

The Value Connotation, Development Path and Practical Strategy of Educational Evaluation Reform in the New Era

Luo Pan¹, Luo Ge²

¹*School of Management, Guangzhou Huali University, Guangzhou, Guangdong, China*

²*Huanghuai University, Zhumadian, Henan, China*

Abstract: The establishment of a strong educational country by 2035 is an important strategic plan made at the Twentieth Party Congress. In addition to the future direction of teacher education evaluation in China becoming clearer, the reform measures and implementation paths suggested in the Overall Plan for Deepening the Reform of Educational Evaluation in the New Era are of great significance for optimizing the positioning of education types and building a strong country in education. This paper, using Guangzhou Huali University as an example, aims to develop a comprehensive evaluation system that encompasses schools, teachers, students, and employers. It also proposes solutions for the "five only" problems related to the key factors and encourages the adoption of educational evaluation reform in the modern era by providing a thorough analysis of subject differences, the development of scientific standards, and a clear evaluation development orientation.

Keyword: Educational Evaluation Reform; Development Path; Diversity Evaluation; Breaking the "Five Onlys"

1. Introduction

The Overall Plan for Deepening the Reform of Educational Evaluation in the New Era (hereinafter referred to as the "Overall Plan") clearly proposes to improve the outcome evaluation, strengthen the process evaluation, and improve the comprehensive evaluation^[1], and stipulates clear responsibilities and orientations for all educational stages and subjects, aiming to improve China's education governance capacity, accelerate the pace of education modernization, and achieve the grand blueprint of an educational power. In the past, there has been an unscientific and irrational bias in higher education, and the

problem of overemphasizing the "five only" evaluations such as "score first" and "award only" has not only violated the original intention of education, but also broken the internal laws of education. The "Overall Plan" has made a comprehensive plan for this, and clearly stated that it is necessary to resolutely break the deep-rooted problems such as the "five onlys", abide by the internal logic of education development, comprehensively deepen the reform of the educational evaluation system, and promote the balanced development of quality education. These implementation strategies are essential to improve the positioning of education types. In the actual process of promotion, Guangzhou Huali College is driven by the innovation of the education evaluation system, and is committed to building a comprehensive evaluation mechanism that comprehensively covers schools, educators, learners, social enterprises and other participants, so as to help the accurate implementation of the education evaluation system in the new era.

2. The Value Connotation of Educational Evaluation Reform in the New Era

2.1 Strengthen and Deepen the Belief in the Development of Higher Education

The 20th Party Congress established a significant strategic deployment in 2035 to build a strong educational nation. This deployment lays out new and more demanding standards for education's advancement in the new era and journey, as well as a new strategic position and historical mission. Currently, the balance of the entire educational system is linked to the development and reform of higher education evaluation, which may be claimed to have an impact on the total situation^[2]. Educational evaluation reform is a complex task that is intertwined with multiple dimensions, and it is necessary to grasp the

direction and goals of the reform as a whole to ensure that various reform measures can be implemented and effective. How to change the utilitarian tendency, break the shackles of a single evaluation standard, and consider the diverse needs of schools, teachers, students, and enterprises to jointly create a new paradigm of educational evaluation is a thought-provoking topic. The "14th Five-Year Plan for Education Development in Guangdong Province" points out that by 2025, a high-quality education system with a sound system, strong guarantee and high-quality services will be basically completed, the comprehensive strength, competitiveness and international influence of education in the province will reach the domestic advanced level, and the construction of an international education demonstration zone in the Guangdong-Hong Kong-Macao Greater Bay Area will make significant progress. This not only provides clear guidance for the progress of higher education in Guangdong Province, but also strengthens the determination and belief in the development of higher education.

