

Review and Prospect of Research on Physical Education Teaching Evaluation in Chinese Universities

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Abstract: *The research on the evaluation of physical education teaching in Chinese higher education institutions has gone through a shift from the basic theory of teaching evaluation, to teaching evaluation methods and means, and then to the research on teaching evaluation results. Its development trajectory has reference and reflective significance for the subsequent research on the evaluation of physical education teaching in higher education institutions. This article adopts methods such as literature review and logical analysis to systematically sort out the preliminary research on the evaluation of physical education teaching in universities. It is found that the research on the basic theory of teaching evaluation mainly adheres to a theoretical orientation, covering various aspects such as the basic connotation, essence, characteristics, classification, principles, guiding ideology, and methods of teaching evaluation; The research on evaluation methods and means mainly involves exploring which evaluation methods can be used more scientifically and effectively to evaluate physical education teaching; Research on the evaluation of teaching effectiveness mainly explores whether the effectiveness of physical education teaching should be guided by value or quality. Looking ahead to the future, research on physical education teaching evaluation in Chinese higher education institutions should start from national tasks and social needs, expand the existing research boundaries of physical education teaching evaluation, and pay attention to the entry of research perspectives. Efforts should be made to broaden the research perspectives of physical education teaching evaluation as much as possible, in order to better guide the development of physical education teaching evaluation research in a positive direction.*

Keywords: Higher education institutions, Physical education teaching, Teaching evaluation.

1. Introduction

To build a strong nation, education must first be strengthened. Education must cultivate talents for the Party and the nation, making new and greater contributions to the great cause of building a strong country and national rejuvenation. Accordingly, on September 9, 2023, a symposium of outstanding teachers was held in Beijing, where General Secretary Xi Jinping of the Communist Party of China Central Committee emphasized, “On the new journey, we hope that outstanding teachers and all teachers across the country will take educators as role models, vigorously promote the spirit of educators, remain true to the original mission of cultivating talents for the Party and the nation, and establish the ambition to dedicate themselves to education and contribute to national strength. They should be confident and self-reliant, making new and greater contributions to the great cause of building a strong country and national rejuvenation.” On September 10, 2024, President Xi Jinping delivered a speech at the National Education Conference, stating, “We must closely focus on the fundamental task of fostering virtue through education, aiming to cultivate well-rounded socialist builders and successors in terms of morality, intelligence, physique, aesthetics, and labor, and make solid progress toward the strategic goal of building an education powerhouse.” These remarks fully demonstrate the basic requirements and earnest expectations of Party and state leaders regarding education for national strength at a critical juncture as China transitions from an education giant to an education powerhouse. To achieve the goal of education for national strength, high-quality education development must first be realized. Whether education can achieve high-quality development hinges on evaluating teaching outcomes, as only through scientific and effective evaluation methods can the quality of teaching be ultimately determined. In this sense, as a vital

component of China’s education powerhouse, the evaluation of physical education in higher education institutions primarily relies on scientific and effective assessment. Therefore, as early as 2020, the Central Committee of the Communist Party of China and the State Council issued the “Overall Plan for Deepening Education Evaluation Reform in the New Era” and the “Opinions on Comprehensively Strengthening and Improving School Sports in the New Era,” which proposed measures such as “ensuring the full and quality delivery of physical education courses, equipping schools with sufficient and competent physical education teachers, strengthening the development of physical education curricula and teaching materials, enhancing school-based physical education and training, and improving the construction and provision of sports facilities.” These measures highlight the crucial role and significance of physical education evaluation in higher education institutions, making its exploration and research particularly important.

The evaluation and research of physical education in higher education institutions have emerged alongside physical education activities in these institutions. Currently, research on physical education evaluation in higher education has garnered widespread scholarly attention. According to the CNKI database, studies on physical education evaluation in higher education began with Wang Yuan and other scholars’ 1992 publication “Exploring the Perspective of Basketball Teaching Evaluation in Physical Education Departments” [1]. Subsequently, it underwent different research stages, primarily progressing through three phases: the basic theory of teaching evaluation, methods and tools for teaching evaluation, and the outcomes of teaching evaluation. This paper reviews and evaluates the research on physical education teaching evaluation in Chinese higher education institutions from three aspects: the fundamental theories of

teaching evaluation, the methods and approaches of teaching evaluation, and the outcomes of teaching evaluation. It aims to provide insights for the reform and practice of physical education teaching evaluation in Chinese universities and to inspire further research in this field.

