

Research on the Theoretical System of Value-Added Evaluation of Comprehensive Ability of Vocational College Students in the Context of Smart Education

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Abstract: Smart education is an educational term based on the informatization of education. The essence of smart education is to apply modern information technology methods to the field of education and use these advanced technological means to assist in completing the process of teaching reform and innovation. The technological characteristics reflected in smart education are the digitization, networking, and intelligence of traditional educational resources, methods, and methods to achieve maximum resource sharing and collaboration. A talent quality evaluation system is a beacon to guide students in what direction to strive for, and a detector to test teaching level, quality, and style. According to the characteristics of the training objectives of vocational and technical colleges, set up quality evaluation indicators for college students and construct a comprehensive evaluation system.

Keywords: Theoretical System, Value Added Evaluation, Comprehensive Ability, Vocational College Students, Smart Education

1. INTRODUCTION

With the deepening of the Education reform, the industrialization of vocational and technical education and the socialization of college life have become an inevitable trend. College students are the main body of higher education, and the evaluation of their quality plays a very important role in shaping their behavior and cultivating their own quality. What kind of evaluation goals and standards there are, will produce what kind of thinking and behavior. It can be said that a talent quality evaluation system is a beacon to guide college students in what direction to strive for, and a detector to test teaching level, teaching quality, and teaching style. At the same time, it promotes the atmosphere of learning. It plays a very good role in standardizing students' behavior and guiding students to become talents. According to expert research, secondary vocational school students tend to think in images as their intellectual types. Although their ability in logic and mathematics is weak and they are not good at Abstraction logical thinking such as reasoning and deduction, they are good at learning procedural knowledge directly and figuratively and have outstanding ability in absorbing and internalizing practical technical knowledge.

In view of this, the evaluation of the comprehensive abilities of vocational school students cannot adopt the evaluation model of general education, which uses exam scores as the main evaluation element to conduct a result-based evaluation and recognition of students' comprehensive abilities. Constructing a scientific and effective evaluation system for students' comprehensive quality education is an inevitable requirement for cultivating high-quality workers and technical skilled talents with comprehensive development in morality, intelligence, physical fitness, aesthetics, and labor. A scientific evaluation system has a guiding function and is a "baton" to guide students' behavior; Having the function of evaluation, it is an effective material for students' growth and quality during their school years. At the same time, it also has a management role, which can facilitate the school management to timely understand the overall situation of students and carry out targeted reforms and practices. Vocational education informationization teaching ability

refers to the ability to use modern information technology resources and means to complete daily teaching activities and tasks.

This is a new requirement for vocational education teachers in modern vocational education, and it is necessary for vocational education teachers to adapt to the improvement and development of professional abilities. The indicator system should comprehensively reflect the entire process of students' growth during their school years and the overall characteristics of their formation and can reflect the quality status of students from multiple levels, perspectives, and mainlines, to ensure that the evaluation results comprehensively, comprehensively, and accurately reflect the quality of college students and the effectiveness of vocational quality education activities. The curriculum system of secondary vocational education directly points to the cultivation of vocational abilities. Students' participation in curriculum learning is not for the physical accumulation of knowledge, but for the acquisition of the necessary abilities for engaging in vocational activities. Therefore, process evaluation based on vocational contexts is particularly important.

The growth of students' professional abilities follows the development law from technology to skills, and then to skills. The sequencing of the vocational education curriculum system must be guided by the growth law of professional abilities. The evaluation content is simple and one-sided, and the system structure is not yet perfect. Vocational education mainly cultivates high-quality workers and skilled technical talents, requiring students to fully learn and improve their theoretical knowledge, practical skills, and professional qualities. At present, there is a phenomenon in various vocational colleges that attach importance to academic performance while neglecting other aspects, and the evaluation content is relatively simple and one-sided. Many vocational colleges' evaluation systems still need to be improved, and the evaluation content needs to be fully discussed and assessed.

2. THE PROPOSED METHODOLOGY

2.1 The Current Situation of the Comprehensive Quality Education Evaluation System for Vocational College Students under the Background of Smart Education

In the context of smart education, the ability to obtain, organize, and share professional information is one of the essential abilities for modern vocational education teachers. From the average level of this ability among vocational education teachers in China, it still shows a low level. According to statistics, most vocational education teachers nowadays can obtain some professional education resources through certain means but cannot achieve precise and high-quality access to targeted resources. Therefore, there is a certain lack of rapid and efficient access to professional teaching resources. The level of classification management for the obtained resources is relatively low, and it is not possible to establish one's own digital teaching resource library in a timely and effective manner, which directly leads to poor effectiveness of information-based teaching.

