

The Process Assessment and Implementation of the Teaching of the "History of the People's Republic of China"

Reflections on the Undergraduate Teaching Based on History Major

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ABSTRACT

Assessment is a means to check whether the learning objectives are achieved. Process assessment is not only easy to detect, but more importantly, it can promote the achievement of learning objectives. Based on the actual situation of undergraduate teaching of history, this paper proposes a process assessment in the teaching of the "History of the People's Republic of China". The reason is that process assessment is the need of students' learning and academic growth; It is determined by the curriculum objectives and the content of the textbooks; It is also the embodiment of the role of teachers as learners; In the specific implementation process, the process assessment includes six parts: classroom inspection, classroom discussion, homework after class, self-study demonstration, interview report, and reading notes. The assessment executors are the course leader, students and study groups. Through multiple ways of assessment and participation of multiple subjects, students' participation in learning can be improved, thus improving the learning effect.

Keywords: Process assessment, Undergraduate teaching, Teaching effect, Subjectivity, Dominance,

1. INTRODUCTION

Assessment is a means to check whether the learning objectives are achieved. Whether the preset teaching objectives are achieved and how the subsequent teaching is arranged depend on the assessment results. [1] Teaching assessment is generally divided into two types: process assessment and terminal assessment. Process assessment refers to the assessment of students' learning behavior and effectiveness in each process of learning. In the assessment of students' learning, it uses all effective means and methods to collect all kinds of useful information in the process of students' learning, evaluate the effect of the learning process itself through the analysis of the collected information, and adjust the development and change of students in the process of learning activities according to the assessment results, so as to promote the development of students. The "History of the People's Republic of China" (hereinafter referred to as the "National

History") is the last stage of the study of general Chinese history for undergraduates majoring in history. In the teaching of "National History", although there is also a process assessment, the proportion is low, the assessment method is single, and students' participation in the classroom is low. The final assessment of students is also a response to the sudden study before the examination. In view of this, the paper proposes that teachers should emphasize the process assessment in the teaching process, guide students to consciously learn and learn to learn in order to achieve the desired learning effect.

2. THE NECESSITY OF PROCESS ASSESSMENT IN THE TEACHING OF "NATIONAL HISTORY"

The teaching process is a process in which teachers, according to the requirements of a certain society and the characteristics of students' physical and mental development, guide students to

purposefully and systematically master the basic knowledge and basic skills of culture and science, and at the same time obtain certain physical and mental development to form a certain ideological and moral character. In essence, the teaching process is a cognitive process. It is an activity process in which students, under the guidance of teachers, master scientific cognitive methods with the help of textbooks or the intermediary of spiritual objects, understand the real world, transform the subjective world and develop themselves in the most economical way. In this special process of cognition, students are the subject of cognition, courses and textbooks are the object of cognition, and teachers are the media to promote the interaction between subject and object, playing a role of bridge and promotion. Together, they form a special three body structure. From the perspective of students' academic growth, the attributes of courses and textbooks, and the role of teachers, it is necessary to increase the proportion of process assessment.

2.1 Process Assessment Is the Need of Students' Academic Growth

The teaching process is the process of students' understanding the world. Although students are exposed to indirect knowledge in this process, they also need to consolidate their knowledge base, develop good learning habits and accept independent thinking training. This course is mainly to help students establish a materialistic view of history and correctly evaluate historical figures with the materialistic view of history, so as to enable students to firmly grasp the theme, main line, mainstream and essence of the historical development of the People's Republic of China, cultivate national spirit, grasp the trend of the times and the general trend of the times, and consciously assume the social mission entrusted to them by history. For students, this requirement can only be realized through different ways of learning and comprehensive understanding.

2.1.1 The Need to Consolidate Students' Knowledge Foundation

The essential attribute of undergraduate education is professionalism. At the same time, it is the unity of higher professionalism and higher fundamentals. It is an organic combination of professionalism and fundamentals of higher professional education. As a history major, during the study of "National History", students should understand the major historical events that have occurred in politics, economy, culture, education, military, diplomacy, etc. since the

founding of the Republic, including the time, place, people, process, and results of the events. This is the most basic material to cultivate students' historical consciousness and historical thinking. It is also known as basic knowledge. Process assessment can urge students to attach importance to their usual learning, strengthen the accumulation of basic knowledge, and lay a foundation for qualitative change of learning.

2.1.2 The Need to Develop the Habit of Self-study

The difference between undergraduate study and high school study is that students should develop the habit of self-study. University education is not "telling" and "being told" (Dewey), but a community that teachers and students pursue and create together to solve learning problems. More specifically, in teaching, undergraduate teaching should inspire and motivate students to ask more questions, and encourage students to think more after class. Process assessment focuses on the learning process rather than the results. Students should complete the corresponding learning tasks in each course of learning, spend a lot of time to consult the information in the library and reading room, and design many solutions to solve some problems involved in the classroom after class. From the psychological point of view, after a certain period of training, this learning situation will develop into a habit.

