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Exploration of Self-Learning and Assessment Models in Higher Vocational Education Courses

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Abstract

This paper focuses on the curriculum teaching reform in higher vocational colleges, exploring a mode where students independently complete course learning under the guidance of teachers and test the learning effect through mid - term tests and final assessments. By analyzing the shortcomings of the traditional teaching mode, this paper expounds the implementation process of this mode, including teachers' guidance strategies, students' self - learning methods and assessment systems, and verifies its effectiveness with practical cases. The results show that this mode can effectively improve students' autonomous learning ability and course mastery, providing a reference for the teaching reform of higher vocational education.

Keywords: Self-study; Teacher guidance; Teaching reform

1. Introduction

In higher vocational education, cultivating students' practical ability and autonomous learning ability is an important goal. The traditional teaching mode is mostly teacher - centered, and students are in a state of passively accepting knowledge, which makes it difficult to give full play to their initiative and enthusiasm in learning. As a result, some students have low interest in learning and weak autonomous learning ability. With the increasing demand for high - quality skilled talents in society, higher vocational education is in urgent need of teaching reform to meet the requirements of the times.

In this context, it is of great significance to explore a mode where students learn course content independently under the guidance of teachers and test their learning situation through scientific and reasonable assessment methods. This mode can not only give full play to students' main role and cultivate their autonomous learning ability, but also enable teachers to transform from traditional knowledge transmitters to learning guides and organizers, improving the pertinence and effectiveness of teaching.

2. Shortcomings of the Traditional Teaching Mode

2.1. Poor initiative of students in learning

In the traditional teaching mode, teachers teach knowledge according to the established teaching plan, and students only need to listen passively and take notes, lacking the opportunity to think and explore actively. Being in this learning state for a long time, students are prone to form a dependent psychology, and their initiative and enthusiasm for learning gradually decrease, making it difficult to cultivate the habit and ability of autonomous learning.

2.2. Insufficient teaching pertinence

Teachers face all students in the classroom, and it is difficult to take into account the different learning foundations and learning needs of students. For students with strong learning ability, they may feel that the teaching content is too simple and the learning progress is slow; for students with learning difficulties, they may not keep up with the teaching rhythm, resulting in an un firm grasp of knowledge. This "one - size - fits - all" teaching method makes the teaching lack pertinence and affects the improvement of teaching effect.

2.3. Single assessment method

The traditional course assessment is mostly based on a one - time final exam, and the assessment content mainly focuses on the memory and understanding of textbook knowledge, which is difficult to fully reflect students' practical ability and comprehensive quality. This single assessment method easily leads students to cram for the exam by rote, ignoring the practical application of knowledge and the cultivation of their own abilities.

3. Implementation Process of Students' Self - directed Learning Mode under Teachers' Guidance

3.1. Teachers' guidance strategies

1 Clarify learning objectives: At the beginning of the course, teachers formulate clear and specific learning objectives for students according to the curriculum standards and teaching syllabi, so that students can clearly understand the knowledge and skills they need to master in the course learning. At the same time, decompose the learning objectives into various chapters and knowledge points, so that students can learn in a targeted manner.

2 Provide learning resources: Teachers provide students with rich learning resources, including textbooks, reference books, online courses, teaching videos, case studies, etc. And screen and sort out these learning resources, recommend content suitable for students' self-study, and help students solve the problem of lack of resources that may be encountered in the learning process.

3 Formulate learning plans: Guide students to formulate reasonable learning plans according to their learning objectives and their own situation. Teachers can provide templates and examples of learning plans, guide students on how to reasonably arrange learning time and assign learning tasks to ensure the smooth progress of learning.

4 Conduct method guidance: Teachers teach students effective self-study methods, such as how to read

textbooks, how to take notes, how to think and analyze problems, etc. Through carrying out learning method guidance courses and group discussions, help students master scientific learning methods and improve self-study efficiency.

5 Answer questions in a timely manner: Establish effective communication channels, such as in - class Q & A and online discussion groups, to facilitate students to consult teachers in a timely manner when they encounter problems in the process of self-study. Teachers should reply to students' questions in a timely manner and help them solve learning difficulties.

3.2. Students' self - learning methods

1 Formulate personal learning plans: Students formulate detailed personal learning plans according to the overall learning objectives formulated by teachers and their own learning foundation and time arrangement. Clarify daily and weekly learning tasks and learning progress to ensure the timely completion of learning content.

2 Acquire knowledge through multiple channels: Make full use of the learning resources provided by teachers, and acquire knowledge through reading textbooks, watching teaching videos, consulting materials and other ways according to their own needs. At the same time, actively participate in online and offline learning and exchange activities, and share learning experiences with classmates.

3 Take good study notes: In the process of self-study, take study notes in a timely manner, recording key knowledge points, difficult problems and their own thoughts and insights. By sorting out notes, deepen the understanding and memory of knowledge and improve learning effect.

4 Conduct self - testing: Regularly self - test their learning situation, such as completing after - class exercises and mock tests. Through self - testing, find out the problems and deficiencies in learning, and adjust learning methods and learning plans in a timely manner.

