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Construction and analysis of academic evaluation system of university Fine Arts Major

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ABSTRACT

Firstly, this research conducts an in-depth analysis of the teaching characteristics of the university Fine Arts Major and expounds the differences between Fine Arts Major and other majors in the perspective of university Fine Arts courses setting and teaching methods. Following that, this paper, based on comparison, points out the three characteristics of the academic evaluation system of the university Fine Arts Major, namely timeliness, flexibility and inclusiveness. Timeliness refers to that the academic evaluation system of the Fine Arts Major can immediately give feedback to the teachers about the problems existing in their teaching activities and in students' learning process. Teachers can thus immediately modify the problems. Flexibility refers to that the evaluation standards for the academic evaluation of the Fine Arts Major should be established according to the characteristics of the Fine Arts Major. Inclusiveness refers to that the academic evaluation of the Fine Arts Major should take students' professional knowledge related to Fine Arts into consideration. Based on the above stated characteristics, this paper establishes a scientifically feasible, diversified and standard academic evaluation system of the university Fine Arts Major. In the process of establishing the academic evaluation system, this paper puts forward relevant thinking strategies to improve academic evaluation system.

KEYWORDS

Institutions of higher learning; Fine Arts Major; Academic evaluation.



INTRODUCTION

With the development of society, expanded enrollment of institutions of higher learning and constant increase of Fine Arts candidates, society has an increasing demand of talents of the Fine Arts Major, thus fueling the rapid development of the Major. Due to large differences existing in the teaching system, course setting, objective cultivation and course examinations between the Fine Arts Major and other majors, the academic evaluation system of the Fine Arts Major is doomed to be completely different from that of the other majors. In the teaching and management process, examinations of major courses are an indispensable link, which can prompt students to master the basic theoretical knowledge and basic operational skills according to the teaching syllabus. They are also an important link for the teachers to test and learn students' grasp of knowledge and their development of abilities and qualities, and for the teachers to reflect on their own teaching behaviors as well. With the current society's increasing demands of Fine Arts professional talents and the rapid development of the Fine Arts Major in various institutions of higher learning, it is of paramount importance to think about how to establish a more complete academic evaluation of the university Fine Arts Major.

TEACHING SPECIALTIES OF UNIVERSITY FINE ARTS MAJOR

Scholars once conducted the PISA test of students in the field of reading, mathematics and science, and gave proper evaluation for the students' academic development situation. (See TABLE 1) From TABLE 1, it can be seen that students' knowledge, ability and attitude is tested and evaluated. Besides, questionnaire survey was also conducted (See TABLE 2) to collect information about students as individuals, and their role in family, school and society, based on which a proper evaluation was made about students' academic development^[1]. Due to different course setting of university Fine Arts, its academic evaluation system is also different.

TABLE 1: Proper evaluation for the students' academic development situation

Evaluation content	Evaluation field		
	Knowledge	Ability	Attitude
Science	Scientific exploration and explanation of the physical system, life system, and earth and space system	Ability to recognize scientific issues, explain the scientific phenomena and use the scientific bases	Interest in science, support for scientific exploration and sense of responsibility for resources, environment and society
Mathematics	Understanding of concepts, theorems, formulas and mathematical measurement, calculation, analysis and statistics	Ability to use mathematical principles, formulas and concepts to solve practical problems, and ability to think about, analyze and summarize the practical problems in the perspective of mathematics	Interest in mathematics, awareness of the importance of mathematical qualities, correct mathematical learning methods and active learning attitude
Reading	Reading books, forms, pictures and internet resources through proper ways, processing, understanding and memorizing the reading content through relevant strategies	Ability to understand, narrate, explain, comment and reflect on relevant content based on the reading	Interest in reading, good reading habits, correct reading attitude, diversified reading and reading participation

TABLE 2: Questionnaire survey was conducted to collect information about students