From this, modern vocational education teachers need to improve their ability to access and organize professional information resources. Motivation is the stimulation of behavioral motivation, and the fundamental purpose of an evaluation system is not to distinguish students from good or bad, but through evaluation, the evaluation object clarifies their direction of success through affirmation or negation and strives to improve their own quality. By affirming excellence, students' enthusiasm for success is further stimulated, and at the same time, it motivates the underachievers, causing mental pressure on the evaluators. By summarizing, reflecting, and comparing horizontally and vertically, the pressure is transformed into motivation, which can easily create a positive and upward atmosphere among students, striving to become successful, and catching up with the advanced. Especially, it plays a great promoting role in the formation of a good school spirit and academic atmosphere.

Integrate professional guidance theoretical knowledge and practical skills into the process of professional activities, and conduct integrated evaluation, that is, with "action oriented" and professional work tasks as the reference frame, to assess and evaluate the guidance theoretical knowledge and practical skills required to complete a specific work task in a specific work context. The evaluation of comprehensive quality education should revolve around the goal of cultivating talents with comprehensive development in morality, intelligence, physical fitness, aesthetics, and labor. It should be included in the talent cultivation plan. Based on the characteristics of the teaching process and training stage, campus culture and quality expansion activities should be scientifically designed. Multiple assessments should be conducted on students from various aspects such as knowledge, ability, and quality. At the same time, while paying attention to the common performance of vocational students, the promotion and encouragement of students' individuality should be promoted. Among the above evaluation indicators, some are hard indicators that can be represented by clear quantitative relationships.

2.2 Strategies for Constructing a Value-Added Evaluation System for Student Comprehensive Quality Education

Petri net is an effective tool to describe the Discrete event for example, professional course grades in professional competence are mostly quantitative indicators. Some are soft indicators, also known as qualitative indicators, which focus on reflecting the degree of their impact on comprehensive quality evaluation from a qualitative perspective. For example, the political direction in ideological and moral education needs to be given different scores based on individual students' situations, and qualitative indicators should be quantitatively transformed. Vocational education, which takes the comprehensive development of people as its own responsibility, not only cannot do without cultural courses, but also should attach importance to cultural courses and their value orientation. The fundamental reason for the emergence of the "useless cultural curriculum" among students is that the current value orientation of cultural curriculum does not meet the requirements of students' professional ability growth.

Indeed, vocational education is competency based and employment oriented. The value orientation of cultural courses should be directed towards the cultivation and improvement of students' professional abilities, and towards facilitating their future employment needs. Only by realizing the important significance of cultural courses from these two aspects can students have value identification with cultural courses. Building an information platform is an important support for establishing a comprehensive quality education evaluation system for students. Based on the evaluation content and indicator system of comprehensive quality education, the four core values mentioned above are subdivided into several evaluation points according to the training objectives, and corresponding assessment scores are given to each evaluation point. Finally, the comprehensive quality education score of students is obtained by summarizing.

The information platform should be granted corresponding permissions based on the different responsibilities of relevant personnel, achieve full coverage of all evaluation points, and be able to complete real-time online input and query functions for students' participation in quality education activities. After the established process of review, it can provide real-time feedback on students' scores and rankings. Under the background of smart education, vocational education is fundamentally a transformation of educational methods compared to traditional vocational education. In the current stage of information technology education, vocational education teachers need to make corresponding changes in their concepts, design of various teaching links, and design of experimental or practical courses. This is the primary prerequisite for fully completing an information technology teaching course.

From the perspective of the current level of vocational education teachers' ability in information-based teaching design, most teachers can find and apply corresponding digital resources for their courses through information technology but cannot independently design more targeted and specialized digital teaching resources. In addition, there are also some deficiencies in the diversification of teaching means. The design ability of MOOC, micro class design, flipped classroom design and other aspects is generally low, which will directly lead to the inability to fully apply

information technology to daily teaching design. For soft indicators, i.e., qualitative indicators, the scoring method should be used for quantification first, and then the relative score should be calculated using a formula.

3. CONCLUSION

Based on the vocational ability training objectives of secondary vocational education and the architecture of its curriculum system, the evaluation of students' comprehensive abilities should be systematically evaluated from four aspects: cultural basic knowledge, professional theoretical knowledge, professional skills, and professional literacy. Different types of ability structures have different requirements in different vocational activities, so different evaluation methods, evaluation media, and evaluation standards should be adopted, and the evaluation results should be flexibly processed. It is imperative to establish a scientific and effective evaluation system for students' comprehensive quality education. Each vocational college should continuously revise and improve the evaluation system based on the actual situation of the college, to provide an inexhaustible source of power and energy for the comprehensive development of students.

4. REFERENCES

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