

Exploration and Practice of the Reform Model of College Homework from the Perspective of Organizational Change

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Abstract: Homework assignment, as an important part of teaching, is an extension of the first classroom and plays an important role in strengthening professional knowledge transmission, job skill training, and professional quality cultivation. Whether the homework assignment is standardized, timely, and effective directly affects the quality of talent cultivation. This study takes A University as an example to actively explore the mode of homework reform, in order to strengthen the process evaluation of students, improve the result evaluation, and improve the comprehensive evaluation, providing reference and reference for universities to carry out homework reform, and promoting the high-quality development of higher education and teaching.

Keywords: College; Homework Reform; Mode.

1. Introduction

Organizational change refers to the process in which an organization adjusts, improves, and innovates its management concepts, methods, personnel structure, and other elements in a timely manner based on changes in the internal and external environment, in order to adapt to the changing development of the environment.

Higher vocational education is an important component of China's national education system, shouldering the mission of cultivating high-quality technical and skilled talents, skilled craftsmen, and great country craftsmen. In recent years, how to promote the deepening reform of vocational education has become a hot topic of concern in the education industry and even the entire society. In October 2020, the Central Committee of the Communist Party of China and the State Council issued the "Overall Plan for Deepening the Reform of Education Evaluation in the New Era", which clearly stated that education should implement the fundamental task of cultivating morality and talents, follow educational laws, systematically promote education evaluation reform, and develop quality education.

As a type of education, vocational education has different talent cultivation goals and models from ordinary education. The key to implementing the heavy responsibility of cultivating high-quality technical and skilled talents, skilled craftsmen, and great country craftsmen lies in teaching. As an important part of teaching, homework assignment is an extension of the first classroom and plays an important role in students' comprehensive consolidation and deepening of textbook knowledge, and the application of learned skills. However, in practical teaching work, few teachers seriously consider the role and significance of homework. Many teachers continue to follow the traditional form of homework assignment when assigning homework, offering a few simple thinking questions, question and answer questions, calculation questions, or giving a fixed question. Students can quickly find answers by flipping through books or consulting relevant materials. Some teachers assign homework purely to meet the teaching requirements of the school, which often

becomes mere formality and lacks substantive significance or function. Whether it is the traditional form of homework assignment or the task-based form of homework assignment, this is not a minority in universities, and the effectiveness of homework is minimal. Therefore, exploring the model of homework reform in universities and enabling homework to truly play its essential role is of great significance.

2. Object of the Study

This study takes School A as an example to actively explore the mode of homework reform, in order to further strengthen the diagnosis and improvement of the school's internal quality assurance system, standardize teachers' homework assignment behavior, and ensure the quality of curriculum teaching. At the same time, through practical homework reform, we will strengthen the process evaluation of students, improve the single result evaluation in the past, improve the comprehensive quality evaluation of students, truly implement homework reform, improve the quality of talent cultivation in schools, and provide reference and reference for other universities to carry out homework reform.

3. Problems in a University's Homework

With the diversification of student source structure, in order to further promote students' active and interactive learning, A University has been conducting process assessments since 2019. The process assessment mainly takes the form of daily assignments, stage tests, unit tests, classroom thematic discussions, team assignments, small project training, etc. It is a multi-dimensional evaluation method that integrates the assessment content throughout the entire teaching process. Compared with traditional summative assessment, process assessment is more comprehensive and objective in assessing students' grades and scientifically evaluating teaching effectiveness. During the process of conducting process assessment in A University, the following issues were discovered through spot checks on assignments assigned by teachers:

3.1. Teachers do not Attach Importance to Homework

Many university teachers lack attention to homework, believing that homework is optional or having to assign homework to meet the school's teaching requirements, resulting in homework becoming mere formality. Although some teachers assigned homework, they did not correct it; Or failing to collect all students' homework and inadequate management of students who lack homework; Or there is a lack of feedback and feedback on students' submitted assignments. Some teachers even experience situations where they never assign homework. The above manifestations, ultimately, lie in the teacher's lack of in-depth research on the role of homework, resulting in homework becoming an indispensable component of the curriculum, completely unable to achieve the original intention of homework setting.

