

A Tripartite Analysis of the Separation of Teaching and Examination and the Integration of Teaching and Examination

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Abstract: Examination is an important part of the teaching process. Whether the curriculum assessment should adopt the separation of teaching and examination or the integration of teaching and examination has been controversial for a long time. Starting from the three aspects of teaching managers, front-line teachers and students, this paper analyses how to choose a reasonable assessment model so as to maximize the quality of teaching.

Examination is a necessary link to test the teaching effect. In 1115 BC, early examination system was established in Xia, Shang and Zhou Dynasties. After three thousand years of development, the content of the examination has become rich, and the form of the examination has become diverse, from the national college entrance examination, self-study examination, individual enrollment examination, to the usual final examination, mid-term examination and make-up examination. The principle of examination is fairness and fairness. For this purpose, we have worked hard for thousands of years. In this process, the controversy is the separation of teaching and examination and the integration of teaching and examination.

1. Connotation Analysis

1.1 Separation of Teaching and Examination

Separation of teaching and examination refers to the separation of teaching process and examination process. Teachers in class do not participate in the problem-setting. The test paper adopts the fluidized operation. Each teacher only corrects part of the test questions, so as to maximize fairness and justice. However, the proposer does not necessarily know the situation of the students, and inevitably deviates from the proposition. The test results may not reflect the true level of the students.

1.2 Integration of Teaching and Examination

Teachers are the implementers of teaching, the producers of examination papers, and the assessors of final results. They are all in one. Teachers guide the whole process of teaching in an all-round way and reflect the latest teaching results to the maximum. Because the teachers have a deeper understanding of the course content and the actual situation of the students, they are more targeted in the examination proposition, thus ensuring that the examination is more reasonable.

2. The Collision of Education

2.1 School Administrators

The separation of teaching and testing is planned or being implemented by school administrators in regular examinations (mid-term, final and supplementary examinations) based on the reference of national unified examinations. However, in the actual operation process, school administrators can not achieve the level of confidentiality of national examinations, such as college entrance examination (top secret), self-taught examination (secret), and individual enrollment (secret), these

levels of confidentiality can not be achieved on the school's regular examinations. Examinations are like a production line, and "drawing design" is only one of the links. There are many links in the follow-up, such as invigilating examination papers, correcting examination papers, summarizing results and evaluating comprehensive results. Can any link guarantee fairness and fairness? This is open to discussion. Therefore, before implementing the separation of teaching and examination, school administrators should conduct detailed research. Firstly, it investigates whether the school has the conditions for the separation of teaching and examination, and the support of the front-line teachers and students for the separation of teaching and examination; secondly, it does a good job in the propaganda work of teachers and students, especially in the first class of school, teachers need to make relevant propaganda on the separation of teaching and examination course; finally, not all courses are adapted to the separation of teaching and examination mode, we need to investigate which courses are suitable for it. To implement this model, we should not attempt to unify the whole school curriculum into a Teaching-Examination Separation model.

2.2 Teachers

Front-line teachers are not only the direct implementers of teaching, but also the first receivers of the separation of teaching and examination. According to Chen Ping's research results of Beijing University of Information Technology in 2016, 32.7% of the front-line teachers oppose the separation of teaching and examination, but can only do it according to the requirements of the school; 23.7% of the front-line teachers support the separation of teaching and examination, and often do relevant propaganda; up to 43.6% of the front-line teachers fluctuate from side to side, that is to say, nearly half of the front-line teachers are confused whether they support or oppose the separation of teaching and examination. The separation of teaching and examination is uncertain. Therefore, the teaching management department of higher vocational colleges should start from the teaching practice and make full investigation in order to prevent the situation of inadequate investigation and obtaining false data.

2.3 Student Side

Students are the second recipient of the examination system. We must pay attention to the students' demands when we formulate the assessment plan and assessment methods. Chen Ping of Beijing University of Information Science and Technology empirically studied the attitude of the students towards the separation of teaching and examination from the perspective of the students. As high as 46.8% of the students opposed the separation of teaching and examination. As high as 66.7% of the students agreed to the integration of teaching and examination. The two-level differentiation was very serious. There are many reasons for the students' objection. As high as 48.1% of the students think that the separation of teaching and examination in Colleges and universities has not improved the quality of teaching, and only 20.9% of the students think that the quality of teaching has improved. This shows that a considerable number of students think that the separation of teaching and examination mode is not effective in University courses.

3. Implementing Strategies of Four Steps

Based on the analysis of 423 documents on the separation of teaching and examination and 506 documents on the integration of teaching and examination from 2014 to 2018, 22 documents closely related to higher vocational education were selected for analysis. It is concluded that the separation of teaching and examination system can not be achieved overnight, nor can it completely abandon other examination methods, such as the integration of teaching and examination. From the long-term teaching practice of Higher Vocational colleges, not all courses are suitable for the separation of teaching and examination. The separation of teaching and examination should be adapted to local conditions, applied reasonably and gradually.

