom teaching. It should combine the actual needs of different disciplines, different levels and different kinds of students. This can ensure that the evaluation indexes are authoritative and practical. In summary, this issue should follow the five principles of academic,

scientific, rationality, operability and authority. Through the reasonable design and implementation of standardized evaluation indexes, the assessment can effectively improve the objectivity, fairness and scientificity of the evaluation results of the teaching quality of college-physical-education and promote the continuous improvement and development of physical education.

2.2. Data collection and processing

The standardized reform of evaluation indicators needs to rely on effective data collection and data processing methods, which can ensure the objectivity and reliability of the evaluation results. The following are some common reform measures for data collection and data processing:

Teachers' self-assessment and peer evaluation: Teachers can evaluate and reflect on their own teaching situation through self-assessment. At the same time, they can invite peer teachers to evaluate, communicate and discuss their teaching situation, which can form a multi-faceted evaluation result.

Student evaluation: As the participants and beneficiaries of teaching, students' evaluation opinions are very important for the scientific and comprehensive nature of evaluation indicators. The assessment can collect students' evaluation opinions on the quality of teaching through questionnaires, interviews and observations.

Assessment of teaching results and effects: The standardized reform of evaluation indicators needs to pay attention to the assessment of teaching results and effects. The assessment can assess teaching results and effects by using the improvement of their academic performance, academic achievements and students' assessment results objectively. At the same time, the assessment can also consider the actual learning situation and learning dynamics of students including the learning attitude, learning interest, learning progress and other factors. This can comprehensively evaluate teaching results and effects.

Data processing and analysis: The assessment should process and analyze the collected data effectively. This can ensure the accuracy and reliability of the evaluation results. The assessment can use statistical methods and data mining techniques to analyze the data and draw scientific and reasonable evaluation conclusions. At the same time, the assessment should verify the legitimacy and authenticity of the data, which can also ensure the credibility of the evaluation results.

3. Results and discussion

3.1. Direction of reform

The evaluation of college-physical-education teaching quality has become an important part of educational management and teaching improvement with the continuous innovation and reform of college-physical-education courses. However, this issue has some problems. The evaluation indexes are insufficiently standardized, and the evaluation dimension is single. Therefore, this research paper aims to explore the reform direction of standardization of evaluation indexes of college-physical-education teaching quality. The reform direction includes the following aspects: the establishment of a unified evaluation index system, the multi-dimensional evaluation of teaching objectives, the focus on students' learning experience, and a full consideration of the teaching process and effect. These aspects can help improve the scientific, objectivity and effectiveness of the assessment of teaching quality in college-physical-education.

3.1.1. Establish a unified evaluation index system

The evaluation of the quality of college-physical-education teaching should establish a unified, scientific and reasonable evaluation-index system. This system should ensure the scientificity, objectivity and fairness of the evaluation. It should include multiple dimensions, covering various aspects of these courses. These aspects include teaching objectives, teaching content, teaching methods, teaching resources, teaching management and so on. This can enable the assessment to comprehensively assess the quality of classroom teaching. The content of the indicators should have clear definitions and operationalization, which can facilitate evaluation by the evaluators.

When establishing the evaluation index system, we can refer to and combine the existing theories and experiences of physical education teaching evaluation with the actual situation. This can help us formulate evaluation indexes that meet the characteristics of the physical education curriculum and match the teaching objectives of our school. At the same time, we should fully consider different levels and types of college-physical-education courses. We should

formulate corresponding evaluation indicators according to the characteristics and needs of different courses. This can ensure the relevance and practicality of the assessment.

3.1.2. *Multi-dimensional evaluation of teaching objectives*

The traditional college-physical-education teaching evaluation often focuses too much on students' physical quality and skill level. It ignores other important teaching objectives, such as cognitive, emotional, social interaction and others. Therefore, this issue requires a multiple-dimensions evaluation. The assessment should consider the diversity of the teaching objectives.

The specific content and level of the teaching objectives should be clarified. The teaching objectives of college-physical-education teaching should cover the cultivation of students' physical quality and skill level. They should also focus on the development of students' cognitive ability, emotional attitude, social interaction and other aspects. This can be realized by setting multiple evaluation dimensions. These dimensions include physical quality, skill level, cognitive ability, emotional attitude, social interaction and so on. The assessment should evaluate the teaching objectives of teaching from different perspectives. This can comprehensively reflect the learning outcomes of students. Second, the importance of each teaching objective should be weighed reasonably. Different courses and different students may have different needs and concerns for different teaching objectives. Therefore, this issue requires a reasonable weighting of the importance of each teaching objective. The weighting should be based on the positioning of the course and the needs of students. This can ensure the fairness and reasonableness of the evaluation.