2.1.3 The Need for Thinking Training

The ultimate goal of history learning is to cultivate students' independent thinking ability. Textbook knowledge is people's current understanding of history and related issues based on existing materials, especially the complex causal relationship between historical events. The conclusion is temporary. Only by constantly understanding the relationship between various relevant factors, can people see the "truth" of history and achieve the goal of seeking truth. The analysis of historical problems is not only to understand the context of historical problems, but also to learn the methods of the parties to solve problems, and learn from the experience and wisdom to solve problems that may be encountered in reality.

2.2 Course Objectives and Teaching Materials Determine That the Process Assessment Is Needed in Teaching

Courses and textbooks are the objects for students to learn, and also the main source for students to master relevant knowledge. Both the nature of the curriculum and the content of the textbooks need teachers to evaluate in the teaching process to ensure the realization of the teaching objectives.

The curriculum objectives determine the necessity of process assessment. The teaching objectives of this course are: 1). "Being clear about historical facts". That is, to grasp the historical process of the CPC leading the Chinese people of all nationalities to establish, consolidate and develop the People's Republic of China, to have a comprehensive and clear understanding of the historical facts of the establishment and continuous development of the socialist system in China, and to dialectically deal with the problems that have arisen in the process of socialist development. 2). "Being good at thinking, and understanding analysis". That is, on the basis of understanding historical facts, students can pay attention to the academic frontier dynamics, actively think about practical problems, conduct comprehensive analysis of important historical events since the founding of New China based on the perspective of globalization, and objectively evaluate relevant historical figures. 3). "Being teachable". The course leader should carry out the teaching through "student-centered", so that students can realize in practical teaching that teachers not only impart knowledge, but also become the initiator of student learning, the cultivation of students' various abilities and enthusiasm, so as to enable students to learn instructional design and to be able to carry out practical teaching activities. It is based on such teaching objectives that process assessment helps to mobilize students' enthusiasm for learning and ensure the realization of teaching objectives.

The richness of the content of the textbook determines the necessity of process assessment. National history is a continuation of ancient Chinese history and modern Chinese history, but because of its closest distance to real life, the connection between history and reality is also the closest. The diversity of modern social life increases the richness of learning. After careful design by the editors, the textbook still covers a wide range of knowledge, including seven chapters, each with six to seven subsections. To systematically grasp the richness of this period of history within a specified period of time, it can only be achieved through staged and

hierarchical task setting. The course leader divided the entire learning content into two parts, with the Third Plenary Session of the Eleventh Central Committee marking reform and opening up. The first part is that teachers and students study together. The teacher explains the main content according to the chapter, and on this basis, the key issues will be discussed. The second part is mainly based on students' self-study, and presents three of the special topics in the form of mind maps. The rest is learned in the form of group discussions, and the teacher submits questions to the students for discussion and exchange.

2.3 Process Assessment is the Embodiment of the Role of Teachers as Assistants

The teaching process is a unified process in which students take the initiative to master knowledge and skills, develop intellectual ability, form a correct world outlook, outlook on life, and values, and comprehensively develop their personality under the guidance of teachers with purpose and planning. [2] Teachers play a crucial role in this process of cognition. In other words, "Teachers should become great students, be models for students to learn, do things and behave themselves, and promote students to grow into all-round development people." [3]

2.3.1 Determining the Key and Difficult Points According to the Teaching Objectives

Each course has specific class hours, and the teacher should explain the relevant content to the students in a limited time. The "National History" curriculum currently is stipulated as thirty-two lessons, and the textbook has seven chapters and forty-three subsections. There is a serious conflict between the class time and the amount of teaching content, which requires the teacher to arrange the pre-study tasks before class, explain the difficult points in the classroom, and arrange comprehensive thinking questions after class to ensure the achievement of the teaching goals according to the importance of the content and the teaching objectives of the curriculum.

2.3.2 Teachers Lead by Example to Cultivate Professionalism

When students enter colleges and universities, most of them already have a clear professional direction, and whether they can learn professional knowledge well and develop continuously is directly related to the professional guidance of teachers. The

status and role of the courses taught by teachers in the professional training program and curriculum system will also affect the students' professional enthusiasm and sense of continuity. Teachers can only make full use of the classroom, the most effective place of learning, through the learning of specific content, the relevant theoretical knowledge and practical skills are displayed to students, for students to imitate and learn, and can improve and create.

