Research On Practical Teaching Reform Based On NSSE Evaluation Mechanism

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Abstract: The practical teaching reform needs a systematic evaluation mechanism to ensure the stability and effectiveness of the reform. Through interpreting the evaluation mechanism of NSSE, this paper analyses the important value of NSSE's "introspection" spirit, learning-centered concept and the characteristics of big data analysis for guaranteeing the quality of practical teaching and promoting the reform of practical teaching. It is proposed that military academies should promote the evaluation of the quality of practical teaching by using NSSE in three aspects: strengthening theoretical research, enhancing military-civilian cooperation and paying attention to the practicality of evaluation results. Suggestion.

Introduction

In recent years, the military calibration has vigorously promoted the reform of practical teaching. In the process of continuing to explore the focus of college education on actual combat, drawing closer to the army, and cultivating new high-quality military talents who can fight and win battles, the establishment of an effective teaching quality evaluation system is the cornerstone to ensure that the reform moves in the right direction. The National Survey of Student Engagements NSSE (National Survey of Student Engagements NSSE) carries out teaching evaluation based on the investigation of student's "learning engagement". The core of the evaluation is the quality of students'learning, which is in line with the fundamental orientation of the actual combat teaching reform to cultivate talents around improving the combat effectiveness of the army. Introducing NSSE into military academies and exploring a new way to evaluate the quality of practical teaching is a feasible way to ensure the steady progress of reform.

NSSE is the abbreviation of "National College Student Learning Input Survey" managed by Indiana University in the United States. It is called NSSE China after introducing this project tool in China. The theoretical cornerstone of NSSE evaluation is the student's "learning input" theory, which pays attention to the internal quality mechanism of colleges and universities, and provides a new direction for the connotative development of colleges and universities with a unique survey system.

1. NSSE's "introspection" Spirit helps to promote the in-depth exploration of practical teaching reform.

The traditional teaching evaluation model of military academies institutionalizes the quality of education, and uses the differences between educational institutions to blur and replace the differences among students in different educational institutions, which leads to the phenomenon of using unified data to express the quality of higher military education. As mentioned above, the data on which the evaluation relies can not fully reflect the educational acceptance of the educational objects, nor the quality of the educational acceptance. As a result, the exploration of the actual

combat-oriented teaching reform in military academies lacks direct empirical support and blurs the direction of further promotion.

NSSE recognizes that education must strive for excellence. Since its birth, NSSE has always attached great importance to the self-examination of the spirit of "introspection". It believes that only "introspection" is an important way to make the investigation of "learning input" go deep. It is also under the guidance of this spirit that NSSE can explore the problems of teaching quality from many angles. The reform of actual combat teaching in military academies is a perpetual exploration on the road. The transformation goal of focusing on actual combat and serving the army can be realized only in the process of continuous improvement. Therefore, the spirit of "introspection" implied by NSSE meets the inherent requirements of practical teaching reform practice, and can provide endless dynamic support for promoting the reform to continue in-depth.

2. NSSE's learning-centered concept contributes to the realization of the fundamental goal of practical teaching reform.

In order to truly carry out the aim of focusing on combat effectiveness and training qualified military personnel for enhancing the combat effectiveness of the army, the actual combat teaching must be based on the core of quality. Therefore, the quality of learners'learning is the core of teaching evaluation, while the traditional external evaluation has very limited specific diagnostic and guiding functions for the factors affecting learners' learning in teaching. However, the investment of educational resources in war-oriented teaching is more explicit and specific, and the diagnostic function of evaluation is more dependent.

NSSE's "learning-centered" evaluation concept combines students'own efforts with their educational gains. From the two dimensions of students' subjective learning experience and the objective educational environment of colleges and universities, it accurately grasps the "black box" of teaching quality monitoring. Moreover, NSSE takes students as the main body, pays attention to the process evaluation of learning, and emphasizes the evaluation concept of educational value-added. It is mainly based on the theory of educational object participation and good practice theory. It focuses on the learning and development of educational object and the participation of students in effective teaching practice. NSSE, which focuses on learning and guides the learning behavior of educational objects, makes it more practical to change the practice of education and teaching, and also has the significance of implementing the concept of practical teaching quality and realizing the objective of practical teaching reform.

3. NSSE is helpful to excavate the details of practical teaching reform on the basis of big data analysis.

The current evaluation results of teaching quality do not point to specific courses or teaching activities, but are too general, which is the main obstacle for them to play a guiding role in the improvement of teaching in Colleges and universities. NSSE provides relevant guidelines and tools to ensure the rational interpretation and application of survey results by institutions and society, and to ensure the full play of the evaluation function. The most important measure is based on the analysis of large data.

First, the NSSE survey represents the "best practices" confirmed by the educational practice and research institutes of colleges and universities, which are directly derived from the analysis of a large number of statistical data and can truly reflect the student behavior and teaching practice closely related to the expected learning outcomes of colleges and universities. Therefore, NSSE has a good observation and diagnosis function, which can identify which aspects of improving teaching quality and which learning experience should be improved. Secondly, there are a large number of participants in the NSSE survey, especially in the norm design, the types of participating institutions are all, and the number of participants is huge, and the scale of students is also large. The big data formed by these surveys become a lens for in-depth observation and analysis of the quality of students'learning experience. Therefore, where is the particularity of the actual combat

teaching in military academies? What is the basis behind the actual combat teaching reform? How to choose the starting point of the actual combat teaching and curriculum reform? Are there any deficiencies in the reform measures? For these problems, the large data analysis characteristics of NSSE can provide an effective way to dig into the details of the actual combat teaching reform.

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