2. Research on the Basic Theories of Sports Teaching Evaluation in Chinese Higher Education Institutions

The basic theoretical research on physical education teaching evaluation in China's higher education institutions mainly involves the basic connotation, essence, classification, characteristics, principles, guiding ideology, and evaluation methods of physical education teaching evaluation. This research is of great significance for further in-depth understanding and recognition of the basic theoretical knowledge of physical education teaching evaluation. Scholar Gao Bin et al. defined the connotation of physical education teaching evaluation, believing that physical education teaching evaluation is mainly based on the laws and goals of physical education teaching. Through systematically collecting relevant teaching information and using corresponding evaluation schemes (including index systems, evaluation standards, and evaluation methods), it reasonably explains the effect and quality of physical education teaching work and makes value judgments [2]. Scholar Li Yan defined the definition of physical education teaching evaluation and classified it, believing that physical education teaching evaluation is based on the established physical education goals, using effective evaluation content and methods to measure, analyze, and compare the process and results of physical education teaching activities, and using the obtained feedback information to adjust the problems existing in teaching. The teaching process, and believes that physical education teaching evaluation can be divided into terminal evaluation and process evaluation, qualitative evaluation and quantitative evaluation, self-evaluation and other evaluation, etc. [3]. Scholar Jiang Fei summarized the evaluation methods on the basis of the previous concepts of physical education teaching evaluation, believing that physical education teaching evaluation is based on certain physical education and health curriculum standards and guidelines, through scientific evaluation methods and means, to assess whether physical education teaching activities can promote student growth, can promote teacher professional development, and can improve classroom teaching quality [4]. Zhang Jisheng et al. explored the characteristics and principles of physical education teaching evaluation, believing that physical education teaching evaluation has the characteristics of comprehensive and comprehensive evaluation content; individual and developmental evaluation standards; open and dynamic evaluation methods; multi-dimensional and complementary evaluation functions, etc. When conducting evaluations, the principles of being conducive to promoting students' physical, physiological, psychological and social adaptation abilities; conducive to stimulating students' interest in sports and cultivating the awareness of lifelong sports; conducive to establishing students' dominant position should be followed [5]. Scholar Zhu Dong explored the connotation and essence of physical education teaching evaluation, believing that physical education teaching evaluation, as a part of general education evaluation, is the specific manifestation and

reflection of general evaluation activities in the field of education. It is an activity of value judgment on the various elements, processes and benefits of physical education teaching according to specific evaluation standards. The essence of physical education teaching evaluation should start from the aspects of body, mind and group, and is a specific social activity to evaluate the quality of education through the processes of physical and mental participation and interactive cooperation. It has the characteristics of decision-making function of physical education teaching evaluation, objectivity of physical education teaching evaluation indicators, and orderliness of the evaluation process [6]. Scholar Xue Wenmin et al. summarized the guiding ideology of physical education teaching evaluation, pointing out that the guiding ideology of physical education teaching evaluation is mainly reflected in two aspects. One is to pay attention to the value and significance of the physical education process; the other is to pay attention to the development of individual students [7]. Xie Xiaoping et al. also explored the characteristics and methods of physical education teaching evaluation, believing that the sports culture ecosystem has a stable structure, including sports projects, sports norms, cultural inheritance, social organizations and other elements, and has the characteristics of integrity, hierarchy and synergy. It is mainly composed of the sports culture system and the sports environment system. Therefore, from the perspective of cultural ecology, it is possible to examine the problems existing in the evaluation concept, evaluation field, evaluation content and evaluation methods of physical education teaching evaluation activities in colleges and universities. However, when constructing the ecological system of physical education teaching evaluation in colleges and universities, it is necessary to fully consider each ecological element, and at the same time, it is necessary to update the evaluation concept, improve the evaluation field, perfect the evaluation content and enrich the evaluation methods [8].

