# Exploration on the Evaluation of Normal University Students' Educational Practice from the Perspective of Outcome-based Education

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**Abstract:** In order to strengthen the construction of teacher education system, we must increase the support for normal colleges and universities, and constantly improve the quality of teacher training. The evaluation of teaching practice is a key link in the process of teaching practice for normal school students, and it is also a necessary means to test the effect of students' practice. This study takes the evaluation of internship in teacher education for university students from the perspective of outcome orientation as the research object, aiming to explore the improvement strategies of internship evaluation. Starting from the concept framework of internship evaluation, the basic concepts and practical significance of evaluation are clarified. Specific improvement strategies are proposed for the main problems existing in the current internship evaluation, including the positioning of evaluation goals, the design of evaluation content, the normativeness of evaluation process, the handling and feedback of evaluation results, and the rationalization of evaluation scheme design. By adjusting goals, refining content design, establishing an evidence-oriented evaluation design approach, building an evaluation community, and increasing management and research efforts, the quality of internship evaluation can be improved.

**Keywords:** Internship Evaluation; Normal School Students; Teaching Practice; Outcome Orientation; Evaluation Community

## 1. Introduction

Educational practice is an important part of pre-service training for teachers, and it is the key to the transition of normal students from students to qualified teachers. It not only plays an irreplaceable role in the construction of educational practical knowledge, the development of educational practical ability and the foundation of professional development for normal students, but also is of great significance for improving the quality of teacher education [1].

In October 2020, the General Plan for Deepening the Reform of Educational Evaluation in the New Era was issued which clearly put forward the requirement of "improving the assessment methods of practice (training) to ensure that students fully and truly participate in practice (training)", marking that China's educational practice evaluation has entered a "quality era". The evaluation of normal students' educational practice is related to the cultivation of excellent teachers and the consolidation of future talents, which is the key link to deepen the reform of normal education evaluation.

## 2. Conceptual Framework for the Evaluation of Educational Practice

### 2.1 Basic Concepts of Educational Practice Evaluation

The evaluation of educational practice refers to the process of qualitative or quantitative evaluation of the performance and ability of normal students in the process of educational practice. The basic concept of educational practice evaluation refers to the comprehensive evaluation of normal students' practical ability, teaching skills, professional quality and other aspects by means of observation, recording and analysis of their practice performance, and the corresponding feedback and guidance are given [1,2].

The evaluation object of educational practice

evaluation is mainly normal students, that is, students who participate in educational practice. The clarity of the evaluation object can ensure the pertinence and effectiveness of the evaluation.

The evaluation content includes the performance of normal students' practical ability, teaching skills, professional accomplishment and so on.

The comprehensiveness of the evaluation content can fully understand the practice performance of normal students and ensure the objectivity and accuracy of the evaluation results.

Evaluation criteria are the basis for the evaluation of normal students, which need to be formulated scientifically and reasonably according to the actual teaching needs and career development prospects. The scientificity and rationality of the evaluation criteria can ensure the accuracy and fairness of the evaluation results.

The evaluation methods include teacher evaluation, student self-evaluation, practice unit evaluation and so on. The use of various evaluation methods can fully understand the practice performance of normal students and provide accurate feedback and guidance.

The evaluation of educational practice refers to the evaluation of the practical ability, teaching skills and professional accomplishment of normal students by means of observation, recording and analysis of their practice performance, and the corresponding feedback and guidance are given. The basic concept of educational practice evaluation requires clear evaluation object, comprehensive evaluation content, scientific and reasonable evaluation criteria, and diversified evaluation methods. Only under such a basic concept, the evaluation of educational practice can evaluate the practice performance of normal students more accurately, objectively and fairly, and improve the practical ability and comprehensive quality of normal students.

## 2.2 Practical Significance of Educational Practice Evaluation

The practical significance of educational practice evaluation lies in providing reference and guidance for educational practice, promoting the professional development and growth of normal students, improving the quality and effect of educational practice, and enhancing the comprehensive quality and social cognitive ability of normal students [2]. In the current educational practice of normal university students, we should pay more attention to the importance of evaluation, strengthen the scientificity and accuracy of evaluation, and make positive contributions to the cultivation of excellent teachers and the promotion of the development of education.

## 3. The Main Problems Existing in the Current Evaluation of Educational Practice

### 3.1 Orientation of Evaluation Target Needs to be Adjusted

The target orientation of educational practice evaluation is one of the important contents in the educational practice evaluation system. The accuracy and scientificity of target orientation directly affect the effectiveness and reliability of practice evaluation [3, 4]. However, there are some problems in the current evaluation of educational practice, which need to be adjusted, mainly in the following aspects.

