Research on the Assessment and Evaluation Standards and Optimization Scheme of Swimming Lessons in Colleges and Universities in Shanghai

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Abstract: This paper mainly takes the setting and assessment and evaluation standards of swimming courses in ordinary colleges and universities in Shanghai as the research object, and investigates the current situation of swimming courses in various colleges and universities in Shanghai through the investigation and analysis method, expert interview method and case analysis method as the main research methods, understands the development of swimming courses in various colleges and universities, and conducts statistical analysis on the assessment standards of swimming courses in various universities. It aims to optimize and integrate the swimming assessment and evaluation system of various colleges and universities, better play the incentive function of evaluation, and realize the educational value of sports. The study shows that there are very big differences in the assessment and evaluation standards among universities, and the assessment and evaluation standards need to be further optimized.

Keywords: Ordinary Colleges and Universities; Swimming Lesson Assessment.

1. Introduction

The teaching assessment of swimming courses is not only a test of students' test scores and motor skill levels, but also an objective reflection of the teaching quality and effect of technical courses. On the one hand, strengthening the research on curriculum assessment can optimize and integrate the swimming assessment and evaluation system of various colleges and universities, better play the incentive function of evaluation, and realize the educational value of sports. On the other hand, it enables students to form self-awareness, self-education, and self-development capabilities, and develop lifelong sports concepts. The assessment and evaluation method of swimming general course plays an important role and significance in determining the completion of teaching tasks by teachers and students, and then providing feedback information and improving teaching quality.

2. The Purpose and Significance of the Topic

Through the classification and analysis of the teaching plan, syllabus and teaching calendar of general courses in various colleges and universities in Shanghai, the advantages and disadvantages of the current assessment and evaluation system are obtained, and the evaluation system of diversified swimming general courses with operability and objective effectiveness is attempted to be optimized and constructed. Through the investigation of the assessment and evaluation system of swimming lessons in colleges and universities in Shanghai, the current situation of the assessment and evaluation system of each university was analyzed. On the one hand, it can better play the incentive function of evaluation, realize the educational value of sports, and promote colleges and universities to further optimize the current assessment standards; On the other hand, students can form good study habits, strive to improve their own level, and achieve real improvement in swimming level, so as to achieve lifelong sports and lifelong swimming habits. The scientific assessment and evaluation method of swimming lessons is very important for teachers and students to complete teaching, which can not only provide feedback information for teaching, but also play an important role and significance in improving the quality of teaching.

3. Research Objects and Research Methods

3.1. Subject

In this paper, the swimming assessment standards of ordinary colleges and universities in Shanghai are taken as the research object.

3.2. Research Methodology

Expert interview method. Interviews were conducted with well-known experts in swimming courses in Shanghai, mainly with senior and intermediate professional titles, and interviews with relevant front-line teaching personnel, including the opening of swimming courses in various universities, assessment and evaluation standards, and suggestions for reforming the current situation.

Investigation method. A field survey of colleges and universities in Shanghai was conducted, and eight universities in Shanghai that offered swimming courses were selected. It is mainly divided into two categories: ordinary schools and ordinary colleges and universities with physical education majors to conduct sample surveys. Six ordinary schools and two schools with physical education majors were selected. It mainly investigates the opening of swimming courses and the current status of assessment.

This project intends to take Shanghai Maritime University as an example, and conduct a case analysis from the syllabus and the setting of swimming courses (teaching content, class hours, examination standards, and assessment content).
4. Research Results and Analysis

4.1. Analysis of the Current Situation of the Assessment and Evaluation System of Swimming General Courses in Ordinary Colleges and Universities in Shanghai

The curriculum of swimming general courses in ordinary colleges and universities in Shanghai. By sorting out and classifying each school in terms of teaching objects, course nature, teaching hours, credit settings, etc. According to the actual situation of the university and the different teaching objects, each university divides the hours, credit settings and course nature of the swimming general course. Most of them are public sports courses, and swimming is a part of the sports program for students to choose independently. However, there are also differences in the majors set up by individual schools, for example, swimming lessons at Shanghai Maritime University are compulsory courses for all students, and at least 16 hours of swimming lessons are required for any special content during the course selection time of one year, while students majoring in Shanghai Maritime University are required to take 16 hours of swimming lessons per semester. Swimming lessons at Shanghai Normal University are only for students from the Department of Physical Education, while Shanghai University of Sport offers swimming lessons for all students in the school.

The setting of teaching objectives for swimming lessons in Shanghai colleges and universities. The purpose of teaching is an important part of the syllabus, and the purpose of education is the general requirement of the curriculum to cultivate talents. In the eight institutions of higher learning surveyed, the syllabus of each school described the teaching objectives of swimming lessons in detail, which were summarized into the following two categories. The first type of general students, through the teaching of swimming lessons, enables students to understand the basic knowledge of swimming, master breaststroke (elementary) \freestyle (improve) techniques, and understand and master the basic skills of lifesaving and practical swimming; Cultivate students' interest and hobby in swimming, and cultivate students' concept of "lifelong sports". In addition to achieving the above two teaching objectives, the second type of physical education students should also learn to master the swimming turning and starting techniques, and initially achieve the goal of participating in the competition; You will also learn how to teach swimming techniques and acquire the skills to teach swimming techniques.