From the existing literature, research on the basic theories of physical education teaching evaluation in China's higher education institutions has comprehensively explored the most fundamental theoretical knowledge related to physical education teaching evaluation. Most scholars believe that physical education teaching evaluation is an activity that makes value judgments on the process and results of physical education teaching based on the teaching objectives and serves the reform and decision-making of physical education teaching. Physical education teaching evaluation is essentially the assessment of the value of physical education teaching work. Meanwhile, some scholars also hold that physical education teaching evaluation has characteristics such as the decision-making nature of the evaluation function, the objectivity of evaluation indicators, and the orderliness of the evaluation process. The basic principles of physical education teaching evaluation include stimulating students' interest in sports, cultivating the awareness of lifelong physical fitness, and establishing the dominant position of students, etc. The previous research on the basic theories of physical education teaching evaluation in China's higher education institutions has provided enlightenment for the subsequent in-depth understanding, recognition, and further research on the basic connotations and essential characteristics of physical education teaching evaluation and other basic theoretical

knowledge of physical education teaching evaluation.

3. Research on the Evaluation Methods and Approaches of Physical Education in Higher Education Institutions in China

What constitutes valuable teaching in physical education practice? This question pertains to how physical education teaching is evaluated—it is essentially an issue of teaching assessment in physical education. With the further development of research on physical education teaching evaluation in higher education institutions, scholars have shifted from exploring the fundamental theories of such evaluation to focusing on the methods and means of evaluating physical education teaching in colleges and universities. Numerous research outcomes have been achieved in the study of evaluation methods and means for physical education teaching in higher education. Some scholars evaluate physical education teaching through technical teaching sessions as an intermediary. For example, Xue Yongxin et al., addressing the challenges in evaluating real-world hurdle teaching sessions, designed a set of evaluation methods suitable for students in physical education departments by integrating contemporary characteristics of hurdle running techniques, thereby effectively evaluating hurdle teaching sessions [9]. Scholar Zheng Danheng, to make physical education classroom teaching evaluation more objective and detailed, developed a physical education classroom teaching assessment scale from the perspectives of different teaching evaluation subjects to evaluate the quality of physical education classroom teaching in universities [10]. Scholars Han Qiu et al. argued that existing digital technologies should be fully utilized, combined with the basic characteristics of physical education curriculum teaching, to develop scientific, reasonable, and efficient physical education teaching evaluation methods suited to China's educational features [11]. Scholars such as Su Xiaohong believe that physical education teaching evaluation is a crucial part of the school physical education teaching process. Effective evaluation methods and means play a significant role in improving teaching quality. The formulation of reasonable physical education teaching objectives and principles, as well as the regulation of teachers' teaching behaviors and students' learning behaviors, all require appropriate physical education teaching evaluation methods and means [12]. Additionally, scholar Yang Chunyan points out that current physical education teaching evaluation methods in universities suffer from issues such as singular evaluation subjects, cumbersome evaluation indicators, formalistic evaluation processes, manual evaluation means, and subjective evaluation results. To enhance the objectivity, fairness, and operability of evaluations, it is necessary to better leverage the motivational function of evaluation, establish diversified evaluation subjects with different weights, highlight key evaluation indicators, and implement dynamic management of the evaluation process, thereby improving the timeliness and accuracy of physical education teaching evaluation [13]. Scholars Wu Jiangyue et al., based on Tyler's behavioral objective model, Bloom's taxonomy of educational objectives, and evaluation theories, teaching theories, and curriculum theories from China's curriculum reform, analyzed the relationship between teaching evaluation and physical education teaching objectives and teaching