3.1 Investigation of the Whole School

The survey is divided into three parts: teaching management, front-line teachers and students.

The final conclusion is that 30% of teachers, 30% of front-line teachers and 40% of students are teaching managers. Survey participants should account for more than 75% of all participants in order to be effective. This kind of investigation is difficult to some extent, and in the process of investigation, we should bear in mind that we can not do anonymous investigation, otherwise the results may be false and have no reference value.

The research of the teaching management needs the support of the vice-principals in charge of the school; the first-line teachers need the initiation of the principal officials of the department; when publicizing the trainees, they need the cooperation of the trainees' team and simple instructions to fill in, so the language can not be inductive. Because the opinions of the trainees occupy a large proportion in the whole survey conclusion, it is very important to obtain the real ideas of the trainees.

3.2 Course Selection

We should be careful in choosing the course which adopts the mode of separation of teaching and examination, because the separation of teaching and examination was originally introduced in the national unified examination, which is different from the school routine teaching examination. The research of Nie Jianfeng of Central University of Finance and Economics, Xiangying of Changzhou Vocational and Technical College of Mechatronics, Zhang Yan of Gansu Health School and Lu Daoyuan of Wuhan Bioengineering College shows that the basic courses of humanistic quality and post vocational skills should be selected in the course of separation of teaching and examination. For professional courses with strong specialty, the separation of teaching and examination is not recommended, and the teaching cost is high and the effect is poor. It is suggested to adopt the mode of Teaching-Examination integration.

3.3 Publicity

If the separation system of teaching and examination wants to proceed smoothly and achieve good results, the first thing is to do a good job of propaganda, fully consider the conflicting feelings of some teachers and students, and do a good job of propaganda. The main body of propaganda work is teachers. Teaching management departments should fully listen to the opinions and suggestions of front-line teachers. If the front-line teachers are psychologically opposed to the separation of teaching and examination, they will receive great resistance in launching propaganda, the propaganda effect is not good, and the follow-up work is also difficult to promote. Teachers should introduce the orientation and assessment methods of the course to the students in the first class of the course.

3.4 Achievement Analysis

In the process of implementing the mode of separation of teaching and examination, we should do a good job in the final performance analysis. The peak research of Jilin Normal University shows that before the implementation of separation of teaching and examination, the number of failures of the whole school was 2347; after the implementation of separation of teaching and examination by the way of examination question bank, the number of failures of the whole school was 3080, up by 30%, which shows that after the implementation of separation of teaching and examination, the scores changed greatly. There are two main reasons: first, the support of front-line teachers; second, the adaptability of students themselves.

4. The Role of Examination Question Bank

The construction of test question bank is the main means adopted by many colleges to implement the separation model of teaching and examination, but after in-depth analysis, we will find the drawbacks of this model. The original students are backpacks, but now they turn to backpacks. The marks of examination-oriented education are very obvious.

The origin of the separation of teaching and examination is the national large-scale examination. The original intention is the separation of teaching and examination. For example, the college

entrance examination, the examination papers are different every year. However, our survey found that quite a number of people (teaching, management) think that the separation of teaching and examination is the question bank, which is contrary to the original intention of the separation of teaching and examination. The root of this phenomenon lies in the lack of a correct understanding of the essence of the separation of Puritan and Examination.

Research found that the combination of teaching and examination can also use the question bank, from the front-line faculty face-to-face survey, we know that each faculty has a small question bank, and this small question bank is more flexible to use, update faster, and more closely linked with the professional and industry. Correspondingly, the large-scale test questions bank of the school has a long construction period and a large investment, but the effect is not necessarily good. Some scholars think that this way violates the origin of teaching and needs to be discussed.

We think that we should not exaggerate the function of the question bank. We think that the question bank is the separation of teaching and examination. It is wrong in itself. In the long-term teaching practice, the front-line teachers have the most voice. The more unified statement is that the separation of teaching and examination and the combination of teaching and examination are used reasonably. Because the basic courses adopt a unified syllabus and curriculum standards, we can adopt the model of separation of teaching and examination in the question bank. Due to different majors, the knowledge and abilities required for basic courses are also different. It is suggested that the military and professional leaders or teachers of more than five years' teaching age jointly give the questions. Professional courses do not recommend the separation of teaching and examination, not to mention the separation of teaching and examination with the model of test bank. The update speed of test bank is far behind the professional development speed. If this method is adopted, the examination ability of test bank is questioned.

5. Conclusion

The separation of teaching and examination system is a very hot implementation mode of teaching effect assessment in recent years, but there are many disputes, a large number of supporters and opponents, and can find their respective strengths and weaknesses, no one has overwhelming advantages. This prompts us to think whether we should use it or not. If we adopt this method, how can we maximize the quality of teaching? From the perspective of teaching participation, we have found a way to rationally apply the separation of teaching and examination, promote the separation of teaching and examination and the integration of teaching and examination, so as to contribute to the teaching reform of Higher Vocational colleges.

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