2.2 Clarify and Guide the Development Path of Higher Education

The development path of higher education is the key to leading education reform, improving education quality, and cultivating outstanding talents. In the context of information and knowledge economy, the choice and practice of the development path of higher education are particularly important. First, a future-oriented educational philosophy. Adhere to the student-centered, ability-oriented, innovation-driven educational philosophy. It means not only focusing on the all-round development of students, but also on cultivating students' critical thinking, innovation ability and social responsibility. Second, optimize the allocation of educational resources. The development path of higher education is inseparable from the rational allocation of educational resources, including teachers, teaching facilities, scientific research platforms and other aspects, which provides a solid material foundation for the development of higher education. Third, deepen the reform of education and teaching. Education and teaching reform is an important part of the development path of higher education, and attention should be paid to cultivating students' practical ability and

innovative spirit, and a variety of teaching methods such as heuristics, discussions, and cases should be implemented, and efforts should be made to build a curriculum system that meets the needs of the times and has characteristics. The Overall Plan emphasizes the need to strengthen the popularization of science education concepts and reform policies, enhance the recognition of all sectors of society, and build an evaluation mechanism involving the government, schools, society and other parties, which have clarified specific directions and strategies for the development of higher education.

2.3 Deepen and Expand the Development Space of Higher Education

In May 2023, General Secretary Xi Jinping put forward important guidance on the development of higher education, emphasizing that "we should take the service of high-quality development as an important task in building a strong educational country, and constantly cultivate high-quality skilled personnel, great national craftsmen, and skilled craftsmen"^[3]. On the one hand, expanding the field of higher education development. The first step is to work on the depth and breadth of the educational content. In terms of depth, higher education needs to continuously explore the connotation of disciplines and strengthen the teaching of basic theories and specialized knowledge, while focusing on the cultivation of students' critical thinking and innovation ability. In terms of breadth, higher education should expand interdisciplinary and cross-field integration and cooperation, break down disciplinary barriers and promote pluralistic innovation in knowledge. On the other hand, expanding the space for the development of higher education requires consideration from multiple dimensions. First, expanding the geographical dimension. As urbanization accelerates and population mobility increases, institutions of higher education need to actively adapt to the needs of regional economic and social development by expanding their campuses and setting up more branches, so as to provide opportunities for students from more regions to receive higher education. Secondly, develop the international dimension. In the context of globalization, higher education needs to actively participate in international exchanges and cooperation,

attract international quality educational resources and improve international competitiveness. The Overall Plan points out the direction to this end, which undoubtedly opens up a broader path and provides strong support for the current development of higher education.

3. Development Path for Deepening Education Evaluation Reform in the New Era

The reform of education evaluation, as a complex and long-term task, is of critical importance in terms of both its effectiveness and its quality. In the process of promoting the reform, it is necessary to be wary of possible formalism and to ensure that each step of the reform can effectively enhance the authenticity and effectiveness of educational evaluation, which can be thoroughly thought out and planned in the three core dimensions of subject, standard and orientation.

3.1 Broadening the Subject of Evaluation and Optimizing the Education Evaluation Model

Educational evaluation is essentially a measure of educational outcomes and reflects educational values. The evaluation results have an important guiding value for the decision-making and action of multiple subjects such as employers, schools and industrial enterprises. However, the professional gap and information asymmetry often occurs between different industries and fields. It is clearly counter intuitive to judge things from the top down with a monolithic, one-sided view. Therefore, comprehensive information on teaching facilities, day-to-day operation and management, teacher training, and student learning outcomes can be disclosed through a system of regularly published quality reports to eliminate information asymmetry and to enable evaluation subjects to conduct cross-comparative analyses and comprehensive assessments. In addition, it is actively building a multifaceted and synergistic evaluation mechanism, mobilizing the enthusiasm of the government, enterprises, employers and other parties in education evaluation in an all-round way, so as to jointly promote the continuous optimization and progress of the education evaluation system.

3.2 Promoting Diversified Evaluation Criteria to Overcome the Shortcomings of the "Five Onlys"

The long-established concept of "five only" has led to the formation of a complex and intertwined network of interactions among research results, qualifications, titles, etc., within the assessment framework. This not only contributes to the utilitarian atmosphere in education, but also marginalizes the core mission of teaching and educating people^[1]. Eventually, the evaluation system of education gradually evolves into a Matthew effect where the strongest get stronger. In this situation, vocational education needs to improve its categorized evaluation system, and make it more inclusive and flexible by distinguishing between teachers' different specialties and setting up diversified evaluation criteria. At the same time, to improve the diversified promotion channels, reform the talent assessment pathway, and resolutely abandon the "five only" accumulated evils.