processes to construct an operational system of physical education teaching evaluation methods [14]. Scholar Fu Weiping, considering the current state of physical education teaching evaluation in universities and summarizing the drawbacks of evaluation methods in higher education institutions, introduced the concept of developmental educational evaluation. Combining the teaching characteristics of physical education courses, he proposed a developmental educational evaluation method for assessing physical education teaching [15]. Under the guidance of the student-centered teaching philosophy, scholar Yuan Qiang constructed an evaluation index system for physical education teaching in higher education institutions. He argued that the value connotation of physical education teaching in universities should be based on cultivating students' fundamental knowledge and abilities, centered on students, and aimed at fostering students' process training and emotional identification. He proposed an evaluation index system composed of three modules: basic knowledge and ability cultivation, student emotional identification, and process teaching [16]. Tang Dapeng, using the book "Skills and Cases of Physical Education Teaching Evaluation" as an intermediary, suggested that the development of physical education evaluation should be divided into three parts: first, there is still a clear distinction between physical education courses and campus sports activities; second, constructing a physical education teaching evaluation system requires addressing numerous issues; third, building a physical education teaching evaluation system needs to have positive significance, as a well-constructed system can effectively promote teachers' teaching activities [17]. After studying physical education teaching in higher education institutions, Tai Panpan pointed out that there are drawbacks in the evaluation system, such as mechanical and single teaching methods and a lack of communication between teachers and students. She believed that adopting the flipped classroom model could make physical education teaching more flexible and effectively promote teacher-student communication. Therefore, higher education institutions should provide favorable conditions for the application of the flipped classroom in physical education, make adequate pre-class preparations, build efficient classroom teaching, and emphasize post-application evaluation and consolidation. The flipped classroom should be used to effectively improve the evaluation of physical education teaching [18]. Wang Yanshou, through research on the value implications and implementation paths of digitally empowered physical education teaching in higher education institutions, argued that with the advancement of digital technology and national policy guidance, the digital transformation of education has become a new development direction and strategy. Digital empowerment can achieve precise feedback in physical education teaching, scenario-based teaching processes, visual teaching cycles, and standardized teaching models. In turn, digitally empowered physical education teaching evaluation has become a realistic possibility, making it imperative to strengthen digital teaching evaluation [19].

From the above review of existing research, it is evident that studies on the methods and means of physical education teaching evaluation in Chinese higher education institutions mainly involve teaching content, teaching methods and means, teaching environment, teaching management, and many other

aspects. Scholars have put forward different views and opinions on what kind of physical education teaching evaluation methods and means can more effectively assess teaching outcomes. The existing have provided practical and feasible methods and means for the evaluation of physical education teaching in Chinese higher education institutions, and have also offered beneficial references and insights for subsequent research in this field.

4. Research on the Evaluation of Physical Education Teaching Effectiveness in Chinese Higher Education Institutions

Exploring scientific and effective teaching evaluation methods and means aims to objectively assess teaching outcomes. Consequently, after investigating the methods and means of Physical Education teaching evaluation in Chinese higher education institutions, scholars have begun to shift their focus towards researching the evaluation of teaching effectiveness in this context. Judging from the existing research achievements in Physical Education teaching effectiveness evaluation, many early scholars believed that Physical Education teaching evaluation is an activity that judges the value of the teaching process and its outcomes based on the teaching objectives. In other words, these early scholars primarily considered Physical Education teaching evaluation from a value-oriented perspective, assessing teaching effectiveness through the lens of value. For instance, Zhao Ling argued that evaluating the effectiveness of Physical Education teaching in higher education institutions is a crucial part of the reform of college Physical Education. Therefore, evaluation should not be confined to the objective description of phenomena and factual judgments; the focus should instead be placed on value judgment [20]. Similarly, Zhong Wenzheng believed that Physical Education emphasizes a comprehensive understanding of health. Thus, the key to effectively evaluating Physical Education teaching lies in whether the final teaching outcomes are conducive to better serving health education through Physical Education [21]. Again, Zhang Wenbo et al. argued that Physical Education teaching evaluation, characterized by its decisiveness, objectivity, orderliness, and multidimensionality, plays an irreplaceable role in revealing the value of and enhancing the effectiveness of Physical Education teaching in higher education institutions. Simultaneously, as a vital part of college Physical Education, evaluation, from a value perspective, involves value conflicts at four levels: concept, content, subject, and function. To effectively avoid these conflicts, reforms must be undertaken at these four levels to promote the return of value to Physical Education teaching evaluation in higher education institutions [22]. Value-oriented evaluation highlights that valuable teaching is good teaching. However, in Physical Education practice, quality is also a significant evaluation indicator. Many scholars unanimously agree that high-quality teaching is undoubtedly good teaching. Consequently, numerous scholars have begun to evaluate the effectiveness of Physical Education teaching in higher education institutions from a quality-oriented perspective and along the dimension of quality. Yang Jiakun believed that the evaluation of Physical Education teaching effectiveness in higher education should focus on teaching quality. He pointed out existing problems in the quality evaluation of college Physical Education teaching,