2.3.3 *Studying the "Two Nature and One Level" of the Course*

The curriculum reform of the Ministry of Education clearly puts forward the "two nature and one level" of curriculum construction, that is, high order, innovativeness and level of challenges. The so-called "high order" is the organic integration of knowledge ability and quality, and it is to cultivate students' comprehensive ability to solve complex problems and high-level thinking. The so-called "innovativeness" is that the course content reflects the frontier and the times, the teaching form is advanced and interactive, and the learning results are inquisitive and personalized. The so-called "level of challenges" means that the course has a certain degree of difficulty, needs to jump to be able to get, and the teacher prepares the lesson and the students have higher requirements after class. In the information age, there are many ways to learn. Students follow the teacher to learn not only disciplinary knowledge, empirical knowledge, but should be comprehensive knowledge produced after the teacher's deep learning, practical research, the ontological knowledge, conditional knowledge, practical knowledge and advanced education and teaching concepts, and the integration of cutting-edge knowledge and technology, which requires teachers to develop the curriculum, that is, according to the specific teaching situation and the actual situation of students, the teaching content should be appropriately adjusted, increased or subtracted and processed, so that the curriculum has a high order, innovativeness and level of challenges.

3. IMPLEMENTATION OF THE PROCESS ASSESSMENT OF THE TEACHING OF NATIONAL HISTORY

Process assessment is an assessment method that has gradually taken shape since the 1980s. D.L. Stufflebeam elaborates on process assessment in the CIPP assessment model he constructed, arguing that process assessment is an assessment of the

implementation process of the identified programme, providing feedback to the programmer to identify potential problems in the implementation of the programme. This is an explanation of process assessment from the perspective of purpose and application. [4] One of its theoretical sources is the theory of the learning process of the American educational psychologist Gagne. Gagne absorbed the ideas of information processing psychology and constructivist cognitive learning psychology to form the learning process theory. He believes that learning is a set of internal processes in which individuals transform stimuli in the environment into information that can enter a state of long-term memory. According to the learning task situation in the learning process of students and the learning level from low to high, the learning process is classified in order from simple to complex, from low to high. At the same time, the content of learning also presents the order from low to high level, low-level type learning is the basis of high-level, and each subsequent form of learning is a more complex manifestation of the previous stage of learning.

3.1 Assumption of the Process Assessment of the Teaching of "National History"

At present, curriculum construction generally emphasizes the establishment of an assessment mechanism that attaches equal importance to learning results and learning processes, and emphasizes the importance of students' achievements while paying more attention to their learning process, learning methods and the cultivation of thinking ability. "National History" course is a compulsory course for the foundation of the discipline. In order to fully mobilize students' enthusiasm for learning and classroom participation, the assessment methods are divided into two parts: process assessment (usual performance) and final assessment (final examination), each accounting for 50% of the proportion. Process assessment (usual assessment) mainly consists of six parts: classroom testing (10%), classroom discussion (10%), homework (10%), self-study demonstration (5%), interview report 5%, and reading notes (10%). Classroom testing is the mastery of the most basic knowledge points, mainly through the Fanya teaching platform. The assessment of the class discussion, the students check the materials in advance around the difficult points in the classroom learning, and then communicate and discuss in the course, and the course leader observes the students' performance in the discussion to give an assessment. After-school assignments, self-study presentations, interview reports, and reading notes are all required

to submit written materials, which are regularly inspected and evaluated by the course leader. Among them, the self-study display includes two parts, one part is the mind map of the independent completion of the self-study content, and the other part is the teaching design of the content agreed upon by the group, simulating the micro-lesson teaching; The interview report requires students to use their spare time to interview the elderly (over the age of 70), through the sorting-out of the interviewer's life experience, on the one hand, to experience the impact of social development on personal growth and life, on the other hand, to understand the value and significance of oral history as a new method of historical research.

3.2 Specific Arrangements for Process Assessment

The idea of the assessment of the teaching process of "National History" is based on the content of the course and the mastery of the previous students' learning situation by the course leader. In the specific implementation process, in accordance with the responsibilities of the assessment subject, the teacher, the study group and the individual students shall evaluate the assessment content in the learning process accordingly.