3.3 Establishing a New Evaluation Concept and Focusing on Evaluation Orientation

The advancement of benchmarking evaluation for higher education development has far-reaching value for achieving educational justice and optimizing the quality of education^[4]. In 2023, the results of the filing and approval of undergraduate majors in general institutions of higher education were announced, with additions, revocations, and adjustments involving a total of 3,389 points of specialization, the largest number in years. Since the beginning of the year, the field of higher education has been a series of major events, and every piece of the pile directly refers to the core issues of reform. Based on this, the Ministry of Education's Department of Higher Education convened a meeting in April 2024 to implement the primary tasks of "one, two, three, four + N" for this year's efforts to create a high-quality higher education system. The ministry, provinces, and schools were urged to strengthen the ministry's implementation efforts, synchronize their efforts, and promote their implementation, accelerate higher education reform and innovation, and improve the training of exceptional and innovative talent holistically. Therefore, in order to more properly meet the current requirements of educational

development, it is crucial to adjust to the needs of the times and continuously enhance the benchmark evaluation system.

4. Practical Path of Deepening Education Evaluation Reform in the New Era

4.1 Deepening the Cultivation of Morality and Promoting the Innovation of the School Evaluation System

The Overall Plan mentions deepening the mechanism for classifying and evaluating colleges and universities, so as to facilitate the precise positioning of various types of colleges and universities in accordance with their own characteristics. First of all, the school aims to cultivate both moral and talented people, and establish a platform for cooperation between the school and the local education. For example, Guangzhou Huali College and Zengcheng District of the Communist Party of China jointly constructed the "1+7+N" school-local publicity and ideology alliance. Relying on this alliance, the school planned and implemented the "Ten Thousand Students in One Class" teaching activity, successfully creating an online synchronous learning event covering 230,000 students in the district. Second, refine the direction of development and build school characteristics. Guangzhou Huali College has built a relatively comprehensive positioning and development blueprint for running a school, that is, the school attaches great importance to high-quality international education, has established a unique international faculty and service team, and created an international school-running platform of "cultivating qualified world citizens", and has established cooperative relations with famous national schools through the "121" project of the "Sino-US Talent Training Plan" and the "2+2", "3+1", "1+3" credit mutual recognition projects between China and foreign countries, overseas exchange study programs, holiday visiting programs, etc., so as to cultivate students with "a specialty + fluent English + Studying in prestigious universities" career development core competitiveness, and can adapt to the era of technological revolution and the needs of economic construction and development of the Guangdong-Hong Kong-Macao Greater Bay Area. In addition, to build a "double-teacher" teacher team, school teachers and enterprise

technicians can respectively give full play to their expertise in theoretical knowledge and practical operation, form complementary advantages, and provide students with systematic knowledge and skills education in an all-round and multi-angle way.

4.2 Promoting the Reform of the Teacher Evaluation System

The Overall Plan proposes to regard teachers' ethics and teaching style as the foundation of education. To this end, Guangzhou Huali College focuses on teaching and educating people, pays attention to the results of moral practice, regards teachers' moral character and teaching style as the primary indicator to measure the overall quality of teachers, and actively promotes the in-depth innovation of the teacher evaluation system. In 2021, supporting documents such as Guangzhou's pilot plan for building a national city integrating industry and education were released one after another, in order to stimulate the sense of responsibility and mission of the majority of teaching and research personnel^[5]. Since then, Guangzhou Huali College has taken "decentralization, decentralization and service" as the engine, actively improved the professional title evaluation system, and implemented personalized evaluation plans for various positions, which has provided valuable attempts and references for the evaluation reform of higher education in the new era. The first is to vigorously promote the commendation mechanism for teachers' ethics and teaching style, encourage teachers to strive to be models of professional ethics, widely disseminate excellent deeds, and establish a new style. The second is to focus on the core task of talent training, attach importance to teachers' moral demeanor, professional ability and social contribution, uphold the principles of justice, fairness, and openness, and the concept of merit-based selection, and continue to optimize the comprehensive evaluation system of teachers based on the actual situation and development of the school^[6]. The third is to set up a promotion path specifically for ideological and political teachers and counselors, and establish a corresponding professional title evaluation system. In addition, we will continue to optimize the structure and rules of teacher evaluation, and flexibly adjust the weights between each

evaluation level and its internal indicators, so as to break through the traditional single evaluation model and enhance the comprehensiveness and systematization of teacher evaluation.