such as a lack of a “people-oriented” concept in evaluation views, insufficient broad participation of evaluation subjects, a lack of comprehensive and developmental indicators in evaluation standards, and imperfect evaluation systems. He argued that only by treating evaluation subjects and objects reasonably, standardizing the evaluation process, and clarifying evaluation goals can scientific and effective evaluation of Physical Education teaching outcomes be achieved [23]. Scholar Liu Genfa discussed the evaluation of Physical Education teaching quality from the perspective of cultivating teaching abilities among students majoring in Physical Education in higher education institutions. Through three rounds of expert consultation, he concluded that the teaching ability of students in Physical Education programs at ordinary universities should be evaluated from eight aspects: teaching preparation ability, ability to ensure teaching rigor and reasonableness, impartation ability, health education ability, creation and compilation ability, evaluation ability, multimedia application ability, and teaching aid production ability [24]. Yuan Ji et al., starting from the point of student development and teacher quality improvement, and considering the main problems in Physical Education teaching evaluation, constructed a standard system for evaluating the effectiveness of Physical Education teaching in higher education institutions. This involved establishing a developmental teaching evaluation mechanism for students, clarifying the content system of developmental teacher evaluation, and formulating evaluation development strategies for teaching and learning skills [25]. Jiao Yaping researched issues related to the evaluation of classroom teaching quality in Physical Education at ordinary higher education institutions. She first determined the indicator system and content for this evaluation, and finally proposed experimental methods for evaluating the classroom teaching quality of Physical Education in ordinary universities, attempting to assess the quality of Physical Education teaching by examining classroom teaching quality [26]. Zhu Jianfeng conducted a questionnaire survey with 972 university students selected through stratified cluster sampling to evaluate the effectiveness of Physical Education teaching quality. He argued that the quality of a Physical Education teacher's teaching effectiveness is multidimensional, related to factors such as student learning outcomes, interpersonal harmony, teacher-student interaction, amount of teaching assessment, clarity of teaching, and teaching enthusiasm. The evaluation of Physical Education teaching effectiveness should include both the mastery of sports knowledge and skills, as well as the cultivation of students' interest in sports and the development of conscious exercise awareness [27]. Wang Lei discussed the necessity and importance of Physical Education teaching evaluation in ordinary higher education institutions, as well as the principles for establishing a classroom teaching evaluation system. On this basis, she further analyzed the characteristics of Physical Education classroom teaching and the main problems existing in current teaching evaluation. Combining the rules of Physical Education teaching in ordinary universities, she evaluated the quality of Physical Education classroom teaching in higher education institutions based on the quality of the classroom teaching itself [28].

The aforementioned existing research on the evaluation of Physical Education teaching effectiveness in Chinese higher

education institutions provide beneficial guidance for subsequent research on how to better evaluate Physical Education teaching effectiveness, and whether Physical Education teaching evaluation should be value-oriented or quality-oriented.

