

Comparative Study on the Evaluation of American University and Chinese University

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Abstract:

Under the current teaching management system in universities all over the world, it should be said that the above comprehensive and systematic evaluation is relatively comprehensive and objective, and the results should be credible. However, the above evaluation has many dimensions and complicated operation. The evaluation system should be feasible and credible. This paper aims to do some research on this work to compare evaluation of American university and Chinese university. In the end, the author draw enlightenment.

Keywords:

Teaching Evaluation, American University, Chinese University, Education

1. Introduction

The teaching evaluation system came into being in European and American countries in the 1950s. It was not until the 1980s that there was a more formal evaluation of teachers' teaching in China. The evaluation system should promote both the growth of students and the concurrent development of teachers' profession, ensuring its scientificity and effectiveness. This paper contrasts the evaluation system of American University and Chinese university, aiming to improve the teaching evaluation system in university.

2. Comparison of Teaching Evaluation Types

2.1. Student evaluation

American colleges and universities often solicit students' opinions when hiring teachers, promoting teachers and conducting teaching work review and evaluation. Before the end of each course, students are often required to evaluate the teachers, so as to provide useful information for teachers to further improve their teaching level. [1] The commonly used student evaluation methods mainly include systematic student grade evaluation, written evaluation and interview. Systematic student grade evaluation began in the 1920s and is still a commonly used evaluation method. The most commonly used student rating scales or checklists include the general checklist,

self-service system and goal based checklist. Written evaluation, namely thesis evaluation, refers to the method that colleges and universities put forward a series of open questions about teachers' teaching for students to answer, or give a related general question for students to answer freely, so as to obtain a more comprehensive evaluation of teachers' teaching information. The form of questionnaire in written evaluation is open and the information obtained is qualitative, which can help teachers understand their own advantages and disadvantages, understand students' specific views on themselves, and help the evaluated teachers improve their teaching. Interview is a method of face-to-face communication between American universities and students in order to obtain more teaching information. The interview process can be conducted by one student alone or by a group of students together. The research on Teachers' teaching evaluation in the United States is mostly distributed in the part of student evaluation, which shows the popularity of student evaluation in American universities. There are also some arguments about student evaluation. Does the student take the acquisition of knowledge as the principle or the satisfaction of happiness as the standard?

In China, student evaluation mainly reflects the comprehensive reflection of the students' emotion, understanding and behavior tendency of the courses they have learned and the teachers of the courses, including the teaching level, classroom atmosphere, learning gains, etc. Compared with the other four evaluation subjects, student evaluation is not only the most direct and vivid evaluation method, but also the most persuasive evaluation means. As the "teachers" of classroom teaching, if students can evaluate the teaching objectively, comprehensively and effectively, they can test and promote the teaching, especially the quality of classroom teaching. As an important party in teaching activities, even though students are not as good as teachers in knowledge accumulation and teaching skills cognition, they can fully perceive teachers' teaching through observation, and then form a certain concept of teaching and properly judge teaching. There are two ways for students' feedback on Teaching: one is from students' direct observation; The second is from the students' perception of the teaching situation. Students' teaching observation is based on behaviorism, that is, learning is an observable behavior change, and teaching is a process in which teachers tell, explain, show, demonstrate and teach skills

2.2. Peer evaluation

Due to the fact that students can not accurately evaluate the depth and breadth of teachers' knowledge, teachers' curriculum design ability and the scientificity of teaching materials used by teachers, peer evaluation also accounts for a considerable proportion in the teaching evaluation of American college teachers. The common methods of peer evaluation of university teachers in the United States include peer fill in evaluation, peer written evaluation and peer anonymous evaluation. Peer assessment by filling in the form means that peer experts make grade evaluation on the evaluated teachers after comparing them with other teachers by filling in the form of peer assessment. There is no fixed and unified peer evaluation form for American colleges and universities. Colleges and departments choose different evaluation forms according to their own conditions. Peer written evaluation means that after a period of course observation and careful reading of the analysis materials, the members of the peer evaluation team make a detailed written report to the evaluated teachers according to their own observations and opinions. Generally, if the report is used to improve teaching or students' course selection, and teachers' salaries are increased,

the members of the evaluation team will discuss the evaluation results with the evaluated teachers and solicit the opinions of the evaluated people. [2] Anonymous evaluation is often used in the process of promoting the evaluated teachers and applying for tenure. The members of the evaluation team are nominated by the evaluated teachers. Usually, several teachers are selected from the peers nominated by the evaluated teachers, and then several teachers are selected from the peers nominated by the Provost. The two groups of teachers form an evaluation team. Teachers can be from their own department or from other departments or schools. The members of the evaluation team are senior professors who have obtained tenure. [3] During the evaluation process, even the members of the evaluation team do not know the candidates of other evaluation team members. This evaluation method usually reads the materials of the evaluated teachers first, and then analyzes and evaluates them. During the evaluation process, each team member completes the evaluation report independently and submits the evaluation report to the dean.