3.2. Teachers do not Understand the Functions of Homework

Many teachers in universities generally believe that homework is the consolidation of classroom knowledge and the diagnosis of learning outcomes. Students' homework is the process of evaluating students and testing the effectiveness of teachers' teaching. In fact, during the process of doing homework, students can refer to textbooks, reference books, notes, search for information online, and even ask classmates. Therefore, students' homework results cannot strictly prove whether they have mastered classroom knowledge and play a role in evaluation and diagnosis. Therefore, teachers should establish a correct view of homework functions and make homework a process of improving students' autonomous learning ability.

3.3. Homework Continues the Traditional Form of Homework Assignment

Due to the influence of traditional educational concepts, some teachers in universities assign homework in a relatively rigid form, consisting of only a few simple thinking questions, question and answer questions, calculation questions, or providing a fixed question or setting a specific topic range. Students can quickly find answers by flipping through books or consulting relevant materials, without the need for in-depth thinking, and can complete them in a short time. This kind of homework is mechanically rigid and cannot allow students to exert their subjective initiative, greatly constraining their self-learning ability and ability to analyze and solve problems, constraining their thinking and hindering their expansion of knowledge and abilities.

3.4. Teachers' Lack of Seriousness, Timeliness, and Standardization in Correcting Homework

Many teachers in universities are not timely, careful, and standardized in correcting students' homework, mainly manifested as: (1) some teachers have collected students' homework but have not corrected it, and the grades of their homework are evaluated based on students' daily performance. This homework assignment is completely designed to meet the school's teaching requirements, and teachers cannot understand students' learning outcomes; (2) Teachers collect students' homework and grade it near the end of the semester or after a long period of time, which cannot consolidate knowledge; (3) The teacher's grading of homework is not

standardized, and they use black or blue pens to review the paper version of homework. The errors are not clearly marked. The teacher corrected the electronic version of the homework without providing any comments, and only checked and registered the scores to complete it; (4) Teachers often only correct their homework correctly, without pointing out the problems that students have, nor finding and analyzing the reasons. Therefore, many university teachers currently lack a student perspective, never studying students' mistakes, and do not conduct statistical analysis.

3.5. Insufficient Analysis, Evaluation, and Guidance of Homework by Teachers

Teachers usually assign homework after class, and classroom time is mainly used to explain new knowledge, while students' homework is usually completed after class, and teachers' evaluation of homework is also after class. Some teachers often consider homework completed after registering their scores, without analyzing and guiding the homework, or providing centralized evaluations to students on common problems in the homework. Therefore, the quality of such assignments is not high and cannot achieve the goal of developing students' curriculum abilities. Because teachers do not understand students' mastery of the knowledge points, and students do not know what standards their homework meets, whether it meets the requirements, and in what areas it needs improvement, it only leads to students having the wrong idea: as long as the homework is completed, the quality is not important. The subject of homework assignment is the teacher, and the subject of guidance is also the teacher. Teachers cannot simply assign homework. Teachers cannot discover the problems that students have in the learning process without guiding them.

3.6. Unstandardized or no Evaluation Standards for Homework Evaluation

When individual teachers assign homework, they do not disclose the evaluation criteria to students, or the published evaluation criteria lack quantitative indicators, which are relatively general, resulting in students being unclear about the purpose, significance, and role of the homework. Individual teachers did not provide a detailed explanation of the evaluation criteria for homework, or did not put forward comprehensive quality requirements for students' homework, let alone clear and strict punishment measures for homework that did not meet the requirements, resulting in students often holding a less serious attitude and completing homework in a reactive manner without pressure. In addition, when individual teachers grade homework, their subjective recognition or attitude towards the homework becomes the subjective basis for their evaluation. They often cannot or are unwilling to clearly explain their evaluation process, leading to a lack of objectivity and fairness in the evaluation of homework grades.