5 Take the initiative to seek help: When encountering problems that are difficult to solve, take the initiative to consult teachers and classmates, or seek help through online platforms. Do not accumulate problems, so as not to affect subsequent learning.

4. Assessment and Evaluation System

4.1. Mid-term test

1 Test content: The mid - term test mainly examines students' mastery of the first half of the course knowledge, including basic concepts, basic principles and simple applications. The test content should be closely linked to the learning objectives and focus on the examination of basic knowledge.

2 Test method: It is conducted in the form of written examination, with question types including multiple choice questions, fill - in - the - blank questions, and short answer questions. The test time is generally 90 minutes, which can be appropriately adjusted according to the amount and difficulty of the course content.

3 Application of results: Based on the results of the mid - term test, teachers timely understand students' learning situation and analyze the problems and deficiencies existing in students' learning. In view of the problems found, adjust the subsequent teaching guidance strategies and students' learning plans, and provide more targeted guidance and help for students. At the same time, let students understand their own learning situation and clarify the subsequent learning direction.

4.2. Final assessment

1 Assessment content: The final assessment comprehensively examines students' mastery of the entire course knowledge and comprehensive application ability, including the comprehensive application of knowledge, the operation of practical skills, the analysis and solution of problems, etc. The assessment content should focus on practicality and comprehensiveness, and be combined with the needs of actual job positions.

2 Assessment methods: Adopt diversified assessment methods, including written examination, practical operation, course design, case analysis, etc. Among them, the written examination mainly examines the comprehensive application of theoretical knowledge, the practical operation examines students' practical ability, and the course design and case analysis examine students' innovative thinking and problem - solving ability.

3 Performance evaluation: The final assessment results are composed of written examination results, practical operation results, and usual performance results, and each part of the results is comprehensively evaluated according to a certain proportion. The usual performance includes students' learning attitude, the implementation of learning plans, and their participation in learning and exchange activities. Through diversified performance evaluation methods, comprehensively and objectively reflect students' learning effects.

5. Analysis of Practical Cases

Taking the "Fundamentals of Computer Application" course in a higher vocational college as an example, the above teaching mode is applied in practice. The course has 60 class hours, lasting 16 weeks. Two parallel classes are selected as experimental subjects, one of which adopts the traditional teaching mode, and the other adopts the self - directed learning mode under the guidance of teachers.

5.1. Implementation process of the experimental class

1 Teacher guidance: At the beginning of the course, teachers clarify learning objectives for students, provide relevant learning resources, including textbooks, online course links, teaching videos, etc., and guide students to formulate learning plans. Arrange one online Q & A and one offline discussion class every week to answer students' questions and organize students to conduct learning exchanges.

2 Students' self-study: Students study independently according to their own learning plans, acquire knowledge through multiple channels, take good study notes, and conduct regular self - testing. In the learning process, consult teachers and classmates in a timely manner when encountering problems.

3 Assessment methods: The mid - term test adopts the written examination method to examine the basic knowledge of the first half of the course; the final assessment adopts the method of written examination + practical operation, in which the written examination accounts for 60% and the practical operation accounts for 40%, and the performance evaluation is carried out in combination with students' usual performance.

5.2. Analysis of experimental results

1 Comparison of academic performance: After one semester of teaching, the final assessment results of the two classes are compared and analyzed. The results show that the average score of the class adopting the self - directed learning mode under the guidance of teachers is 82 points, which is significantly higher than that of the class adopting the traditional teaching mode (75 points). In the practical operation part, the score advantage of the self - directed learning mode class is more obvious, with an average score of 85 points, while that of the traditional class is 72 points.

2 Evaluation of students' autonomous learning ability: Through questionnaires, the autonomous learning ability of students in the two classes is evaluated. The results show that students in the self - directed learning mode class are better than those in the traditional class in terms of learning plan formulation, learning resource utilization, and problem - solving ability. 85% of the students in the self - directed learning mode class said they were satisfied with their learning effect and their interest in learning had been improved.

6. Conclusions and Prospects

6.1. Conclusions

Practical exploration shows that in the curriculum teaching of higher vocational colleges, the adoption of the student self - directed learning mode under the guidance of teachers, combined with the evaluation system of mid - term tests and final assessments, can effectively improve students' autonomous learning ability and course learning effect. This mode fully reflects the main position of students, stimulates their interest and enthusiasm in learning, and at the same time transforms teachers' teaching roles, improving the pertinence and effectiveness of teaching.

6.2. Prospects

Although this teaching mode has achieved certain results, some problems have been found in the practice process, such as the self - learning ability of some students is still insufficient, and the quality and quantity of learning resources need to be further improved. In the future teaching reform, it is necessary to further strengthen the cultivation of students' self - learning ability, and improve their autonomous learning level through more learning method training and practical activities. At the same time, we should constantly enrich and optimize learning resources, establish a more perfect learning resource database, and provide better support for students' self-study. In addition, it is necessary to further improve the assessment and evaluation system to make it more scientific and reasonable, which can fully reflect students' comprehensive quality and ability, and contribute to the cultivation of more high - quality skilled talents who meet the needs of society in higher vocational education.

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