4.3 Focus on the "Integration of Five Educations" and Create a Harmonious Evaluation Environment

Guangzhou Huali College has been guided in recent years by the principles of "educating people for the party and educating talents for the country," "cultivating morality, intelligence, physique, aesthetics, and labor," "building student growth files to promote the all-around development of students' comprehensive quality," and "attaching importance to the "integration of five educations." First and foremost, we should always follow the idea of encouragement when speaking with the assessee and approach the evaluation expectations with positivity and enthusiasm. Secondly, the evaluator takes the initiative to communicate with the educational evaluation object, and uses encouraging and appreciative words in the process, which can not only improve the acceptance of the evaluation by the evaluator, but also help to realize the helping function of educational evaluation. Finally, we should vigorously promote the in-depth integration of "post course certificates", pay attention to the improvement of teaching practice, and further improve the construction of the education and teaching system for "entrepreneurship and entrepreneurship" talents.

4.4 Focus on "Matching People and Posts", Emphasize Equal on Talent and Morality, and Promote the Reform of the Employment Evaluation Mechanism

The school values technical skill levels as a key factor in recruiting and selecting talent. Focus on "matching people and posts", pay attention to the selection of outstanding talents with both ability and political integrity, and continue to promote the evaluation reform of the employment system. First of all, follow the basic concept of "personnel and post adaptation". Create a talent use system based on job requirements, abandon the "only academic qualifications" and "only famous schools", adhere to the employment concept of "one person, one policy" and "one thing, one

discussion", and ensure the fairness and effectiveness of talent selection. Secondly, improve the performance evaluation system of professional and skilled personnel. Establish and improve a comprehensive evaluation mechanism for skilled talents with vocational qualification certification as the core, skill level evaluation as the basis, and professional ability assessment as the key to help realize personal value and development^[7]. Finally, we need to further promote the incentive mechanism. In accordance with the basic criterion of "post salary, performance salary", the professional quality, work results and social value of teachers are comprehensively measured, so as to mobilize the work enthusiasm and innovative thinking of technical and skilled talents.

5. Conclusion

The educational evaluation reform system is a multi-dimensional and multi-level complex process, which faces challenges such as concept change, institutional innovation and interest coordination. This means that the reform of educational evaluation is full of twists and turns, and it is necessary to actively promote the reform, but also to deeply consider the diversity of the actual situation, to ensure that the goals and strategies are matched, the process and the results are coordinated, and the contradiction between the "essential pursuit" and "cost constraints" in the educational reform is properly handled, so as to ensure that the educational reform can achieve practical results.

References

- [1] Wang Jian, Wang Zijun. Teacher Evaluation Reform in the New Era: From Breaking the "Five Onlys" to Establishing the "Four Haves"[J]. China Education Journal, 2021, (06): 88-94.
- [2] Ren Zhanying. The path of constructing a new pattern of vocational education evaluation [J]. Research on Higher Engineering Education, 2022, (01): 11-16.
- [3] Feng Li, Li Yujing. Theoretical Innovation and Promotion Path of Building a Strong Country in Higher Education--A Review of the Forum on High Quality Development of Higher Education in the New Era[J]. Vocational and Technical Education, 2023, 44(27): 7-10.

- [4] Zhou Guangli. Constructing a higher education evaluation system with Chinese characteristics[J]. Educational Research,2023,44(08):4-14.
- [5] Chen Wei. Countermeasures for the development of Guangdong higher education in the process of Chinese-style modernisation[J]. Exploration of Higher Education,2023,(01):5-7+22.
- [6] Wang Xiaomei, Wu Yingce, Huang Xiao, et al. Deepening the Reform of the Evaluation of College Teachers' Titles in the New Era: Achievements, Problems and Reflections[J].China Higher Education Research,2021,(06):72-77.
- [7] Wu Libo, Huang Kaiyin. Institutional reform of the construction of high-skilled talent team:goals, problems and paths[J].Education and Career,2023(03):38-44.