5. Research Prospects for Physical Education Teaching Evaluation in Chinese Higher Education Institutions

5.1 Expanding the Existing Boundaries of Physical Education Teaching Evaluation Research by Starting from National Tasks and Social Needs

From the perspective of national tasks, education must serve the nation; a thriving and strong education system leads to a thriving and strong country. Since the 18th National Congress, the state has placed education in a strategic position of priority development nationwide, leading the continuous advancement of educational endeavors as China progresses from being a country with a large education system to one with a strong education system. From the perspective of social needs, education must serve societal demands; a thriving education system leads to social prosperity, and a strong education system fosters social development. Thus, national and social development require education, and education should serve national tasks and social needs. As an integral part of education, Physical Education teaching should also serve national tasks and social needs. Those Physical Education teachings that can better accomplish national tasks and meet social needs should be evaluated as good Physical Education teaching. In this sense, to evaluate whether Physical Education teaching is good or bad, it is necessary to be guided by national tasks and social needs, revolve around them, and take the achievement of national task and social need goals as the basic criterion. For instance, currently, whether transitioning from a large education system to a strong one, or meeting the basic requirements of social needs in the new era, there is an objective demand for education to achieve high-quality development. Achieving the goal of high-quality educational development has thus become a fundamental requirement of the nation and society in the new era. Whether Physical Education teaching can achieve high-quality development is one of the fundamental reflections of achieving this goal in education. Furthermore, whether Physical Education teaching has achieved the goal of high-quality development depends on scientific and effective Physical Education teaching evaluation. However, in terms of national tasks and social needs, both require Physical Education teaching to achieve the goal of high-quality development. Measuring whether Physical Education teaching has achieved this goal relies on its evaluation. This means that Physical Education teaching evaluation also needs to serve national tasks and social needs. Only evaluation that serves these purposes holds more practical significance. A close logical relationship therefore exists between national tasks, social needs, and Physical Education teaching evaluation. Starting from national tasks and social needs, it is necessary to strengthen research on Physical Education teaching evaluation. Research questions such as: What is the evaluation system for high-quality development of Physical Education teaching within the context of national tasks? What is the evaluation mechanism for high-quality development of

Physical Education teaching within the context of social needs? Issues like these have become topics requiring in-depth study in the field of Physical Education teaching evaluation under the new era's national tasks and social needs. By exploring these issues, we can better evaluate which kinds of Physical Education teaching are more adaptable and better able to serve national tasks and social needs. At a time when the nation increasingly emphasizes revitalizing the country through science and education, reforming and ultimately achieving the basic goal of high-quality development in Physical Education teaching necessitates starting from national tasks and social needs, continuously strengthening research on Physical Education teaching evaluation, and expanding its existing boundaries.

5.2 Broadening the Research Perspectives of Physical Education Teaching Evaluation to Guide its Sound Development

Research on Physical Education teaching evaluation in China has attracted scholars' attention and yielded abundant results. Many scholars have discussed the basic connotation of Physical Education teaching evaluation. For example, some believe it involves reasonably interpreting and judging the effectiveness and quality of Physical Education teaching work based on its inherent laws and teaching objectives. Others have explored its characteristics, suggesting it features comprehensiveness and thoroughness in content, individuality and development in standards, openness and dynamism in methods, and multidimensionality and complementarity in function. Some scholars have researched its principles, arguing that it should follow basic principles such as combining summative and process evaluation, qualitative and quantitative evaluation, and self-evaluation and evaluation by others. Besides the aforementioned areas attracting widespread scholarly attention, many scholars have also engaged in research on the evaluation process, content, subjects, and methods. For instance, regarding evaluation methods, some scholars evaluate classroom teaching by constructing evaluation indicator systems. Scholar Li Mang et al., for example, evaluated university teachers' classroom teaching by constructing such a system [29].

