

Discussion about the Formative Evaluation in Course of Human Resource Management

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Abstract: *Based on the analysis of the teaching status of the health human resource management course, this paper proposes that we should use the knowledge of control theory for reference and introduce the whole process formative evaluation method in the teaching reform, so as to improve the students' sense of participation and enthusiasm and realize the objective and fair evaluation of students' achievement. By enumerating the scoring methods of the health human resource management course, this paper expounds the whole process formative evaluation mode, which includes multiple evaluation subjects, multiple evaluation contents and multiple evaluation methods, in order to improve students' course satisfaction and improve the effectiveness of grade evaluation.*

Keywords: Formative Evaluation, Whole Process, Control theory, Health Human resource Management.

1. Teaching Status of Health Human Resource Management Course

The course of health human resource management is the core basic course of public service management major (health service management). It aims to cultivate high-quality application-oriented specialized talents who systematically master the theoretical knowledge and practical skills of health human resources management, have good professional quality and humanistic spirit, have both virtue and ability, and can engage in human resources management in health institutions and solve practical problems. The main content of health human resource management course includes health human resource planning, health post analysis, health personnel recruitment and selection, health personnel training and development, health personnel performance assessment, health personnel labor relations management and health personnel career planning and other modules. The traditional health human resource management curriculum has single teaching means, unreasonable teaching layout, and multiple contradictions, such as the development of students' learning situation and teaching mode, teaching team and curriculum education goal, emphasizing the outcome evaluation and ignoring the process evaluation.

1.1 The Paradox between Students' Learning Situation Development and Teaching Mode

The course of health human resource management is a practical course, which requires students to have certain practical skills. If the knowledge of human resource management can be fully used to train students, it will be of great significance to students' job hunting, employment and career development. Unfortunately, many medical colleges and universities still adopt teacher-centered theory teaching method with some cases to explain the courses of health human resource management. Students' interest is not high and absorption degree is limited. It is difficult for students to connect abstract theoretical knowledge with vivid practical operations, and it is easy to form two peels of "theory-practice".

1.2 The Paradox between the Teaching Team and the

Course of Education

Traditional health human resources management courses have adopted a single teacher teaching model, which failed to integrate into an efficient teaching team. Teachers' vision cannot be fully opened, inspiration cannot be fully stimulated, and it is easy to cause students' fatigue.

1.3 The Disadvantage of Attaching Importance to the Result While Ignoring the Process Evaluation

The traditional examination method of human resource management course adopts the written examination method and emphasizes the consistency of the answers. The limited space for students to exert themselves is not conducive to the exploitation of students' management potential and the cultivation of innovative spirit.

2. The Connotation of Formative Evaluation

Formative evaluation, also known as process evaluation, is an immediate, dynamic and repeated evaluation of students in the teaching process. It focuses on immediate feedback to strengthen and improve students' learning. Different from the traditional outcome evaluation, formative evaluation pays attention to students' participation in the teaching process, advocates transferring the subject status to students, fully mobilizes students' learning enthusiasm and taps their potential. By observing and recording all aspects of the whole learning process, formative evaluation forms a comprehensive and true evaluation of students' learning. Formative evaluation not only realizes the full integration of teaching and learning, but also realizes the full interaction between teachers and students, which can timely adjust teaching activities and improve the quality of teaching activities.

3. The Design Principle of Formative Evaluation

The teaching evaluation of the health human resources management curriculum should be based on the advantages of inheriting the existing evaluation method, and it should be spit out, combined with the requirements of curriculum

ideological and political requirements, focusing on the cultivation of students' theoretical literacy, ideological morality, professional skills, and practical operations. In order to achieve the above goals, the following principles need to be followed:

3.1 The Principle of Comprehensiveness

When evaluating students, it is necessary to abandon the form of evaluation only in the examination, avoid the scientific evaluation methods and evaluation systems. Under the guidance of the school's teaching philosophy and professional training objectives, students' ideological and moral character, theoretical quality, physical and mental health and professional skills are fully investigated to reflect the positive significance of teaching.