The positioning of evaluation objectives is too vague. In some educational practice evaluation systems, the evaluation goal is generally defined as "improving the practical ability and comprehensive quality of normal students", lacking a more specific and clear description. The ambiguity of the evaluation objectives leads to the lack of basis for the content and criteria of the practice evaluation, and the low comparability and credibility of the evaluation results.

The formulation of evaluation objectives lacks scientificity. In some educational practice evaluation systems, the formulation of evaluation objectives is too subjective and lacks scientific analysis and research. Such evaluation objectives are often one-sided, one-sided or meet the personal preferences of the evaluators, which can not really reflect the needs and actual level of normal students' practice.

The orientation of evaluation objectives lacks the connection with the content of practice. The evaluation objectives should be linked up with the practice content, reflecting the actual work requirements and ability needs in the process of practice. However, in some educational practice evaluation systems, there is a disconnection between the evaluation

objectives and the practice content, and the evaluation index does not conform to the actual work content, which can not fully reflect the real performance of normal students' practice.

## 3.2 Convergence of Vision in the Design of Evaluation Content

The convergence of vision in the design of evaluation content means that in the evaluation of educational practice, the design of evaluation content is too single, lack of innovation and differentiation, which can not truly reflect the actual performance and ability level of normal students in the process of practice [5].

The evaluation index is single. In the existing evaluation system of educational practice, the evaluation index often only pays attention to the teaching ability of normal students, such as whether the teaching method is appropriate, whether the teaching effect is remarkable, etc., ignoring the cultivation of other abilities and qualities of normal students [5]. This leads to the simplification of the evaluation content, which can not fully reflect the performance and achievements of normal students in the process of practice.

The evaluation form is single. In the evaluation of educational practice, it is often evaluated only in the form of regular assessment and practice results, lacking of diversified evaluation methods. This leads to the limitation of the evaluation results, which can not comprehensively and accurately evaluate the practice performance and ability level of normal students.

The evaluation content lacks innovation and differentiation. In practice evaluation, the consistency of evaluation criteria is excessively pursued, which leads to the lack of individualization and differentiation in the design of evaluation content. The characteristics and needs of different schools, different internship units and different normal students have not been fully considered, and the design of evaluation content shows the characteristics of convergence. This leads to the uniformity of evaluation content, which can not meet the actual teaching needs and the diversified training objectives of normal students.

## 3.3    Insufficient    Standardization    of Evaluation Process

At present, there is a certain degree of lack of standardization in the evaluation process of educational practice. It is mainly manifested in the lack of clear guidance and norms in the evaluation process, and the lack of clear evaluation criteria and processes, which easily leads to the subjectivity and unfairness of the evaluation results [6].

In the practice evaluation, the evaluators lack a clear explanation of the requirements and standards of the evaluation. As a result, evaluators are often unable to start in the process of evaluation, and there is a greater subjectivity in the content and methods of evaluation. At the same time, evaluators also lack the uniformity and standardization of evaluation methods and tools. The lack of clear guidance and norms makes the evaluation process prone to bias and the evaluation results may be inaccurate.

The evaluation criteria and process are not standardized enough, and the evaluation contents and methods are flexible and arbitrary [7]. The evaluation criteria lack unity and clarity, and the subjective consciousness and personal preferences of the evaluators may affect the evaluation results. In addition, the evaluation process is not clear enough, and the evaluators may be arbitrary and subjective in the evaluation process, which will easily lead to the inaccuracy and unfairness of the evaluation results.

## 3.4 Absence of Processing and Feedback of Evaluation Results

In the current evaluation of educational practice, there is a certain lack of processing and feedback of evaluation results [8], which is an urgent problem to be solved. The processing and feedback of evaluation results is the last link of evaluation, which plays an important role in the growth and improvement of normal students, and is also an important part of the evaluation system.

The treatment of evaluation results should be objective and fair. The objectivity of the evaluation results is the basic requirement of the evaluation. Only when the evaluation results are objective and fair can they be recognized and accepted by normal students and relevant stakeholders. The processing of the evaluation results needs to be based on the evaluation criteria and evaluation indicators,

taking into account the performance of normal students during their practice and the results achieved in practice, so as to make a scientific evaluation [9]. Evaluation results need to be quantified and specified so that normal students can clearly understand their own performance and shortcomings.

