



Assessment of Physical Education Classroom Teaching Quality: Basis for Enhanced Instructional Delivery

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Abstract

The purpose of this study was to assess the quality of physical education classroom instruction through classroom preparation, classroom implementation, classroom effectiveness, and classroom extension as a basis for enhancing physical education classroom instruction. Teacher challenges were identified by conducting tests for significant differences and significant relationships, as well as brief interviews with teachers. The results of the study showed that in response to the current problems of the evaluation system of physical education classroom teaching quality, such as the evaluation subject is too single, the evaluation method is too old, the evaluation index is too quantitative and the evaluation results are mishandled, universities still need to clarify the evaluation subject, optimize the evaluation index system, improve the scientific nature of the evaluation process and use the evaluation results reasonably based on the modern teaching quality concept. So as to achieve the purpose of analyzing the teachers' lectures in terms of teaching preparation, teaching process, teaching methods and other aspects of physical education classroom teaching and putting forward the opinions for improvement, finally improving teachers' teaching work and continuously improving the quality of physical education classroom teaching and strengthening the foundation of physical education classroom teaching.

Keywords

Colleges, physical education classroom, teaching quality, evaluation system

Introduction

The quality of education can be defined as the extent to which a person can effectively use the information obtained. For a student to successfully remember what they have learned so far, the most important thing is that they can get effective and efficient guidance. Everyone should have access to high-quality and low-cost education. All parties involved in education have the responsibility to ensure that policies are formulated to prevent immoral behavior in the classroom. They have the obligation to control the behaviors that hinder the development of educational opportunities (Zeng Yushan, 2015).

The evaluation of PE classroom teaching quality has many aspects, which is different from other courses in terms of teaching quality with specific evaluation criteria. The fundamental purpose of physical education classroom teaching is to enable students to actively develop their physical and mental quality, master certain sports skills, develop good habits of physical exercise, and play an irreplaceable role in cultivating students' awareness of lifelong physical exercise (Jiao

Yapin, 2010). It can be seen that the quality of teaching is crucial to the success of educational initiatives and reforms worldwide. In order to effectively solve the global learning crisis, educators need to ensure that classroom teaching meets high standards worldwide. Therefore, the measurement and evaluation of teaching quality is very important. Any improvement in students' learning and education quality depends on the accurate measurement of education effect.

1. The importance of quality assessment of physical education classroom teaching in colleges and universities

The undergraduate teaching level assessment of the Ministry of Education has greatly promoted the construction of both software and hardware of higher education institutions. After the evaluation, it is a long-term task to establish a long-term mechanism to ensure the continuous improvement of teaching quality (Li Shunjiao & Sun Jiajie, 2020). As an important part of education, physical education plays an irreplaceable role in improving students' physical quality and cultivating their awareness of lifelong physical exercise. How to establish and improve the evaluation system of physical education quality and ensure the quality of physical education is not only related to physical education educators' understanding of their teaching work, but also a proven method to regulate the quality monitoring of physical education. At present, the evaluation of the quality of physical education classroom teaching is often confused with the evaluation of specific physical education teaching. Therefore, according to the characteristics of physical education classroom teaching in colleges and universities, we should systematically study the quality evaluation of physical education classroom in colleges and universities and build a corresponding evaluation system, so as to fully understand the knowledge and personal quality of students and support the application of the "health first" education concept; encourage teachers to reflect on themselves and summarize their teaching experience, so as to quickly and accurately understand the shortcomings of physical education teaching in colleges and universities (Liu Guoqing, 2015). It encourages teachers to self-reflect and summarize their teaching experiences, and to quickly and accurately understand the shortcomings of university physical education, and to take effective measures to solve or improve the program in time, which helps schools to manage teaching scientifically, systematically and efficiently.

2. Problems in the evaluation system of physical education classroom teaching quality in colleges and universities

2.1 The evaluation subject is relatively single

As an indispensable part of higher education, physical education classroom is an important consideration for students' all-round development, which not only strengthens students' physical quality but also appropriately reduces students' study pressure. In the survey, it is found that some universities only obtain the evaluation of physical education classroom teaching through questionnaires and grading of students in the academic affairs system, but ignore the fact that the results of physical exercise cannot be positioned and evaluated according to a unified standard, and the evaluation results cannot be only therefore the evaluation results obtained by only taking students as the evaluation subject cannot fully reflect the students' learning, and other evaluation subjects should be considered. It is also necessary to consider other evaluation subjects in order to obtain reliable evaluation results.

2.2 Evaluation methods are too old-fashioned

Effective classroom assessment is the best way to test the teaching level and thus improve the quality of teaching. In the normal physical education classroom, physical education teachers should make it clear that teachers' teaching is for students' learning, while teaching is to better serve learning, and teaching and learning are equal relationships. For the present, the summative assessment of physical education classes in most colleges and universities in China is mainly based on the action or quantity of a single item. For example, in the aerobics class of college physical education class, at the end of the semester, teachers will select a few movements of the semester as the content of this final assessment; volleyball class uses the number of mats as the assessment standard (Liu Shanyu & Lu Weiji, 2018). This way of determining students' physical quality and physical skills through a few movements is too one-sided and cannot consider students' learning in a more comprehensive way (Huang Bin, Yang Xinyu, & Lv Mei, 2019).