Peer evaluation in China focuses on teachers' teaching attitude, professional ability and teaching level. [4] As teachers with similar discipline professional background and teaching identity, they can make a comprehensive and pertinent evaluation on their teaching ability and level more accurately and professionally. For example, evaluate whether the teaching methods of peers can attract students, whether the teaching content is complete, novel and in-depth, whether ideological and political education is integrated into the whole teaching process, whether the teaching content is consistent with the overall teaching objectives, and so on. At the same time, mutual evaluation among teachers can also strengthen the mutual integration of teachers' teaching and scientific research. In addition, more direct and credible peer review can also enable teachers to better understand their own teaching situation and enhance their awareness of "teaching community".

2.3. Teachers' self-evaluation

Teachers' self-evaluation plays an important role in Teachers' work evaluation, not only because it is a way to collect necessary information, but also because it is an important aspect of teachers' self diagnosis. In a certain sense, it can even be said that the process of teachers' self-evaluation is the process of teachers' self motivation and self-improvement. Teachers' self-evaluation is both descriptive and judgmental. The commonly used methods of teachers' self-assessment in American colleges and universities mainly include teachers' self rating assessment and teachers' self written assessment. Teachers' self rating evaluation is that teachers grade their teaching effect in the evaluation table. The teacher self-evaluation form is generally divided into four parts: the adequacy of classroom teaching; Teaching enthusiasm and teaching knowledge; Motivation and effect on students' cognition; Relationship with students. Teachers' written evaluation means that the evaluated teachers give short written answers to a series of open questions, or write short written evaluation on their own teaching situation through self-comparison according to their own teaching videos and recordings. [5] The process of self-evaluation is the process of teachers' self motivation. The common methods of teachers' self-evaluation in American colleges and universities are self rating evaluation and self written evaluation. In addition, the new evaluation type of teacher portfolio has also become a popular teacher self-evaluation method in the United States, which is also a highlight of American teacher teaching evaluation. The reason why teaching portfolio has strong attraction is that it can promote teachers' professional development. So what exactly is a teaching

portfolio? Why does it promote teachers' professional development? The so-called teacher portfolio is the collection of teachers' teaching information. [6] This kind of information covers a wide range, including both teaching plans and syllabus, including both characteristic teaching plans and student assignments. So, isn't a portfolio just a container for collecting information? In fact, it is not only the simple collection of teaching information, but also the inspection of teaching effect, so as to find their own strengths and weaknesses and continuously improve teaching work. Therefore, some scholars define the teaching portfolio as "a systematic collection of information about the work of teachers and students in different situations in a certain period. It is built through reflection and enriched through cooperation. The ultimate goal is to promote teachers' professional development and students' learning." Its biggest characteristic is reflection.

In China, teachers' self-evaluation refers to teachers' self-analysis, self reflection and self adjustment of their existing teaching quality and ability. Teachers, as teachers of classroom teaching activities, have a direct impact on students' campus growth. Therefore, teachers' self-evaluation is an important part of teaching evaluation in all universities. The effective online interaction between teachers and students can make teachers pay more attention to their specific behaviors in the teaching process, and help teachers constantly reflect, adjust and improve their teaching methods. At the same time, teachers are encouraged to pursue lifelong learning, constantly conduct teaching research, and constantly promote personal professional growth and progress. Teachers are the center of teaching. Teachers are directly responsible for students' learning outcomes. Teachers' personality and teaching methods are the relevant variables that affect students' learning outcomes. The solid line from "teaching situation" to "learning outcomes" in Figure 4 implies a hypothesis: to some extent, learning is the result of teachers' teaching rather than the credit of students' learning. The focus of teachers' attention is only what teachers have done, not what students are learning. Teachers are directly responsible for students' learning outcomes. If the students fail in their studies, it is the fault of the teachers. Either the teachers' professional knowledge is not enough, or the teachers' teaching skills are lacking.

2.4. Management evaluation

In America, management evaluation somewhat is equal to dean evaluation, which plays an important role in teaching evaluation. Dean evaluation is generally written evaluation. On the one hand, the Dean evaluates teachers' teaching according to his own observation of teachers and daily inspection of teachers' work. On the other hand, the dean of the Department synthesized the overall teaching level of teachers from various information sources, and made a written evaluation of teachers' teaching based on these. Then the evaluated teachers will be recommended to the dean or other administrative personnel of the school, who will evaluate the teachers' teaching from the overall perspective of the school. Although the dean's evaluation is very important, sometimes the dean's evaluation can not achieve the expected effect. [7] When the evaluation is used for teachers' job promotion and tenure evaluation, the evaluation of department heads is generally on the high side.

