Research Article

Study on Academic Evaluation Practice of Theoretical Courses of Sports Basketball Education under the Concept of Quantitative Evaluation

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The report of the 20th National Congress of the Communist Party of my country clearly pointed out that it is necessary to cultivate high-quality teachers, which means improving the physical education ability of our country. The construction of physical education teachers in colleges and universities should not only have good professional skills but also have a profound theoretical foundation, which requires strengthening their teaching evaluation. Therefore, evaluating their teaching effects has become an important topic in the current teaching reform. For a long time, the theoretical teaching performance evaluation of domestic university sports majors mostly adopts quantitative methods such as paper and pen, pursuing precision, and quantification, thus greatly improving the comprehensive quality of students. This study is to analyze the academic performance of vocational basic courses of basketball in colleges and universities, using the quantitative evaluation method and developmental evaluation idea. The conclusion is that the teaching emphases of each discipline can be distinguished based on the evaluation criteria of teachers’ academic qualifications and quantitative evaluation so as to find the development direction of each discipline of sports basketball and the degree of goal completion.

1. Introduction

Teaching evaluation in foreign countries has been carried out for hundreds of years, and its theories and methods have been gradually improved [1]. Ontario is the most mature province in curriculum, teaching materials, and evaluation in Canada, and its learning evaluation and related evaluation system are jointly formulated by different education departments [2]. The evaluation of mathematics learning in the United States is also a long-term process, which is jointly formulated by multiple institutions, and its evaluation system is carried out from three levels of formulation, implementation, sorting, and analysis [3]. Ohio enacted the state-level student test through legislation, in order to meet the requirements of the federal education system, according to the school syllabus, and developed the state school’s overall learning assessment system. Russia’s existing colleges and universities have experienced several changes, the students’ learning evaluation has clear provisions, and colleges and universities are under the guidance of the national colleges and universities, according to their actual situation, to develop the corresponding evaluation indicators. Based on the perspective of “ability and quality,” college graduates’ comprehensive quality and professional quality, especially professional skills, are evaluated [4]. In personnel training at all levels, there are explicit provisions for the assessment of students’ academic performance and technology, including “the understanding of basic theory and the assessment of graduate students’ academic performance and quality.”

From 1999 to 2020, a total of 877 papers were obtained by TI = (learning assessment + learning assessment + learning assessment) using the full-text database of CNKI Chinese Journals. This paper studies the current situation of learning...
assessment in China by studying the existing literature and related works. Education evaluation is a subject with a long history, although it is a significant discipline, its history is shorter, less in the history of domestic [5] years of academic research, the students' learning evaluation content includes five parts: the evaluation purpose, evaluation content, evaluation subject, evaluation methods, and evaluation feedback. Guan-gyang [6] stated that learning assessment should reflect students’ learning status, arouse students’ learning enthusiasm, and improve the teaching effect. Min [7] put forward the assessment and monitoring of students’ learning, from the overall look at the teaching present situation, analyzed and solved the problems existing in the teaching, explored the law of teaching, not only can promote the overall level of teaching, and to promote the overall development of basic education, and to promote the professional development of teachers, build an excellent education ecology. Tu [8] stated that school is extremely important in school education and scientific research.

The objective of school education evaluation is from the initial response to promote the comprehensive development of students to promote the improvement of teachers’ educational activities. The learning assessment objectives develop gradually and finally evolve into today’s diversification, which further promotes the development of the whole learning assessment system. By using the method of quantitative evaluation and the thought of development evaluation, this paper systematically discusses the subject of learning in basketball teaching in colleges and universities.

2. Research Objects and Methods

2.1. Research Objects. The object of this paper is the basic course of physical education in colleges and universities, and the research method is a questionnaire survey.