4. Understand the Importance of College Assignments

Homework assignment, as an important part of teaching, is an extension of the first classroom and greatly helps to consolidate students' knowledge, improve their autonomous learning ability, comprehensive knowledge application ability, analyze and solve problems. Therefore, in order to standardize teachers' homework assignment behavior, it is

necessary to first establish a correct view of homework functions. Homework should not be considered solely to improve exam scores, consolidate knowledge and skills, but should also include elements such as improving students' self-learning ability, practical ability, cultivating students' interest and confidence. Once the functions of homework are expanded, teachers will actively design diverse types of homework.

4.1. Understand Students' Level of Knowledge Mastery and Teachers' Teaching Effectiveness through Homework

Teachers explain new knowledge to students in class, and many students may think they have mastered it at the time, but after a period of time, they find that they have forgotten it. So, it is very necessary to use homework as a means of consolidating teaching. In order to help students master classroom knowledge, teachers should follow the law of forgetting and assign and correct homework in a timely manner. Through feedback on homework information, timely understand students' understanding and mastery of classroom knowledge. At the same time, through the completion of homework, teachers can self-evaluate teaching effectiveness, summarize teaching experience, and improve teaching methods. Careful and in-depth analysis of homework feedback information by teachers can help adjust teaching content and progress in a timely manner, teach students according to their aptitude, and improve teaching quality.

4.2. Improving Students' Autonomous Learning Ability through Homework

Teachers usually assign homework after class, and students use their spare time to complete homework. The process of students doing homework is essentially a process of students' transition from classroom teaching with teacher guidance to autonomous learning without teacher guidance. It is a process of students relying on their own ability to understand, internalize and Mastery learning the learning content, and a process of cultivating students' independent learning ability. Therefore, teachers should play the role that homework should have, rather than just using it as a tool for exam evaluation, and make homework a process of students' autonomous learning. When designing homework, teachers should consciously provide students with reference materials and inform them of necessary learning methods, such as preview methods, review methods, reading strategies, observation methods, annotation methods, etc. These are all very lacking in the existing homework design. When students repeatedly apply these methods during the process of completing homework, they can gradually internalize them into their learning habits and improve learning outcomes.

4.3. Cultivate Students' Comprehensive Knowledge Application Ability through Homework

As a type of education, vocational education has a different talent training goal from ordinary education, which cultivates high-quality technical and skilled talents. The cultivation of high-quality technical and skilled talents not only requires students to master professional theoretical knowledge, but also to flexibly apply the knowledge they have learned to their work, rather than rote memorization. The arrangement and implementation of an assignment should be a comprehensive

process of students' thinking, hands-on, analysis, creation, and application of knowledge. It is an extension and extension of knowledge, not just for the purpose of reviewing, consolidating, and deepening knowledge. Students should use the knowledge they have learned to guide their daily lives, guide their practice, and enhance their social adaptability. Therefore, in order to play the role of homework in cultivating students' comprehensive knowledge application ability, teachers need to design high-quality homework.

4.4. Cultivate Students' Ability to Analyze and Solve Problems through Homework

Analytical ability is the skill and ability of people to break down the overall objective object into several parts in their thinking for research and understanding. Problem solving ability refers to the ability of people to analyze objective problems and propose solutions using concepts, rules, certain procedural methods, etc. Both abilities are essential for students in both life and work. Only with this ability can students better cope with various complex situations. The process of students completing homework is a process of analyzing and solving theoretical or practical problems. Students can better exercise their analytical and problem-solving abilities by consulting, commenting on literature, formulating research plans, calculating, demonstrating, and writing short essays for training. This type of homework is of great significance in showcasing students' course learning abilities and grading their course grades.

4.5. Developing Students' Interest and Confidence through Homework

Teachers must conduct a study situation analysis and adopt flexible teaching methods to stimulate students' interest and confidence in learning in order for them to achieve success in their studies. Research has shown that the role of interest and confidence in students' success in a certain subject cannot be underestimated. Indeed, when a teacher designs a challenging assignment and a student completes an assignment through their own efforts, they will gain a sense of achievement. When the grades are recognized by the teacher, from a spiritual perspective, it is the greatest affirmation and encouragement for students to actively learn. At the same time, it also stimulates students' interest and confidence in learning. In addition, in the tutoring of homework, teachers can enhance their affinity by communicating and guiding students, thereby increasing students' interest in course learning.