The feedback of evaluation results should be timely and effective. The feedback of the evaluation results is the key link for the improvement of normal students [6, 10]. Only the true and accurate feedback can guide them to improve their practice performance and enhance their practical ability and comprehensive quality. The feedback of evaluation results should be carried out as soon as possible after the practice of normal students to ensure the timeliness of feedback. The feedback content should be accurate and specific, including not only the advantages and strengths of normal students, but also their shortcomings and areas for improvement. At the same time, the ways of feedback should be diversified, such as interviews, written feedback, transcripts, evaluation reports and so on, in order to meet the needs of different normal students.

The feedback of evaluation results should also be consistent with the evaluation objectives and contents. The evaluation goal defines the focus and direction of the evaluation, and the evaluation content determines the aspects of the evaluation, and the feedback of the evaluation results should match the evaluation goal and the evaluation content, so as to better guide the improvement of normal students. The feedback of the evaluation results should not only tell the normal students the specific evaluation results, but also provide specific suggestions and guidance for the improvement of the evaluation results to help them better find and correct the shortcomings.

In the evaluation of teaching practice, the treatment and feedback of evaluation results is a very important link, which is directly related to the growth and development of normal students [10]. In order to solve the problem of the absence of evaluation results processing and feedback, we should establish a scientific and fair evaluation results processing mechanism, strengthen the feedback of evaluation results, and ensure that the evaluation results accurately and effectively guide the improvement of normal students.

Only in this way can we better improve the quality of educational practice evaluation and train high-quality excellent teachers.

## 3.5 The Rationality of Evaluation Scheme Design is not Enough

The design of the evaluation scheme of educational practice is an important link to ensure the objective and accurate evaluation results. The selection of evaluation index lacks scientificity and rationality [5, 10]. In reality, there are often arbitrariness and blindness in the selection of evaluation indicators, which leads to the objectivity of evaluation results being questioned. The selection of evaluation indicators should fully consider the actual needs of educational practice, combine with the practical ability training objectives of normal students, reasonably determine the evaluation indicators, and ensure their scientificity.

The formulation of evaluation criteria lacks fairness and operability. Evaluation criteria are the basis of evaluation, which are directly related to the fairness and accuracy of evaluation results. The formulation of evaluation criteria should fully consider the ability level of normal students and ensure the fairness of evaluation results [11]. At the same time, the evaluation criteria should be operable and can be effectively used by practice instructors to improve the accuracy of evaluation.

The evaluation process is not standardized enough. The standardization of the evaluation process has an important impact on the accuracy and reliability of the evaluation results. For example, the evaluation process is not clear, and the quality of evaluators is uneven. The lack of standardization of the evaluation process will lead to inaccurate and unreliable evaluation results. The design of the evaluation scheme should clarify the normative requirements of the evaluation process, including the evaluation process, the selection and training of evaluators, so as to ensure the standardization of the evaluation process [7].

The processing and feedback of the evaluation results are not in place. The processing and feedback of the evaluation results is an important part of the design of the evaluation scheme, which is directly related to the improvement and promotion of the practice instructors and normal students. For example,

the way to deal with the evaluation results is not clear, and the way of feedback is single. The design of the evaluation plan should clarify the way to deal with the evaluation results, including timely feedback and guidance on the evaluation results, and provide suggestions for improvement.

## 4. Strategies for Improving the Evaluation of Educational Practice

### 4.1 Adjust the Objectives of Educational Practice Evaluation

The goal of educational practice evaluation is to measure the practical ability and comprehensive quality of normal students, so as to improve the training quality of normal students [11]. In the evaluation, we should pay attention to the achievements of normal students in teaching skills, teaching methods and class management, so as to reflect their comprehensive ability and professional accomplishment in practice. According to the actual teaching needs and career development prospects, scientific and reasonable evaluation criteria should be formulated. The evaluation criteria should include the detailed criteria of teaching skills, teaching methods and class management to ensure the fairness and objectivity of the evaluation. At the same time, the evaluation criteria should be consistent with the actual teaching needs, which can improve the practical ability and comprehensive quality of normal students.

When adjusting the objectives of educational practice evaluation, we also need to consider the comprehensiveness of the evaluation objectives. The evaluation objective should be a comprehensive evaluation of normal students from the aspects of knowledge, skills, attitudes, literacy and so on, in order to reflect the comprehensiveness of their practice results [5, 12]. This can ensure the accuracy and scientificity of the evaluation results. At the same time, we need to pay attention to the practicality of evaluation. The evaluation results should be able to provide targeted feedback, so that normal students can improve their teaching methods and strategies, and further improve their practical ability and comprehensive quality. The evaluation objectives should be able to meet the actual teaching needs and career development requirements of normal students, in order to

achieve the practicality and effectiveness of the evaluation.

