

Exploration and Practice of Separation of Teaching and Examination in Higher Vocational Education

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Abstract. The separation of teaching and examination in higher vocational education can arouse students' learning enthusiasm, enable students to better grasp the curriculum content, improve teachers' teaching status and improve students' training quality. The implementation of the separation of teaching and examination requires a good combining of curriculum syllabus and content, strengthening teacher training and system construction, and strengthening the management of students in normal times. The most important thing is to build test item bank and test paper bank according to the syllabus and content, in order to prepare a combination of theoretical and practical test papers for assessing students.

1. Introduction

With the rapid development of economy and the demand of enterprises for high-tech skilled talents, higher vocational education in China have been accelerating the development, which has a significant role in promoting China's economic construction and social development. However, how to do a good job in the foster character and civic virtue and improve the quality of students teaching is worth exploring and pondering in higher vocational education.

2. Reform thinking

In higher vocational education, students not only need to master knowledge, but also need to master vocational skills. The best way to test students' mastery is examination. But at present, most higher vocational education adopts the way of integrated teaching and examination, that is, "I teach and I examine", what teachers teach and what they test, teachers themselves have no pressure, some teachers teaching knowledge are difficult to meet the requirements of the course syllabus, and even there may be inaccurate grasp for the key and difficult points of the curriculum, lack of curriculum content, it is more difficult to arouse the enthusiasm of teachers and improve their teaching ability.

For students, it may appear that they do not attach importance to learning at ordinary times. And it is difficult to really master the knowledge and skills they should know. It may appear that students who do not attach importance to learning at ordinary times get good grades by learning by rote before the examination, and it is difficult to assess the real level of students. In order to fundamentally mobilize students' learning enthusiasm, effectively improve students' knowledge and skills, promote teachers' teaching level, standardize teachers' teaching links, and the separation of teaching and examination is very good way. The separation of teaching and examination makes teaching and examination no longer an organic whole, that is to say, the teachers who teach the course do not give the examination paper of their own subjects, that is "you teach, I examine".

3. Implement the separation of teaching and examination

3.1 Carding curriculum syllabus and content

In order to implement the separation of teaching and examination, firstly the curriculum syllabus should be sorted out, so that the curriculum syllabus can meet the requirements of curriculum post competence in the teaching plan. Secondly, according to the requirements of the syllabus, the knowledge and skills of the course should be carefully sorted out. The content of the course is sorted out in detail to determine the knowledge content and practical training content, the key points and difficulties and periods of each part should be determined. These are the premise of the separation of teaching and examination. At the same time, standardizing the teaching and learning make the separation of teaching and testing be smoothly implemented.

3.2 Teachers' team and system construction

The implementation of the separation of teaching and examination must be guaranteed by a good teaching staff and system. We should strengthen the education of teachers' moral cultivation, correct teachers' attitude towards vocational education, and improve teachers' vocational education level and ability, establish the corresponding system to make the students' examination results included in the incentive mechanism for employees. Establishing a reasonable student education management team, improving the ideological understanding and breaking the pattern, improving the level of student education management, ensuring the education management of students are in line with the actual situation of students to ensure the quality of education management.

3.3 Strengthen the education and management of students

The implementation of the separation of teaching and examination should also strengthen the education and management of students. First of all, we should grasp the basic situation of the students. The students' academic performance must be thoroughly tested. Before at least one semester before the separation of teaching and examination, we should publicize and educate the students. In the process of the separation of teaching and examination, we should strengthen the management of the students at ordinary times, check the students' status in class and self-study, and guarantee the quality of classes and self-study classes and also master their study habits, willpower, learning attitude, professional satisfaction, etc. to attach importance to their usual study. For the process management of students is extremely important, without good process management, it is impossible to achieve the set goals.

3.4 Examination papers

In the implementation of the separation of teaching and examination, the most critical and difficult link is the final examination paper. For the professional basic courses and professional courses of higher vocational students, they should be divided into the assessment of knowledge points and the assessment of practical training projects.

The assessment of knowledge points can be achieved through test item bank. According to all knowledge points in the syllabus and the difficulty of the knowledge points, combined with the appropriate question types, reasonably allocate the scores of each part to form a test item bank. Before the examination, the test questions from the test item bank to combine the test papers are selected by college. The test points of each set of test papers should cover all the contents required by the syllabus. And the score proportion should be arranged according to the class hours and the key content should be increased. The repetition rate of each set of papers is limited to 30%, and the key content should appear in different test papers with various types. The key content of each set of papers should not be repeated.

Considering the difficulty of the test paper, it is better to ensure that the test results are normally distributed under the ideal condition in daily simulation. The test item bank can be made public to a certain extent. After the examination paper is organized, it is necessary to organize experts to examine the paper, so as to ensure the reliability of the paper and the rationality of the difficulty.

Because the student foundation is different, if the daily simulation results are normal, it proves that the difficulty of the test paper is appropriate. If the norm results are not normal, it is necessary to re-evaluate the difficulty of the test paper, modify all the test papers, and re-invite experts to examine the test paper, so as to ensure the reasonableness of the difficulty of the test paper.

The practical training items that need to be mastered in the course (including integration of theory and practice and independent training courses) can be assessed in the form of test paper bank. According to the syllabus, all the practical training items in the course should be sorted out. For the course of integration of theory and practice, we should first distinguish which practical training contents serve for theoretical knowledge, which practical training contents serve for practical skills and which practical training contents serve for both. We should carefully study these practical training contents so as to achieve strong pertinence and clear purpose and ensure efficiency. For the independent training courses, we should first distinguish between basic skills and high skills to ensure basic skills training, and then consider higher skills training when time permits.

For the practical content that cannot be taught under the existing conditions and must be familiar or mastered by students, it is necessary to arrange explanations in theory class so that students can be familiar with or master the process of analysis, diagnosis and operation. After determining the practical training items, each item should be formulated a practical examination standard. Which will be made into a practical examination paper, preferably in the form of a practical training worksheet, forming the practical test paper bank, and any paper can be selected for the practical test.

4. Assessment plan

The assessment schemes for the separation of teaching and examination should be different according to the different courses. In theoretical courses, suggesting the final examination results account for 80% of the total scores, other proportion of the score is examined in the usual assessment, examination courses account for 60%, the final exam score in the integration of science and practice courses account for 40% to 50%, independent training courses account for 70% to 80%. In the absence of scientific quantitative assessment method, test results can be used as the basis for qualitative evaluation of teachers and education workers. Under the premise of scientific quantitative assessment method, test results can be directly included in the assessment system for teachers and education workers.

5. Acknowledgement

After several years of implementation of the separation of teaching and examination in my school, there can be more failures than before at the beginning, which is normal. With the gradual advancement of the separation of teaching and examination, the rate of failures will gradually decline. After about two years, it will reach the normal range.

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