5. Exploration of Homework Reform Mode

5.1. Concept of Homework Design

Higher vocational education aims to cultivate high-quality technical and skilled talents, creating skilled craftsmen and great country craftsmen. Based on this, homework reform does not require the absence of homework, but requires teachers to design high-quality homework. High quality homework design should follow the teaching laws of higher vocational education and the laws of students' physical and mental development. The homework design concept of "students as the main body, teachers as the lead, job needs as the guide, projects or work tasks as the carrier, ability cultivation as the standard, and integration of teaching, learning, and doing" can fully highlight the independent exploration, comprehensive practicality, diversity, and level

differences, and stimulate students' learning enthusiasm. Improve students' learning efficiency. Individual students or group teams, under the guidance of the teacher, use their after-school time to complete assignments in an open format, and finally present them in the form of results to the teacher. In the process of homework design, students not only form their own learning outcomes, but also enhance their comprehensive professional abilities.

5.2. Principles Followed in Homework Design

5.2.1. Principle of Autonomy

Due to the fact that homework training is based on Students are the main body, teachers are the leader, job requirements are the guide, projects are the carrier, and ability development is the standard for design. Students' complete homework in an open form. Therefore, homework does not have standard answers, which requires students or group teams to divergent thinking, brainstorm, and complete homework through independent exploration, research, and teamwork. Although there are teachers providing guidance, teaching the proportion of teacher guidance is very low, mainly based on students' independent exploration. By completing an assignment design, not only can it promote students' active and interactive learning, but it can also cultivate their ability to analyze and solve problems.

5.2.2. Principle of Differences

Students are independent individuals, and their development is diverse. This requires teachers to design homework based on individual students and enhance the hierarchy and selectivity of homework. Teachers should respond to the different needs of different students based on the specific teaching strategies of each class, and adhere to teaching according to their aptitude. Correspondingly, in the design of homework, different levels of homework should also be assigned based on the learning objectives of different students. Vertically, teachers can be classified into consolidation, development, and innovation based on their level of learning, responding to the diverse needs of different students.

5.2.3. Principle of Richness

In response to the long-standing traditional form of homework assignment, which revolves around propositional knowledge for mechanical and single practice, leading to a lack of learning initiative for students, teachers should enrich the form of homework and design homework that focuses on action knowledge. Through hands-on operation, fun game, activity display, accumulation practice, research record, debate and other homework designs, students' learning vitality should be stimulated. Under the guidance of teachers, students' comprehensive knowledge application ability, understanding ability, dialectical thinking ability, and language expression ability will be comprehensively developed by completing rich assignments.

5.2.4. Feasibility Principle

The principle of feasibility requires that the homework goals set by teachers must be consistent with talent cultivation plans and curriculum standards, while also following the laws of students' physical and mental development. The assigned homework tasks are actionable, and students can utilize existing teaching resources in the current teaching environment by exerting subjective initiative and completing them through independent exploration or team collaboration, rather than being detached from reality and lacking

operability. At the same time, the principle of feasibility also requires that the homework tasks designed by teachers must have a certain depth and challenge, rather than fragmented or low-level assignments that can be completed in a small amount of time.

5.2.5. Principle of Effectiveness

Improving the quality, quantity, and efficiency of homework is the value pursuit of school homework design. Currently, many schools only focus on the design and research of homework assignments, with little consideration given to whether the assigned assignments are good or not. How to make homework design reflect the principle of effectiveness requires that the homework objectives, homework tasks, evaluation standards, and homework frequency of the same course be jointly discussed, researched, and formulated by the professional teaching and research team organized by the professional teaching and research department or invited industry and enterprise experts, rather than being designed by the teachers based on their own subjectivity. At the same time, homework design must also take into account the characteristics of students, consider their cognitive level, and benchmark the content and requirements of their professional abilities. In addition, when designing homework, teachers should be able to estimate the time required for students to complete the homework, and allow students to design high-quality homework within a limited time. Only in this way can we stimulate students' interest, improve the quality of their homework results, and enable them to gain the ability to work directly during the homework design process.