3.2.1 Teachers Are the Organizers of Assessments and Undertake Some Specific Assessment Tasks

In the teaching process, from the arrangement of pre-class thinking questions, to the explanation of the difficult points of teaching in the classroom, to the summary and reflection after the chapter, each link needs to be organized by the teacher to guide students to complete the corresponding learning tasks. Process assessment is not simply to judge students "right" and "wrong", but through assessment guidelines to motivate students to better and further activities and carry out the next step of learning plan, so that the motivational function of assessment can be best played and reflected. In the view of constructivism, the assessment of students' learning in the process of constructing activities is more objective and comprehensive than that of an independent teaching stage after the teaching process. [5]

3.2.2 Self-assessment of Students to Obtain Self-awareness

Process assessment focuses on students' performance and reaction in learning activities during

the learning process, the acquisition of students' learning styles and the cultivation of independent learning ability, rather than focusing on what may appear in the examination, so the final learning performance of students depends on the entire learning process, that is, the sum of each score. Because in the process assessment, teachers do not pay too much attention to the learning results of students, students are no longer worried about mistakes in the learning process, are willing to speak freely, express their own opinions, dare to ask questions and can solve problems reasonably, and form a habit of critical absorption. [6] This kind of assessment process that allows students to participate in it is conducive to cultivating students' sense of subjectivity and responsibility, and this process has also become an important part of students' self-awareness and understanding of others. In the assessment process, students think about their performance in the whole activity, talk about their understanding, experience, harvest and shortcomings, and put forward the direction of future efforts.

3.2.3 Group Assessment

Although group assessment is also a student assessment, it is a kind of assessment in the eyes of a third party, which has certain objectivity. On the one hand, mutual assessment between students can learn from each other's strengths, on the other hand, it can help students point out shortcomings and let students understand what they should pay attention to in their future studies. Teachers who have explored this aspect in the teaching reform believe that the self-assessment of students, mutual assessment of classmates, and assessment of teachers are organically integrated into the teaching process, giving students more opportunities to express themselves, giving students more democracy, and allowing democratic, free and independent learning to truly enter the classroom. [7] This is also the goal pursued in this course.

4. TEACHING BENEFITS TEACHERS AS WELL AS STUDENTS: THE VALUE AND SIGNIFICANCE OF PROCESS ASSESSMENT

The teaching process is the process of students understanding the world, and the teaching process includes the teaching of teachers and the learning of students, and the two activities are both different and interdependent organic unity. Process assessment is an assessment method that runs through the teaching process, not only focusing on the learning results of

students, but also paying attention to the learning process of students and the corrective effect of students. That is, the assessment of students runs through the entire learning process, through the dynamic progress of the teaching process, and teachers and students must form the awareness and ability of process and dynamic assessment, and finally realize that teaching benefits teachers as well as students.

4.1 Process Assessment Can Improve Students' Learning Participation and Thinking Ability

The role of process assessment in promoting students' learning is mainly reflected in the participation in learning and the training of thinking ability. As far as the learning process is concerned, every lesson, each chapter of learning, the course leader in the teaching process, not only to give students a certain learning task, including thinking questions, but also to guide students to complete the relevant tasks by consulting relevant literature, in the process of completing the learning task, let students "judge for themselves, think for themselves, judge for themselves, this is the privilege of people, is the privilege of people, not the privilege of gender, it is the highest source of human happiness." [8] At the same time, the completion of self-study tasks, the writing of interview reports, and the recording of reading notes require students to devote time and energy and leave proof materials for process learning. Those students who learn passively will also change their original learning status under the supervision of teachers or study groups, and gradually develop the habit of active learning. More importantly, in the process of learning, students need to constantly think and consult literature and materials, and consciously think about training, which helps students improve their thinking ability.

4.2 Process Assessment Prompts Teachers to Improve Teaching Methods and Adjust Teaching Strategies

In the teaching process, students are the main body of learning, courses and teaching materials are the objects of learning, and teachers help students learn courses and teaching materials and play a leading role. This leading role is reflected in the ability of teachers to obtain feedback based on assessments and adjust control in a timely manner to bridge the gap between the learning process and learning objectives. Through assessment, teachers can study the teaching process, summarize the

lessons learned, and improve the teaching work in a timely manner. Process assessment is embodied in that teachers collect data and materials on students' learning status, the describe and evaluate their development status according to certain standards, and give students feedback and put forward specific suggestions for improvement under the guidance of certain goals, according to the student's basic and actual situation rather than simply giving students a conclusion, whether this conclusion is a five-star grade or a score. [9]

5. CONCLUSION

Attaching importance to process assessment in the teaching process means continuous investment of time and energy to students; it also means the increase of working time and content for teachers. However, the advantages of process assessment are obvious and feasible. Teachers must make such adjustments and changes. At the same time, process assessment does not mean that there is no need for summative assessment. The completion of each chapter, the mid-term examination, and the final closed book examination are all final assessment methods. This course emphasizes the process assessment in the course of teaching, combined with the final assessment, and strives to further improve the teaching effect of this course, so that students can learn something, and teachers can learn something, and finally achieve the mutual benefit of teaching and learning through the course.

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