3.2 The Principle of Development

"If teachers love students, they should make long-term plans for them." Teaching is not to fill a bucket of water, but to ignite a fire. The ultimate goal of teaching is to make students leave the classroom, leave the teacher, towards independence and self-development. Taking the development of students as the starting point for teaching evaluation, we should not only pay attention to the future development of the professional talents, but also fully tap the potential of students and teach students according to their aptitude. In the daily teaching process, teachers should pay attention to understanding and analyzing students. On the basis of respecting students' own interests and specialties, teachers should take advantage of the situation to find appropriate teaching methods and guide students to improve their professional skills so as to quickly adapt to social needs and gain social recognition.

3.3 The Principle of Diversification

The principle of diversification is embodied in many aspects. The first is the diversification of evaluation subjects. In the process of evaluation, the method of multiple evaluation subjects should be adopted to reflect the fairness of evaluation. For example, teachers' evaluation, inter-group evaluation, group leader evaluation and students' self-evaluation can be comprehensively adopted to set corresponding evaluation proportion for various subjects, so as to achieve fairness, justice and objectivity of evaluation scores. The second is the diversification of evaluation content. Formative evaluation should not only examine students' mastery of theoretical knowledge, but also examine students' learning attitude, ideological and political level and professional skills. The third is the diversification of evaluation tools. We can make up our own evaluation scale or improvise subjective evaluation.

3.4 The Principle of Authenticity

The authenticity of teaching evaluation requires respect for the reality, all from the reality, seek truth from facts, any score is reasonable, but it should avoid copying, reflect a certain flexibility. Evaluation standards are formulated according to the needs of students and actual situations, but they can be flexibly adjusted as the actual situation changes. Under the premise of ensuring objectivity and justice, it reflects the real

achievement level of students to the greatest extent.

4. The Design Idea of Formative Evaluation into the Teaching Reform of Health Human Resource Management Curriculum

4.1 Set Up Teaching Links Reasonably under the Guidance of Control Theory

Formative evaluation focuses on immediate, dynamic and multiple feed-backs to the teaching process, which profoundly reflects the knowledge of control theory. Control is the measurement and correction of various management activities and their effects to ensure the smooth realization of the objectives of management activities. Classified according to the process of control, control includes forward control, field control and feedback control. The whole-process evaluation of health human resources management course can be carried out under the guidance of control theory, and it can be divided into before-class, in-class and after-class links. Before the class, the teacher will design the teaching reform plan of the health human resources management course, and distribute it to the students in advance, requiring the students to carry out the study according to the time node and specific deployment of the plan. During the learning process, students need to complete the corresponding written assignments, PowerPoint production and group discussions, and take photos or videos to leave evidence. The before-class learning situation is an important part of the student's grades, and corresponding inspection items need to be set in the grading table. The main body of the evaluation at this stage involves the instructor, group leader and students. The instructor will score according to the students' feedback on homework completion and video data, the group leader will score according to the students' participation in group activities, and the students will score according to their participation in the before-class preparation process.

In the class, students learn in groups under the guidance of instructors in accordance with the requirements of the teaching reform plan. Specifically, it includes PowerPoint production, role-playing, group discussion and other teaching links, and the teaching evaluation is carried out around these links. The teaching scoring table involves the content of PowerPoint presentation form, PowerPoint content, reporter performance, participation in group discussions, knowledge integration and emotional involvement in role-playing, etc. The main body of teaching evaluation involves the instructor, team leader, counter-party team leader and students themselves. The teaching evaluation plan needs to design different scoring forms and scoring items for each subject. The instructor mainly evaluates the completion of the teaching reform task of the students and the participation in the group discussion. The team leader mainly evaluates the participation and contribution of the students in the completion of the teaching reform task. The students themselves mainly evaluate their performance in the process of completing the teaching reform task. After class, students need to rectify according to the requirements of the teaching reform plan and the problems found during the teaching reform process. Revise the unreasonable content in the teaching reform task, write classroom discussion records and evaluation records in time, and submit them to the

corresponding instructor within one week after the course ends. The evaluation content of this link involves the accuracy of task modification and the timeliness of task submission, and the main body of evaluation is the instructor.