In a word, it is of great significance to adjust the goal of educational practice evaluation for improving the training quality of normal students. By defining the objectives, formulating scientific and reasonable evaluation criteria, and focusing on the comprehensiveness and practicability of the evaluation, the accuracy and scientificity of the evaluation results can be ensured, the quality of the evaluation of educational practice can be improved, and the practical ability and comprehensive quality of normal students can be promoted. By adjusting the goal of educational practice evaluation, we can better improve the evaluation system of educational practice and achieve the goal of building a high-level teaching team.

### 4.2 Improve the Refinement Procedure of Evaluation Content Design

The content design of educational practice evaluation is a very important work in the educational practice evaluation system.

Establish a diversified index system of evaluation content. The evaluation content should consider the practice performance of normal students from multiple dimensions, including knowledge level, teaching skills, teaching methods, teaching attitude and class management [13]. By formulating specific indicators and standards, we can more accurately evaluate the comprehensive quality and practical ability of normal students.

Pay attention to the practicality of the evaluation content. The content of evaluation should have practical guiding significance, which can guide normal students to improve teaching methods and strategies and improve teaching effect. The design of evaluation content should be combined with the actual needs of teaching and career development prospects to ensure that the evaluation content is scientific and practical.

Pay attention to the refinement and quantification of evaluation content. The design of the evaluation content should be specific and clear to ensure the objectivity and impartiality of the evaluation results. The evaluation indicators and criteria should be specific and operable, and can be understood and accepted by teachers and practice units. At the same time, when quantifying the evaluation

content, we should pay attention to the selection of appropriate evaluation methods and tools to ensure the accuracy and comparability of the evaluation results.

Pay attention to the dynamic update and improvement of the evaluation content. The evaluation of educational practice is a dynamic process, and the design of evaluation content also needs to be constantly updated and improved. With the development and change of educational practice, the evaluation content should be adjusted and optimized according to the actual needs to ensure the adaptability and effectiveness of the evaluation content.

In a word, improving the refined procedure of evaluation content design is an important measure to improve the quality of educational practice evaluation [13]. By establishing a diversified index system, focusing on practicality, refining and quantifying the evaluation content, and dynamically updating and improving the evaluation content, we can more accurately evaluate the practice performance and ability of normal students, and promote the improvement of the quality of educational practice of normal students in China.

### 4.3 Establishing Evidence-Oriented Practice Evaluation Design Ideas

It is an important link in the evaluation of educational practice to establish the design idea of evidence-oriented practice evaluation [7, 13]. By determining the sources of evidence for evaluation and the methods of evidence quantification for evaluation, the comprehensiveness, objectivity and comparability of evaluation can be ensured [10]. This will help to improve the quality of educational practice evaluation and promote the construction of high-level teachers.

In the evaluation of educational practice, the evidence of evaluation can come from many aspects, such as teaching observation, teacher-student interaction records, students' learning achievements, and the mastery of subject knowledge [10]. Evaluators can obtain the evidence of evaluation by observing the teaching methods of teachers and the learning performance of students in the teaching process. In addition, the evaluator can also obtain the evidence of evaluation through the actual academic performance of students and the mastery of subject knowledge. Therefore,

when establishing the design idea of evidence-oriented practice evaluation, we need to seriously consider the ways and means of obtaining evaluation evidence to ensure the comprehensiveness and objectivity of evaluation.

In the practice evaluation, the evaluation results can be more specific and accurate through the quantitative evaluation method. Specifically, the evidence of evaluation can be quantified by means of score evaluation method and grade evaluation method. The score evaluation method can evaluate the teaching ability and comprehensive quality of normal students by giving different scores for different performances. The grade evaluation method can evaluate students' practice performance by setting different grades. In addition, quantitative evaluation can also be carried out through students' academic performance and mastery of subject knowledge. Therefore, it is necessary to clarify the quantitative method of evaluation evidence to ensure the comparability and operability of the evaluation results when establishing the design idea of evidence-oriented practice evaluation.