In China, the management evaluation adheres to the evaluation concept of promoting teachers' teaching development and personal growth. It mainly evaluates teachers' teaching situation from the perspective of strengthening and improving teaching management, so as to guide teachers to combine personal development with school development. College managers and teachers jointly undertake and realize

teachers' teaching growth. At the same time, the management evaluation can also create conditions for the improvement of teachers' teaching ability according to the evaluation content and results, such as formulating corresponding incentive policies. As for the evaluation subject in the management evaluation, it mainly refers to the school leaders in charge of teaching, the relevant personnel of the teaching management department, as well as the relevant teaching management personnel such as the leaders in charge of teaching, department heads, teaching and Research Office Directors and professional leaders of the secondary departments.

3. Enlightenment of Teaching Evaluation in American Universities and Chinese Universities

3.1. Attach importance to formative teacher teaching evaluation

At present, most American and Chinese universities attach great importance to the formative role of teacher teaching evaluation. Many colleges and universities have special teaching support and improvement institutions, which are mainly responsible for teaching evaluation and teacher teaching improvement. If teachers have the requirements to improve their own teaching, the institutions will organize personnel evaluate teachers' teaching. The primary purpose of teaching evaluation is to improve teachers' ability and level, determine the problems in Teachers' teaching process around this purpose, put forward improvement suggestions on these problems, and feed back the evaluation results and opinions to teachers in time. [9] Only when the teacher can not meet the required teaching performance requirements after repeatedly improving teaching, can he make a final conclusion. Sometimes, the evaluation results will also be submitted to the dean of the Department, so that the Dean can understand what aspects of teachers need to be improved and what problems exist, so as to help teachers in different situations. This kind of evaluation is very helpful for teachers who are just engaged in teaching work, because many of the personnel engaged in evaluation are senior teachers in the same field with rich teaching experience.

3.2. Pay attention to the scientificity and diversity of evaluation methods

The current teacher teaching evaluation in both countries attaches great importance to the scientificity and diversity of evaluation methods. First, the evaluation indicators are specific and rich, with a high degree of differentiation and strong feasibility. Both the evaluator and the evaluated can accurately grasp the delimitation range of the index grade. Second, in the process of teaching evaluation, a variety of methods are used. In addition to the subjective interview method and observation method of evaluators, the peer evaluation method and student evaluation method between evaluators and teachers are also used; In order to make the evaluation results more objective and minimize subjectivity, the teacher test method and student achievement method are also used; In order to embody the teacher's initiatives and motivate teachers to change from passive to active, America uses the method of teacher self-evaluation; In order to evaluate teachers more impartially and objectively, the graduate evaluation method is also used to evaluate teachers by graduates, so as to obtain consistent and reliable teaching evaluation results. Among these methods, there are both qualitative methods of subjective description and quantitative methods of objective measurement. Qualitative and quantitative methods are used together to make the evaluation results more accurate, objective and reliable and prevent generalizations. Third, the application of new technologies and new means, such as

large-scale database, network technology and communication technology, should be noted in the evaluation process. Various evaluation materials and daily materials about teachers can be entered into the database. [10] The evaluators can not only evaluate the teachers of the school, but also compare them with the teachers of other schools. Students can directly complete the questionnaire survey on Teachers' teaching on the computer, and the computer will process various indicators. [8] At the same time, students can also see the specific evaluation results and daily materials of Teachers from the computer, which will help students to better understand teachers and select courses. Just like the development of teaching theory, the evolution of teaching evaluation methods will not change suddenly or stop abruptly. Its development process must be a gradual transition. After more than ten years of development, the "learning centered" teaching evaluation method has basically matured. It has gradually become an important means to ensure the teaching quality of American colleges and universities, an example for other countries in the world to learn from, and provides a theoretical prototype and practical guide for the international higher education quality evaluation. Teaching evaluation must be coordinated with expected learning outcomes, learning activities and learning evaluation. Evaluation tools must focus on the appreciation of students' knowledge and ability, the change of students' ideas, rather than just evaluating teachers' actions

4. Conclusions

There are four kinds of teaching evaluation in American and Chinese Universities: student evaluation, peer evaluation, teacher self-evaluation and management evaluation. After hundreds of years of development, college teachers' teaching evaluation has formed its own characteristics, including attaching importance to formative teacher teaching evaluation, paying attention to the scientificity and diversity of evaluation methods, paying attention to the continuity of evaluation, and the evaluated teachers are in a proactive state in the evaluation process. The teaching evaluation of university teachers in China is in the stage of in-depth development. We should learn from the experience of the United States and combine the actual situation of education in China to further improve the teaching evaluation of university teachers in China. Therefore, good teaching evaluation first focuses on what students have done, that is, how much time and energy students have invested in the process of purposeful learning and growth; The second is what the university providing learning has done, that is, how the university provides courses, environment, resources and teaching activities, and how to help students better engage in learning.

Conflicts of Interest

The author declares that there is no conflict of interest regarding the publication of this article.

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