2.2. Research Methods. According to the needs of learning evaluation, this paper plans and makes a questionnaire on the status quo of academic evaluation of theoretical courses for students majoring in PHYSICAL education [9] and distributes and collects the questionnaire online. Based on relevant literature, this paper finds problems in the relevant learning evaluation, finds the current situation of learning evaluation from the relevant students’ questionnaires, and carries out the relevant evaluation. This paper is based on the literature, combined with the literature contained in the literature. To ensure the scientific nature of the survey results, several revisions were made after seeking advice from advisors and relevant professionals, including the importance and role of learning assessment; the content of learning evaluation, evaluation subject, evaluation method, and evaluation method of learning evaluation; the part related to daily learning content; learn six aspects of assessing implementation effectiveness. Given the effectiveness test after evaluation, this course designs the corresponding "student learning effectiveness test scale." Establishing relevant scales, which are distributed and recycled by the tested students and then analyzed and integrated, it verifies whether the learning effectiveness can meet the expected overall evaluation indicators and the teachers’ teaching and improvement.

In this paper, the reliability of the college student questionnaire is tested and retested by using the "retest method." Before the formal questionnaire was issued, 30 students were selected for the first survey, which was conducted every two weeks. On this basis, the correlation of the secondary survey was statistically analyzed, $R = 0.823$, thus confirming the credibility of the questionnaire. This study needs to ensure the accuracy and correctness of research results, so a professional evaluation method is adopted to test the validity of questionnaire content. Table 1 shows the recognition degree of experts, and Table 2 shows the recognition of most professionals [10].

After the questionnaire was formulated, it was distributed through the questionnaire star network and with the help of the tutor, 494 valid questionnaires were collected, and these questionnaires were analyzed and processed.

3. Research Results and Analysis

3.1. Investigation Results and Analysis of the Current Situation of Academic Evaluation of Sports Basketball Education. This paper first analyzes the status quo of the learning evaluation of sports basketball students at home and abroad and points out the shortcomings of the current learning evaluation of sports basketball schools in China compared with that of international schools, mainly from the following points for analysis.

1. Whether the evaluation system of school evaluation is perfect
2. From the significance and function of learning evaluation, it establishes the understanding of the learning evaluation standard of the school physical education foundation curriculum
3. The importance and function of learning evaluation, learning evaluation content, evaluation subject, evaluation status, and evaluation feedback method
4. Conduct a questionnaire survey and analysis on the implementation effect of students’ learning evaluation.

3.2. Understanding of the Learning Evaluation of the Basic Course of Basketball Teaching Major in Our School. Establishing a sound evaluation system is a key issue in the current reform of college physical education in China [11]. A scientific and reasonable evaluation system plays a key role in promoting a virtuous cycle of teaching and teaching, improving teaching effectiveness, and promoting students’ all-round development. In teaching quality assessment, students’ assessment of teaching quality is based on teaching quality.

From Table 2, among different learning assessments, 14.57% of students have learning assessment criteria and systems in their own institutions, 32.59% of students have no learning assessment criteria and systems, and 52.84% of students are not clear.
Table 3 shows the concerns about learning assessment, 24.50% of students are concerned about learning, 27.94%, 26.11% are ordinary, and 21.45% are not serious. Although the Ministry of Education has always emphasized the important role of students’ learning ability in teaching reform, in practice, it has not received the attention of any colleges and universities. At the same time, it also shows that in education, the importance of learning assessment by schools and teachers is not high enough, and it has not been fully promoted in the early stage of education. Therefore, in future education work, we must pay more attention to learning assessment.

3.3. The Important Role of College Students’ Learning Assessment and Their Understanding of the Role. The function and meaning of learning assessment refer to the actual effect of students’ academic performance, which is in line with the goal of academic performance. The level of cognition of students’ learning assessment target is directly related to its implementation effect.

As can be seen from Figure 1, in determining the necessity of learning assessment, 25.30% of students believe that it is necessary to establish learning assessment indicators and systems, 49.60% of students believe that learning assessment indicators and systems need to be established, and 19.84% of students believe that learning assessment is no basis, 5.26% of the students think that the learning assessment has no basis. In a sense, students still have a positive attitude towards the setting of learning assessment, which also shows that they recognize the importance of learning assessment.