3.1.3. *Pay attention to students' learning experience.*

The evaluation of the quality of college-physical-education teaching should pay full attention to the students' learning-experience including the students' learning process and feelings in the classroom. The students' learning experience affects their learning interest, motivation and effect directly. Therefore, this issue requires the consideration of the students' learning experience. The assessment should understand the students' feelings, enjoyment and effect in the classroom from their point of view.

The assessment can evaluate the students' learning experience through a variety of methods, which include students' self-assessment, peer assessment, teachers' evaluation, classroom observation and others. The assessment can set up corresponding evaluation indexes, such as students' interest in classroom content, learning motivation, learning participation and so on. This evaluates the students' learning experience objectively.

3.1.4. *Fully consider the teaching process and effect.*

We should not only focus on college-physical-education teaching process, but also on the teaching effect. The teaching process includes various aspects of these courses. These aspects include teaching methods, teaching resources, teaching management and so on. The teaching effect is reflected in the students' learning performance, learning ability and subject literacy. Therefore, this issue requires a comprehensive consideration of the teaching process and effect.

The assessment can evaluate the teaching process by evaluating the rationality and flexibility of teaching methods, the adequacy and rationality of teaching resources, and the scientific and effectiveness of teaching management. The assessment can evaluate the teaching effect by evaluating the students' learning achievement, learning ability and disciplinary literacy. The assessment can set up corresponding evaluation indexes, such as students' performance in learning achievement, mastery of subject knowledge, and enhancement of learning ability and others. This can evaluate the effectiveness of teaching objectively.

Meanwhile, the assessment should fully consider the differences of different students. There are differences in students' starting points, interests, and subject knowledge reserves in the classroom. The assessment should consider the individual differences of students. It can evaluate the learning outcomes and effects quantitatively according to students' characteristics and needs. It can be achieved by setting different levels and types of evaluation indicators.

3.2. Reform measures

Indicator standardization is an important to improve the scientific and objectivity of evaluation. It can effectively improve the accuracy and comparability of evaluation results by standardizing the selection, determination, collection and processing of evaluation indicators. In this research paper, we discuss the reform measures of standardization of evaluation indexes of college-physical-education teaching quality. We discuss them from the aspects of selection and construction of evaluation-indexes, data collection and processing, and application of evaluation results. We aim to provide useful references for the promotion of scientific and standardized evaluation of teaching quality.

3.2.1. *Selection and construction of evaluation indicators*

The selection and construction of evaluation indexes are the core of the standardized reform of college-physical-education teaching quality evaluation. To ensure the scientific, objectivity and fairness of the evaluation indexes, this issue should take the following measures:

Regular research and revision of evaluation indexes: The evaluation indexes should be based on teaching objectives and tasks. They should be consistent with the course syllabus. They should undergo regular research and revision. Subject experts, educational evaluation experts, teachers and students can participate in multiple ways. They can form a scientific and reasonable evaluation index system through literature review, survey research and expert interviews.

Evaluation index system based on multi-dimension: The evaluation indexes should evaluate the quality of teaching from multi-dimensions. They should include various aspects of these courses including the teaching process, teaching effect, students' participation and teachers' teaching ability. The evaluation indexes should also include qualitative and quantitative indexes. Qualitative indexes can include the rationality of teaching design, the interactivity of the teaching process, the active degree of student participation, student assessment results, student feedback and so on.

Scientific principle of weight distribution: The weights of the evaluation indexes should be distributed according to their importance and authority, which can ensure the scientific and fairness of weight distribution. The assessment can use different methods to combine the expert assessment and the actual situation. These methods include hierarchical analysis method, fuzzy comprehensive evaluation method and others. The assessment can make a scientific and reasonable allocation of the weights of the evaluation indicators.

4. Conclusion

The evaluation of college-physical-education teaching quality has become a key task with the increasing importance of these courses in modern higher education. To ensure the scientific, objectivity and fairness of the evaluation, this issue requires the standardized reform of evaluation indexes for the quality of classroom-teaching. This is a topic worth exploring and researching.

The standardized reform of evaluation indexes for the quality of college-physical-education teaching is discussed in depth from multiple perspectives in this paper. A comprehensive analysis of relevant literature and practical experience leads to a series of reform measures. These measures manage to produce positive effects in improving the quality of teaching and promoting the scientific, standardized and innovative development of physical education courses. However, this issue can also recognize the difficulties and challenges that may be faced in the reform process. It can make timely monitoring and adjustment to ensure the smooth implementation of the reforms and achieve the expected results.

The standardized reform of evaluation indexes for the quality of college-physical-education teaching is a complex and important task. It helps to improve the teaching quality of these courses and promote the overall development of students. This research paper hopes to provide theoretical and practical references for the standardized reform of evaluation indexes for the quality of teaching. It also hopes to provide useful inspiration and reference for researchers and practitioners in related fields.

Compliance with ethical standards

Disclosure of Conflict of interest

The authors declare there is no personal or organizational conflict of interest with this work.

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