4.2 The Implementation of TBL Teaching Reform and the Separation of Teaching Classes

We break the tradition of large class teaching and carry out TBL teaching reform. A TBL group consisting of 8-10 members is set up, and the instructors lead the teaching respectively. The original intention of group teaching is to narrow the distance between teachers and students, increase the communication and exchange between teachers and students, and ensure that every student can get the opportunity to be guided. In the process of group teaching, with the deepening of the connection between teachers and students and between groups, mutual evaluation can be more objective and real.

4.3 Select Student Leaders to Stimulate Students' Leadership Potential.

Student leaders are selected randomly to take charge of the task leadership and supervision of the team. The random designation method ensures that each student has an equal opportunity to be assigned, avoids nepotism, gives each student the opportunity to demonstrate self-leadership, and stimulates students' enthusiasm and initiative. The student leader participated in the whole process of group tasks from before class to after class. He had a deep understanding of group members' participation and was able to provide a comprehensive evaluation of each group member's daily performance.

4.4 Permeate Formative Evaluation Thought in the Whole Process of Teaching Reform.

According to the time schedule, the teaching reform is divided into three parts: before class, during class and after class. Evaluation content is set in each part respectively, so as to guide students to pay attention to the whole process of learning, pay attention to the learning experience of students, and give developmental evaluation to the learning process of students.

4.4.1 Pay attention to the before-class link. Emphasize the importance of adequate preview and require students to preview before committing to formal tasks.

4.4.2 Strictly control the links in class. The before-class link is the preparation stage of the task of educational reform, while the mid-class link is the execution stage of the task of educational reform. In class, teachers should pay close attention to students' understanding and completion of teaching reform tasks, and provide guidance and comments at any time; Groups can also evaluate each other and carry out self-evaluation to ensure the diversification of evaluation subjects, contents and methods.

4.4.3 Implement after-school links. The traditional teaching activities are completed in class, and the inspection of the after-class links is insufficient. In the course of health human

resource Management, the evaluation index of the after-class link is designed, and students are required to continue to improve the task plan after the course to ensure the effective implementation of the task. In addition, in order to fully understand students' evaluation of educational reform tasks and timely improvement, the course of health human resource management also designed a questionnaire, asking students to put forward their own opinions and suggestions on the design of educational reform tasks, evaluation methods and other aspects. Through these interactive processes, the teaching team can discover problems in time and reflect on improvements.

4.5 Realization of Diversified Achievement Evaluation in Teaching Reform.

The grade composition of this teaching reform includes four parts: attendance (5%), learning performance (10%), teaching reform (20%) and final examination (65%), among which the theory exam score is dominant, followed by the teaching reform score. The evaluation subjects of educational reform achievements involve the teacher, the team leader of the other party, the team leader of the team and the team members themselves, and the scoring tables are designed for each subject (see Table 1 for an example).

Table 1: Grading table of the application of formative evaluation to the teaching reform of health human resource management courses