5.3. Ideas for Homework Design

I believe that a complete homework design should follow the following process to achieve practical results.

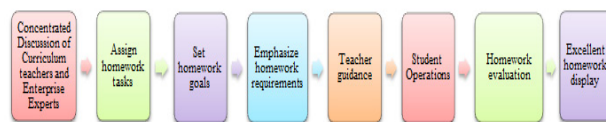


Figure 1. College Homework Design Flow Chart

5.3.1. Concentrated Discussion of Curriculum Teachers and Enterprise Experts

The homework design should follow the principles of feasibility and effectiveness. The homework tasks, evaluation standards, and other contents of the same course should be jointly discussed and formulated by the professional teaching and research department, organized by the curriculum teaching and research group teachers, or invited by industry and enterprise experts. Only in this way can the content of the homework design be ensured to align with the professional knowledge and skills of the enterprise position, and achieve the homework goals.

5.3.2. Assign Homework Tasks

To achieve positive results in homework design, the course teaching and research team teachers must closely combine the characteristics of students and design some interesting, practical, operational, and moderately difficult homework based on their actual situation, in order to improve students' corresponding professional knowledge level and comprehensive vocational ability. When designing homework tasks, teachers in the course teaching and research group can incorporate ideological and political elements, skill competitions, vocational qualification certificates, vocational

skill level certificates, and other related content.

5.3.3. Set Homework Goals

The teachers of the course teaching and research group should establish three major objectives for homework based on the content of the textbook unit and the requirements of the job position: knowledge objectives, ability objectives, and quality objectives. Knowledge objectives focus on students' deepening and consolidation of knowledge; The ability goal focuses on students applying the knowledge they have learned for analysis and application; Quality objectives focus on cultivating students' professional qualities.

5.3.4. Emphasize Homework Requirements

Every homework design, the teacher must emphasize the specific requirements of the homework to the students, otherwise, the homework results submitted by the students may not meet the quality standards, resulting in the inability to achieve the goals of this homework. The homework requirements are based on the homework tasks and objectives.

5.3.5. Teacher Guidance

The homework design advocated by this research institute is to change the traditional teaching model of "teacher centered" and construct a modern education and teaching model of "student centered, teacher led". Students are the main body responsible for completing homework tasks, and teachers play a guiding role, advocating task driven approach and emphasizing students' experience and practice. Teachers should disclose evaluation standards to students while guiding their homework.

5.3.6. Student Operations

As an extension of the first classroom, homework design involves students using their after-school time under the guidance of teachers to engage in self-directed learning, thinking, exploration, discussion, divergent thinking, self-reference of materials, or group discussions and exchanges to complete the homework design.

5.3.7. Homework Evaluation

Homework evaluation should establish a diversified evaluation subject, breaking the current situation where the evaluation results were determined by the single subject of the teacher, and constructing a comprehensive evaluation method of student self-evaluation, student mutual evaluation, teacher evaluation, and enterprise evaluation, making the evaluation results more scientific, comprehensive, and objective.

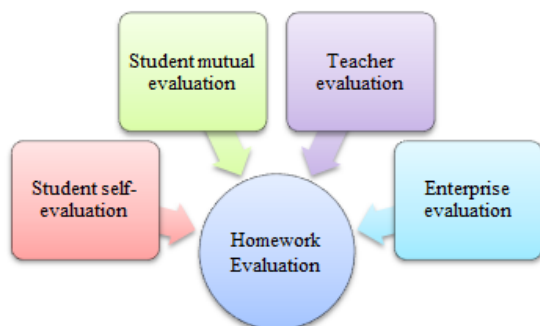


Figure 2. Homework Evaluation

In addition, every homework assigned by the teacher is to examine the students' mastery of knowledge and comprehensive application ability of each teaching unit of the course. Therefore, homework design is a way of process assessment, which can more comprehensively reflect the students' learning effect. A school can consider replacing the final exam with homework assessment, using all assignments

completed by students and their performance as the basis for the overall course evaluation score, strengthening the process evaluation of students, improving result evaluation, and improving comprehensive evaluation.