### 4.4 Building the Evaluation Community of Universities, Primary and Secondary Schools

To construct the evaluation community of primary and secondary schools, it is necessary to realize the overall planning of the orientation of evaluation objectives [14]. At present, there are great differences in evaluation objectives between universities, primary and secondary schools, which leads to different evaluation requirements for normal students in different stages of educational practice. Therefore, it is necessary to establish an overall framework for the evaluation of educational practice to achieve the organic connection of the evaluation objectives at all stages, so as to improve the continuity and effectiveness of the evaluation.

It is necessary to strengthen the collaborative design of evaluation content to construct the evaluation community of primary and secondary schools. At present, the convergence of the vision of the evaluation content leads to the lack of differences and characteristics in the evaluation process. Therefore, we should make full use of the educational resources and practical experience between primary and

secondary schools, strengthen collaborative design, and ensure that the evaluation content can not only adapt to the different characteristics of primary and secondary education, but also meet the needs of training the practical ability of normal students.

To construct the evaluation community of primary and secondary schools, we need to strengthen the standardization of the evaluation process. The lack of standardization in the evaluation process will lead to the reduction of the accuracy and reliability of the evaluation results. Therefore, we should strengthen the organization and management of evaluation work in primary and secondary schools, clarify the evaluation process, standardize the evaluation criteria, and ensure the fairness and fairness of the evaluation process.

It is necessary to strengthen the processing and feedback of evaluation results to construct the evaluation community of primary and secondary schools. At present, the processing and feedback of evaluation results are insufficient, and students, teachers and schools are often unable to effectively use and feedback the evaluation results. Therefore, the processing and feedback mechanism of evaluation results should be established to ensure that the evaluation results can provide reference for the improvement of educational practice in a timely and effective manner.

To construct the evaluation community of primary and secondary schools, it is necessary to improve the rationality of the evaluation scheme. The lack of rationality in the design of the evaluation scheme will lead to the lack of scientificity and operability of the evaluation. Therefore, in the process of building the evaluation community of primary and secondary schools, we should strengthen the design and optimization of the evaluation scheme, fully consider the actual needs of educational practice and the feasibility of evaluation, and ensure that the evaluation scheme can better guide the development of educational practice.

Through the construction of evaluation community in primary and secondary schools, we can effectively solve the problems existing in the current evaluation of educational practice and improve the quality of evaluation of educational practice. It is of great significance to improve the training quality of normal students, to train more excellent teachers with innovative and practical ability, and to the development of education in China. At the same time, the construction of evaluation community in primary and secondary schools also requires the joint efforts and active cooperation of all participants in educational practice to jointly promote the improvement and development of educational practice evaluation.

## 4.5 Strengthen the Management and Research of Educational Practice Evaluation

The management and research of educational practice evaluation is the key link to construct and improve the evaluation system of educational practice, and also the important guarantee to improve the quality of educational practice [15].

Establish and improve the management mechanism of educational practice evaluation to ensure the standardization and fairness of the evaluation process. Specific measures include defining evaluation rules and standards, defining the responsibilities and powers of evaluators, and establishing a supervision mechanism for the evaluation process. By strengthening management, the accuracy and objectivity of evaluation results can be effectively improved.

In-depth study of the theoretical basis and methodology of the evaluation of educational practice, and explore scientific and effective methods suitable for the evaluation of educational practice. Strengthen the research on the evaluation practice of educational practice, summarize and share successful experiences and practices. By strengthening the research, we can promote the innovation of educational practice evaluation theory and the progress of practice.

At the same time, on the basis of management and research, we should strengthen the information construction of educational practice evaluation. By means of information technology, we should establish and improve the information system and database of educational practice evaluation. Through the construction of information technology, we can manage and analyze the evaluation data of educational practice more conveniently and efficiently, and provide accurate evaluation results.

In addition, the monitoring and evaluation of

the evaluation of educational practice should be strengthened. Regularly monitor the implementation of educational practice evaluation, and find and solve problems in time. The effect of educational practice evaluation is evaluated regularly, and the evaluation results can be used as the basis for adjusting and improving the evaluation of educational practice.

Only by strengthening the management and research in an all-round way can we continuously improve the quality of the evaluation of educational practice and provide a solid foundation for the construction of the teaching staff in China.

The development of teacher education is a topic worthy of continuous exploration. As a link between the school and the education industry, educational practice has the functions of identification and motivation. Educational practice in colleges and universities is an important link to realize practical education, and the process of educational practice evaluation can actively promote the professional growth of interns. Educational practice evaluation is the summary and feedback of the process of practical education, which is of positive significance to improve the personnel training system.

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