| | Scoring item | Scoring criteria and scoring values | score |
|-----------------------------------|--------------|--|-------|
| Teacher rating sheet | Before class | Task assignment of team members(10分) | |
| | | Data preparation(10分) | |
| | | Group task performance image data(10分) | |
| | In class | Group member participation(10分) | |
| | | On-site group discussion(10分) | |
| | | Team division and cooperation(10分) | |
| | | Organizational ability of group leader(10分) | |
| | After class | The discussion is well documented(10分) | |
| | | Revised data submission on time(10分) | |
| | | Fill in the questionnaire in time(10分) | |
| Inter-group rating sheet | | The task is complete(10分) | |
| | | The task plan is feasible(10分) | |
| | | The PowerPoint is readable(10分) | |
| | | The content of the PowerPoint is concise and clear(10分) | |
| | | The reporter's statement is clear(10分) | |
| | | Organizational ability of group leader(10分) | |
| | | High participation of group discussion members(10分) | |
| Group leader rating sheet | | Strong autonomy in group discussion(10分) | |
| | | Group discussion can seek common ground while reserving differences and reach consensus(20分) | |
| | Name | Student number | score |
| | 1 | | |
| | 2 | | |
| | 3 | | |
| | | | |
| Group member self-evaluation form | Name | Student number | score |
| | 1 | | |
| | 2 | | |
| | 3 | | |
| | | | |
| | | | |

5. Analysis of the Effect and Problems of Formative Evaluation Applied to the Teaching Reform of Health Human Resource Management Curriculum

The teaching reform of health human resource management has been carried out in two rounds in 2021 and 2022, involving more than 400 students. The process of teaching reform is carried out smoothly and some experience and lessons are summed up.

5.1 The Application of Formative Evaluation in the Teaching Reform of Health Human Resource Management has Achieved Initial Results

5.1.1 Overall teaching atmosphere

During the teaching reform process, the students were very interested, highly involved in the teaching reform tasks, and the classroom atmosphere was active. In the close communication between teachers and students, knowledge is digested and absorbed, and the understanding of each other is gradually deepened. The students are united and cooperative, realistic, rigorous and active.

5.1.2 Questionnaire

In order to test students' opinions and suggestions on the teaching reform design and gradually revise the teaching reform plan, the teaching team designed a questionnaire. A total of 400 questionnaires were sent out, 395 were collected, and 393 valid questionnaires remained after 2 invalid questionnaires were eliminated. Through the analysis of questionnaire contents, it is found that: 71% of the students believed that the course of health human resource management should be reformed, 82% of the students were satisfied with the content design of the teaching method reform of health human resource management, 84% of the students were satisfied with the grade evaluation method of the teaching method reform of health human resource management. 84% of the students were satisfied with the grouping method of the teaching method reform of health human resource management, and 89% of the students were generally satisfied with the teaching method reform of health human resource management. The suggestions put forward by the students are mainly expressed as: they hope to increase the content of scene exercise, improve the score of teaching reform, allow students to group freely and realize the collocation of male and female students.

5.2 Problems Existing in the Application of Formative Evaluation to the Teaching Reform of Health Human Resource Management Curriculum

5.2.1 There are differences in the guidance level of different teachers

Due to the small class teaching, the number of each small class is about 8-10, and the teaching reform time of different classes is parallel, so it needs to be led by the instructor in the teaching team, and each teacher leads a small class. There are 3 members in the teaching team of this course, including 1

with doctor's degree (associate professor title) and 2 with master's degree (lecturer title). Once a tutor is bound to the TBL group, there will be no changes, that is, three sessions of each group will be supervised by a teacher. Some students hope that teachers can be rotated to enrich students' class experience.

5.2.2 The level of students' absorption is uneven

Each student has a different degree of absorption in the process of TBL teaching reform. Self-disciplined students do not need too much supervision from teachers and group leaders, and can submit homework on time and actively cooperate with the teaching reform process. However, students with poor self-discipline were late in handing in their homework and did not invest enough in the discussion process. There is a phenomenon of "free riding" among group members, in which the able do more work and the weak do little or no work.

5.2.3 Put forward higher requirements for teachers' personal ability and teamwork.

The consistency of teaching level and teaching depth is the key to ensure the consistency of teaching quality. This requires the teaching team to prepare lessons collectively and unify ideas before class, and make timely summary, evaluation and feedback after class to ensure the consistency of ideas. In the next teaching reform process, if conditions permit, the method of mutual lectures can be implemented to learn from each other's strengths and continuously improve teaching ability and level.

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