As can be seen from Figure 2, in terms of learning assessment objectives, 73.68% of students have supervised the teaching situation of teachers, 95.34% of students have carried out learning motivation and guidance, 74.09% of students have used measurement of teaching progress, and 62.23% of students have used measurement of learning progress. Students have used measurement of teaching progress. The students who adopted the ability and level accounted for 93.93%. It can be seen that the focus of students’ understanding of learning assessment goals lies in the learning assessment itself, while the learning assessment is related to the teachers’ education and learning process.

As shown in Figure 3, the main role of the learning effect diagnosis is 98.79%, the feedback learning situation is 96.36%, the motivation and self-motivation are 91.09%, the improvement of learning strategies is 71.86%, and the instructor guides the direction and goals for 86.23%. The selected reference factor accounted for 61.74%.

The proportion of these choices is high, which means that they fully understand the function and role of learning assessment, which also reflects their recognition of learning assessment from the side. Overall, our students have
developed a comprehensive understanding of the role and role of learning assessment, and although many do not know what learning assessment means, the role of their assessment in education is obvious. Ask our teachers to make the most of the assessment in the classroom.

3.4. Theoretical Learning Assessment Problems in Sports Basketball Teaching. Through the statistics of the survey results and the collation of relevant domestic and foreign literature, this paper finds that the current learning evaluation of the basic courses of sports basketball teaching in colleges and universities in China has the following problems [12]:

(1) There is a poor learning evaluation system in basketball teaching in colleges and universities in my country, as well as insufficient understanding of learning evaluation in sports basketball teaching [13].

In the survey, 422 students did not choose or did not know whether their schools had learning evaluation systems and criteria, most schools do not have a complete learning evaluation system, and many students do not even know their own learning evaluation system or their academic performance. Secondly, from the relevant research results at home and abroad, we can also see that there is a prominent problem in the evaluation. Compared with the current teaching evaluation system in the country, Russia has developed detailed regulations on the evaluation of university learning throughout the country. Although the number of learning assessments in my country is large, there is no unified implementation guideline. Each school should establish a set of learning evaluation systems suitable for its situation, and at the same time, it should inform everyone about the evaluation content, evaluation method, and evaluation results so that students can find out according to their own learning goals. Own shortcomings and actively improve.

(2) The content and methods of evaluation are diverse, but the role of learning evaluation is very small.

Although a variety of evaluation methods and content were used in the classroom, nearly 75% of the students in the questionnaire did not follow the teacher’s evaluation to improve their learning level, nor did they find their shortcomings from the evaluation. In the surveys of other scholars, the phenomenon of “in the evaluation, the theoretical world is separated from the reality” is also reflected. To evaluate, we must start with the transformation of teachers. Only through evaluation of teachers can we find out the shortcomings and shortcomings of teachers in their own education. Only in this way can teachers target the final students who are educated to improve their own teaching.

(3) Unify the object of learning evaluation.

From the research results, both from the perspective of evaluation and the content of the evaluation, the content and methods of evaluation are not single, and the average score of each index is also different. In this paper, through the study of students’ self-evaluation and mutual evaluation, it can be seen from the results that more than 50% of college students have no self-evaluation and mutual evaluation in class.

3.5. Practice of Teaching Evaluation of Basic Courses of Basketball Majors in Colleges and Universities

3.5.1. Methods for Assessing Teaching Emotion. Teaching ideas in basketball teaching: (1) understanding the
importance of basketball and having good professional ethics; (2) being able to use their expertise and skills to develop a strong interest in the sport so as to achieve all-round development.

3.5.2. Evaluation Methods for Comprehensive Application. Knowledge integration means that students can have a certain understanding of the subject knowledge system, ideas, and methods and can integrate and synthesize subject knowledge. In basketball teaching, the corresponding indicators are (a) having a good understanding of the basic knowledge of vocational basic courses and mastering the teaching ideas and teaching contents of “Sports and Health Curriculum Standards.” (b) Can think and make rational assessments of classroom teaching effectiveness. (c) Be able to carry out sports training and club activities in extracurricular activities [14]. Classroom Quiz: different from the previous paper and pen tests, the test questions are turned into a questionnaire, and a classroom test is conducted in class. In the course of this research, the in-class test is shown in Figure 4. The test questions not only involve teaching concepts and teaching content but also involve students’ perception behaviors of basketball education courses. The final exam is currently the most popular exam method. Teachers will evaluate students’ grades based on their grades.