2.3 Evaluation indexes are too quantitative

Universities are good at using quantitative indicators to define teaching work in teaching evaluation. Although quantitative evaluation has the advantages of intuition and simplicity, teaching is a multi-factor interactive process, not all evaluations are applicable to quantitative methods, and simple scores cannot fully reflect students' learning quality and

teachers' teaching effect in physical education classroom (Fang Qiang, 2010). The physical education classroom mainly focuses on practical teaching, while the teaching quality evaluation standards tend to be theoretical teaching evaluation, and the overly quantitative evaluation standards are not applicable to the physical education classroom teaching evaluation and need to be improved.

2.4 Improper Disposition of Evaluation Results

In practice, it is found that only the supervisory role is emphasized and too much attention is paid to inspection and evaluation, but the timely summary and utilization of evaluation results are neglected, which makes teaching quality evaluation tend to be formalized. At present, the results of teaching quality evaluation only provide teachers and students with an overall rating, or the evaluation results are only used by the school management as a reference for decision making, lacking the ability to explore the causes of problems, and unable to target to solve or correct the existing problems.

3. Construction of a Quality Evaluation System for Physical Education Classroom Teaching in Universities

3.1 Diversification of evaluation subjects

To improve the effectiveness of teaching evaluation it is necessary to change the current completely quantitative and absolute evaluation method, and diversify the teaching evaluation methods to truly reflect the teaching effect. The purpose of diversifying evaluation subjects is to get a comprehensive understanding of the teaching and learning situation. Because of the wide range of work and large workload in evaluating the quality of physical education classroom teaching, the main body of evaluating teachers' classroom teaching quality should consist of students, teachers, peer teacher experts and supervisors, and be evaluated according to the unified classroom teaching quality evaluation standards. This evaluation method can also change teachers' traditional teaching view, make them pay more attention to students' needs, put students as the center of classroom in the process of teaching, and continuously explore the teaching rules so as to continuously improve the quality of teaching.

3.2 Diversification of evaluation methods

The evaluation method of physical education classroom teaching in colleges and universities determines the setting of physical education teaching objectives and contents. Therefore, the evaluation method of physical education classroom teaching quality in colleges and universities should be diversified, consisting of students' self-evaluation, teachers' self-evaluation, peer evaluation, teachers' and students' mutual evaluation, mutual evaluation between students and students, and supervisors' evaluation. The number of students involved in the evaluation can generally reach several dozens, which can minimize the evaluation errors and have a high authenticity. Peer evaluation has its own unique characteristics: First, the main focus of peers is different from that of students. Students pay more attention to the way and method of teaching, while peers pay more attention to the science of teaching, they know the main content of the course, teaching structure and teaching plan, etc. If teachers make mistakes in teaching, peers can quickly determine. For example, the student evaluation model of questionnaires allows students to evaluate various aspects of the teaching, so that teachers can focus on the shortcomings of the teaching, and also some forms of mutual evaluation, so that students can be in close contact with each other and learn from each other's good learning experience.

3.3 Improve the evaluation index system

The effectiveness of the evaluation of the quality of physical education classroom teaching depends on the efforts of many aspects, and the improvement of the evaluation process needs to be carried out in all aspects of the evaluation and by mobilizing all positive factors. In order to find out the problems in teaching and solve them in time, the quality of teaching can be improved and students' interest in learning can be increased. Therefore, it is not only necessary to construct indicators with students' "learning" as the center of evaluation, but also to pay attention to students' emotional transformation in the learning process and to evaluate teachers' performance in learning method guidance and teaching, as well as in learning method guidance and teaching media use. Influenced by the traditional teaching ideology, teachers tend to lead students to complete the previously established teaching tasks mechanically, simply presenting the content of the textbook, while students tend to receive knowledge passively in the teaching process.

3.4 Proper use of evaluation structures

The current teaching quality evaluation results often only provide teachers with an overall rating, so teachers cannot

know which part of the process is problematic, and naturally cannot make targeted corrections. For this kind of situation, it is necessary to analyze and study the teaching evaluation results, which can help expose the loopholes in teaching management and implement public and real-time inquiry of the evaluation results to have a certain warning effect on teachers, which can cause teachers to pay attention to and reflect on teaching, and help promote teachers' growth. At the same time, combining the evaluation results to improve teaching quality can establish the direction for teaching supervision and be an important reference for the school to recommend the declaration of quality engineering construction projects, especially the projects of education master, teaching team and high-quality courses.

4. Conclusion

In the process of establishing the evaluation system of physical education teaching quality, universities should fully reflect the diversity of evaluation subjects, channels and methods, pay full attention to the incentive function of teaching quality evaluation, a scientific and reasonable evaluation system of physical education classroom teaching quality can evaluate the training objectives, basic requirements of teaching, depth and breadth of course contents and teaching links, etc. A scientific and reasonable evaluation system of physical education classroom teaching quality can put forward evaluation opinions in a realistic way in terms of cultivation objectives, basic requirements of teaching, depth and breadth of course contents and teaching links, so that the evaluation can be as fair, just and objective as possible, evaluate the overall structure and complete process of physical education classroom teaching in colleges and universities in all aspects, reasonably evaluate the quality elements of physical education classroom teaching in colleges and universities, and strengthen the focus of physical education classroom teaching in colleges and universities. Therefore, by analyzing the teachers' lectures and putting forward the opinions for improvement in the aspects of teaching preparation, teaching process and teaching methods of physical education classroom teaching, the purpose of improving teachers' teaching work and continuously improving the quality of physical education classroom teaching is finally achieved.

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