The setting of teaching content in each university. The teaching content is set according to the teaching purpose in the syllabus, the content of the teacher's teaching and the content of the students' learning, it can be seen from the syllabus of the swimming general course of these colleges and universities that the teaching content of each school basically has its own emphasis, according to the requirements of the syllabus of different class hours, the composition of the teaching content is not the same, in the setting of the teaching content, the primary class mainly learns the breaststroke technique, and the improvement class mainly learns the technique of freestyle or other swimming strokes. A small number of schools offer theoretical courses of about two to four semester hours, most colleges and universities mainly teach and practice swimming, and a few schools also add practical swimming techniques and life-saving related knowledge.

4.2. Assessment and Evaluation System of Swimming General Courses in Ordinary Colleges and Universities in Shanghai

The assessment content of swimming lessons. The assessment content of swimming lessons should generally be connected with the content of the school's syllabus, and the basic form is mainly to assess what content, and to learn the content in a targeted manner, all around the syllabus and teaching plan, so as to achieve the corresponding teaching purpose. We found that each school formulates the syllabus according to the requirements of its own teaching plan, and the assessment content is different, the distribution ratio is different, the training type is different, and the test content is also different. The assessment content is basically concentrated in the swimming distance standard, timing standard, swimming style technical skill evaluation, theory test, usual results, practical swimming, referee examination and other child indicators. Among them, the schools represented by Shanghai University of Sport and Shanghai Normal University to cultivate sports talents will include swimming style timing assessment and practical swimming skill assessment.

The proportion of swimming assessment content in the total score. Assessment is an important way to test teaching results, and the level of assessment results can reflect the quality of teaching effect to a certain extent. It is very important to determine the content of the test and the proportion of each test content in the overall score. The following table shows the proportion of assessment content in the test scores of these eight schools in Shanghai.

Swimming assessment methods. It is mainly divided into these aspects: theory examination (mainly using open-book or in-class examination, individual schools have written examinations, but the requirements are relatively low); The distance to the standard includes the timing of the standard, mainly only the teacher at the end of the semester with the exam, technical evaluation most schools are the use of the teacher with the exam, the teacher for subjective evaluation. Some schools use assessment teams (2-3 people) for scoring; In the distance attainment test, the distance from the underwater start to the first stop. Most schools will give you two chances to take the exam. There are individual schools that have implemented the separation of examination and teaching that meet the standards of distance. According to the above table, it can be seen that the assessment methods adopted by the eight colleges and universities in Shanghai surveyed, especially the two core links of distance and technical standards, are not much different, and the teachers mainly conduct examinations and subjective evaluations in class.

Fourth, the assessment and evaluation methods and results feedback. According to the survey, most schools use traditional evaluation methods such as general standard evaluation and summative evaluation. The general standard evaluation method is to measure all students by a unified standard, which reflects the fairness to the greatest extent, but ignores the differences in students' physical fitness. Summative assessment is a commonly used method in which distance and technique are assessed at the end of the semester. Through the feedback of some teachers in each school on the assessment standards, we can understand the recognition of the assessment standards by the front-line swimming
teachers and the areas that need to be improved. The feedback of the student group on the assessment standards, which areas need to be improved, and which tests can reflect the principle of fairness. Most of them think that the current assessment and evaluation system is relatively reasonable, and only a few think it is unreasonable. There are huge differences in the swimming assessment standards of various universities.

5. Conclusion and Recommendations

As an important component of the university physical education curriculum, most schools offer swimming courses for all students, and some schools only offer swimming courses for students in the physical education department due to the venue. Swimming lessons are mainly divided into two categories: basic class and advanced class, the beginner class mainly learns breaststroke techniques, and the advanced class mainly learns freestyle techniques; The assessment standards of swimming lessons in various colleges and universities are diversified, and there is a large gap in the requirements of the core assessment indicators. The proportion of swimming lesson test scores in different schools is also different, and swimming as a special skill for learning accounts for a relatively low proportion of physical education exams. The swimming assessment method is mainly subjectively evaluated by the teacher, and there are few schools that achieve the separation of teaching and examination.

It is recommended that schools should create conditions for swimming lessons to be available to all school students, and that swimming is not only a sport, but also a survival skill. In addition, the proportion of classes in the primary class should be appropriately increased so that more students can learn to swim; It is necessary to further optimize the swimming assessment and evaluation system and appropriately improve the assessment standards, so as to promote the improvement of teaching quality; Further optimize the proportion of various grades, appropriately increase the proportion of swimming special points, appropriately improve students’ class performance, the proportion of subject participation points, and improve students’ enthusiasm for learning and participation. Efforts should be made to separate teaching and examination, especially the determination of technical evaluation scores, and improve the fairness of examinations; We should further strengthen the intensity of education reform, proceed from the actual conditions of schools and students, and formulate practical syllabuses and relevant assessment standards.

References