3.5.3. Evaluation Methods of Teaching Ability. In teaching activities, according to the discipline teaching norms, with students as the core, a suitable learning situation should be created, and students should learn and evaluate. (a) Be able to formulate the teaching plan, unit/module teaching plan, and class-hour teaching plan of high school sports and health courses in accordance with the “Physical Education and Health Curriculum Standards.” (b) Can think and make rational assessments of classroom teaching effectiveness.

3.5.4. Evaluation Report. Assessments can better reflect the academic level of an individual and a student as a whole than direct scores [15]. At the same time, teachers can better understand their own problems in the classroom and improve them.

Assessments reflect the academic level of individuals and students as a whole more than direct scores [16]. At the same time, teachers can better understand their own problems in the classroom and improve them.

Figures 5 and 6 are this evaluation’s result data and graphs, respectively. The expectations described in this paper are based on four metrics set by the teachers themselves: analyzing the test questions, grading each subject according to the previous teaching purpose, and finally getting the results according to the four-course grades for each subject. Second, each candidate’s score is listed based on their answers, and the final score is calculated based on the educational weight of the subject. Finally, the realization degree of each indicator is linked with students’ daily learning and
comprehensive evaluation of the final exam, reflecting the learning effect of each stage comprehensively [17].

In the analysis of the results, students’ average scores can be compared and then carried out to reflect the overall situation. It can be clearly seen from the two figures that the four indicators of this evaluation are 0.86, 0.8, 0.82, and 0.81, with an average of 0.8, all exceeding the expectation of 0.7. The four indicators have reached the expected level, indicating that there are still major problems in improving teaching quality in classrooms and teacher’s education, and it needs to be urgently improved.

The effectiveness of the assessment is an important factor in assessing whether the student’s academic level can be improved. However, using assessed grades does not necessarily improve student performance. The effect of evaluation has two characteristics: one is to improve the teaching effect through feedback from students; the other is to improve the teaching effect through self-feedback. According to the evaluation object, using different evaluation methods, the evaluator will collect different evaluation data so as to form the evaluation effect. However, evaluators often do not perform evaluations according to the results of the evaluation but take the results of the evaluation as the goal, so the evaluation results are inevitably used in the process of evaluation. The effectiveness of the assessment depends on the assessment objectives. Because the effects of assessment have multiple roles, assessment can achieve a variety of goals.

4. Conclusion

When evaluating the learning of the theoretical courses of sports basketball teaching, teachers often only make evaluations based on their teaching practices and lack an evaluation system that teachers can learn from. When implementing assessments, teachers can flexibly conduct assessments according to actual needs but lack a rigorous theoretical system to provide guidance. Learning assessment is to better understand and grasp one’s strengths and weaknesses to better develop one’s strengths and strengths. The professional evaluation of physical education is contrary to the spirit of its actual operation. Many sports professional learning evaluations have some drawbacks of “evaluation for evaluation, evaluation for evaluation.” Taking assessment as the ultimate goal including taking examinations, teaching, learning, and examinations. The theoretical learning evaluation of sports basketball teaching is only theoretical research, and it has not been applied to practice, as well as it lacks the evaluation of the whole process of improving students’ learning ability. According to the developmental assessment, the “Teaching Experiment” used “graduation requirements” as the indicator for the “model certificate” and “basketball” as a case study, and the overall level met the expectations and achieved good results in the survey and feedback survey. The course was taught with good results. In this way, the relevant theoretical knowledge is combined with the corresponding graduation requirements and evaluated.

Data Availability

The dataset used in this paper is available from the corresponding author upon request.

Conflicts of Interest

The authors declare that they have no conflicts of interest regarding this work.

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