Overall, rich research results have been achieved in basic theoretical knowledge, methods and means, and evaluation outcomes of Physical Education teaching. However, in teaching practice, problems persist, such as unclear evaluation standards, failure to fully consider individual student differences, and untimely feedback of evaluation results. Solving these problems requires broadening the research perspectives of Physical Education teaching evaluation, approaching it from different research angles, and continuously strengthening exploration and research. Only then can Physical Education teaching be evaluated more scientifically, objectively, and comprehensively, which in turn can guide teaching practice and improve its effectiveness. Effective teaching theory, for instance, is an excellent research perspective. Guided by this theory, numerous research results have been achieved. Sun Ying et al., for example, studied the correlation between divisional language proficiency testing and effective teaching in the early stages of second language majors [30]. Similarly, Shan Zhiyuan explored effective mathematics teaching strategies in primary

schools under the new curriculum background [31]. Effective teaching refers to teaching that brings about the best teaching results within certain teaching inputs (such as time, effort) [32]. Understanding it in this sense, effective Physical Education teaching essentially means highly efficient Physical Education teaching. In today's constant advocacy for high-quality development, using effective teaching theory to explain and evaluate Physical Education teaching can easily yield highly explanatory research results. Therefore, focusing on the research entry perspective and continuously broadening the research angles of Physical Education teaching evaluation will guide and promote its sound development.

6. Conclusion

Research on Physical Education teaching evaluation in Chinese higher education institutions has progressed through distinct stages, including basic theoretical research, methods and means research, and evaluation outcomes research. This reflects the widespread scholarly attention this field has garnered and the abundant research results achieved. These results provide theoretical guidance and experiential inspiration for subsequent research on Physical Education teaching evaluation in China. However, upon reviewing the existing research, we must soberly recognize its limitations. Firstly, theoretical construction and localized innovation remain insufficient. Some studies still the introduction and application of foreign theories, lacking deep innovation rooted in China's educational context and sports culture. Secondly, the contradiction between the scientific nature of evaluation systems and their operational feasibility remains prominent. Many constructed indicator systems appear comprehensive but are difficult to implement effectively and sustainably in actual teaching scenarios. Thirdly, the feedback and application mechanisms for evaluation results are weak. The phenomenon of "evaluation for evaluation's sake" still exists, failing to fully leverage evaluation's positive motivational and guiding functions for teaching improvement, management decisions, and student development. Standing on the shoulders of existing research, future work should adhere to national tasks and social needs as the research orientation, continuously expanding the existing boundaries of Physical Education teaching evaluation research. Simultaneously, attention should be paid to the research entry perspective, continuously broadening the research angles, which will surely guide the research towards sound development. Furthermore, sustained deepening and breakthroughs should be made in the following areas: First, deepen theoretical innovation and construct an evaluation paradigm with Chinese characteristics. Future research should transcend simple instrumental rationality, pay more attention to the educational essence and cultural connotation of Physical Education teaching, integrate multidisciplinary theories from pedagogy, sports science, psychology, and sociology, and build a theoretical system for Physical Education teaching evaluation that possesses both an international perspective and Chinese characteristics. Second, promote technology empowerment to realize intelligent and personalized evaluation. Fully utilize technologies such as wearable devices, the Internet of Things, and learning analytics to dynamically collect teaching process and health data, construct "smart evaluation" models, achieve precise

portrayal of individual student growth trajectories and provide personalized feedback, ensuring evaluation truly serves the healthy growth of every student. Third, strengthen the application of results and improve the feedback and improvement mechanisms of evaluation. Future evaluation should be a closed-loop system, with the core being the effective feedback of results to teachers, students, and administrators. These results should be used to optimize teaching design, adjust teaching strategies, and improve teaching management, ultimately forming a virtuous cycle of "evaluation-feedback-improvement-re-evaluation" to drive the endogenous and continuous improvement of Physical Education teaching quality in higher education institutions. The path ahead is long and arduous, but perseverance will lead us to the destination. The reform of Physical Education teaching evaluation in higher education is a crucial link in deepening the reform of college Physical Education in the new era and achieving the goal of fostering well-rounded development through physical education. Only by adhering to a problem-oriented approach, upholding a scientific spirit, and continuously promoting the synergistic innovation of theory, method, and practice, can we construct a scientific, effective, and humane Physical Education teaching evaluation system for higher education institutions, thereby laying a solid health foundation for the high-quality development of China's higher education and the strategy of strengthening the nation through talent.

Acknowledgements

This work was supported by 2023 Guangdong Provincial Philosophy and Social Sciences Planning Project (GD23 CTY05).

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