(1) Student self-evaluation

After completing the homework, students should conduct self-evaluation on the learning situation, difficulty level, weak points, and completion status of the benchmark knowledge for this assignment. They can also provide relevant suggestions or opinions on the task, requirements, and evaluation standards for this assignment. The process of student self-evaluation is also a process of self-summarizing this assignment, which can promote students' learning and growth.

(2) Student mutual evaluation

The evaluation of homework adopts the method of student mutual evaluation, which can provide students with an opportunity to learn from each other. Student mutual evaluation usually looks at problems from the same perspective, which makes the evaluation results more easily accepted by students. In addition, during the mutual evaluation process, students will also deepen their understanding of the knowledge points of this assignment, learn to think and understand problems from different perspectives, and thus improve their analytical, thinking, and language expression abilities.

(3) Teacher evaluation

Teachers must grade and comment on each student's homework, and disclose the completion status and grades of the homework to students. Only in this way can students understand the problems in their homework and how to improve and improve it. At the same time, in the process of correcting students' homework, teachers can also understand students' mastery of the unit knowledge, and decide whether to adjust the teaching progress and teaching methods.

(4) Enterprise evaluation

Introducing enterprise evaluation into homework evaluation can help students and teachers gain a deeper understanding of the company's requirements for job knowledge and skills, as well as the current development trends of the industry and the demand for talent. The introduction of homework evaluation into enterprise evaluation is a manifestation of the comprehensive strengthening of deep cooperation between schools and enterprises, as well as a manifestation of the enterprise's responsibility for vocational education, which is conducive to promoting the formation of a community of shared future between schools and enterprises.

5.3.8. Excellent Homework Display

After correcting students' homework, teachers should showcase their well-done homework in class. On the one hand, for students who perform well, it provides a platform to showcase their self-learning achievements, which is conducive to continuously creating better works in subsequent learning; On the other hand, it provides an opportunity for other students to learn from each other, not only to recognize the problems in their own homework, but also to broaden their perspective of thinking about problems and stimulate their enthusiasm to follow the example.

6. Expected Results of Homework Reform

6.1. Knowledge Objectives

Due to the fact that homework tasks, objectives, and requirements are formulated through centralized discussions by course teaching and research team teachers or invited industry and enterprise experts, and the talent training plan and curriculum standards are standardized. Therefore, the difficulty of homework design is moderate, operability is strong, and job knowledge is benchmark. Therefore, under the guidance of the teacher, students integrate theory with practice, and their professional knowledge is continuously deepened and consolidated in practice.

6.2. Capability Objectives

The homework design constructed by this research institute is student-centered, teacher led, job demand-oriented, and project or task based. The course content is set from a knowledge-based to a competency-based approach. Teachers only play the role of guides in the entire homework training, and students are the protagonists of homework design. Through self-directed learning, independent exploration, and interactive learning, students have strengthened their job skills training and significantly improved their professional abilities.

6.3. Quality Objectives

The whole homework training is designed around the cultivation of students' professional ability. In an open form, students not only cultivate their team spirit, improve their interpersonal communication ability, but also cultivate their ability to analyze and solve problems, improve their work attitude and professionalism through independent thinking, independent access to relevant information, group discussion and brainstorming.

7. Summary

As an extension of the first classroom, homework design is related to whether students' knowledge goals, ability goals, and quality goals can truly be achieved. Therefore, in order to ensure the real implementation and improvement of homework reform, and to improve the quality of education and teaching, it is necessary for all teaching units of School A to unify their thinking, attach great importance to it, establish a homework review team, and carry out homework inspections for all courses in their department at the middle and end of each semester. At the same time, the academic affairs department should establish an inspection team in conjunction with relevant departments to conduct special inspections on teachers' homework and incorporate the quality of teachers' homework assignments into the performance evaluation of teaching units. In addition, to promote the smooth implementation of homework reform work, A University can carry out excellent homework selection work every semester, establish typical examples, and provide teachers with learning examples. I believe that through the above measures, while continuously deepening the homework reform, we will promote the high-quality development of education and teaching in A University.

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