Questionnaire survey for students	Questionnaire survey for school
Reading habits and strategies	School structure and organization
Learning of mathematical knowledge	Basic characteristics of school
Learning and opinions of scientific knowledge	The composition of students and teachers
Description of the teaching process	School resources
Opinions of learning environment	Course and teaching evaluation
Family, social and economic background	Career guidance to students
Learning time, class atmosphere and school and class style	School style and disciplines
Teaching organization of the Chinese classes	School policies and practices
Utilization of libraries and other academic resources
Accessible resources outside school
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As a course, Fine Arts does not go through the whole semester. Due to its course nature, it is concentratedly taught in a week or several weeks. Take the Chinese Painting Major for example. The first two weeks feature the line drawing of flowers and birds in traditional ink and brush style; Week 3 to Week 6 feature the fine brush flower-and-bird painting; and Week 7 to Week 10 feature the freehand brushwork of flowers and birds. The concentrated teaching of one course over a period of time can help students to systematically master and refine their painting skills. In terms of teaching methods, the courses of university Fine Arts Major are taught through lectures and tutorship. The former refers to that teachers teach students theoretical knowledge. Courses taught through lectures include the Basic Painting Methods of Sketches and Introduction to Colors. The latter is usually adopted in the specific painting training process or outdoor painting. Through tutorship, teachers can give different guidance to every student according to their different painting characteristics and their grasping degree of the knowledge^[2]. Different course setting and teaching methods of the Fine Arts Major directly result in its different academic evaluation methods. The academic evaluation of the Fine Arts Major is of vital significance (See TABLE 3), which should be conducted by sticking to the following principles (See TABLE 4) and evaluation types (See TABLE 5). This research thinks that the academic evaluation of the university Fine Arts Major should be timely, flexible and inclusive.

TABLE 3 : Significance of Fine Arts' academic evaluation

Researchers	Year	Significance of Fine Arts' academic evaluation
Chang Ruilun	2000	Learn the teaching effect, stimulate students to learn, teach students in accordance with their aptitude and improve the teaching management
Wang Dagen	2000	Comment on students' Fine Arts homework can improve students' study, perfect teaching and complete the teaching management, educational reform and scientific researches
Yang Jianbin	2002	An important part of good teaching, a propeller for the teaching and an incentive and booster of students' study
Cheng Mingtai	2006	Conducive to orientational control, incentive promotion, feedback regulation, judgment and evaluation and prediction plan

TABLE 4: Principles of Fine Arts' academic evaluation

Researchers	Year	Significance of Fine Arts' academic evaluation
Chang Ruilun	2000	Four principles, namely orientation, promotion, personality and prudence
Wang Dagen	2000	Three principles, namely being correctly-oriented, scientific and proper, simple and feasible
Qian Chuxi	2002	Principles, including timeliness, appropriateness, diversity, inclusive and technical completeness
Yin Shaochun	2006	Principles of comprehensive participation, timeliness, attention to individual differences and promotion of the sustainable development
Yang Jianbin	2002	Principles of being oriented towards students' development and paying attention to the whole learning process, students' personality and differentiated development
Cheng Mingtai	2006	Principles of fairness, objectiveness and being scientific and systematic

TABLE 5: Evaluation types of Fine Arts' academic evaluation

Researchers	Year	Evaluation types of Fine Arts' academic evaluation
Chang Ruilun	2000	Diagnostic evaluation, formative evaluation and summative evaluation
Yin Shaochun	2006	Development evaluation, competency evaluation and selective evaluation
Qian Chuxi	2002	Combination of absolute evaluation and comparative evaluation, mutual evaluation and self-evaluation, diagnostic evaluation, formative evaluation and summative evaluation
Wang Dagen	2000	Classification according to different functions: diagnostic evaluation, formative evaluation, summative evaluation; classification according to different criteria: comparative evaluation, absolute evaluation and intra-individual difference evaluation

CHARACTERISTICS OF UNIVERSITY FINE ARTS' ACADEMIC EVALUATION SYSTEM

Timeliness

The course setting of university Fine Arts Major features the concentrated teaching of certain topic during a period of time. If its academic evaluation is scheduled to the end of term, it will obviously lack timeliness. After a period of learning

or the teaching of certain topic is finished, teachers can conduct academic evaluation of students. Only in this way can the Fine Arts' academic evaluation be timely^[3]. Effective evaluation can not only help students to immediately find out their problems in learning and rectify them in time, but also help teachers to immediately summarize and reflect on their teaching activities, which can lay a solid foundation for the next teaching plan.

Flexibility

Universities should pay attention to cultivating Fine Arts students with both solid theoretical knowledge and the innovational ability and practical operational skills and innovational skills. The talent cultivation objective of the Fine Arts Major decides the flexibility of Fine Arts' academic evaluation. Thus, Fine Arts' academic evaluation standards should be formulated according to the development characteristics of the Major. Apart from testing students' theoretical knowledge, Fine Arts' academic evaluation should also test students' innovational ability and hands-on ability. In terms of painting courses, students' painting works and the innovation ability reflected in the composition process should be regarded as the major evaluation factors. In terms of design courses, students' design works and the teamwork awareness, innovational thinking ability and material cognition ability reflected in their design process can be regarded as the major evaluation factors^[4].

Inclusiveness

Fine Arts education activities are a complex process of developing students' wisdom. They teach more than painting skills. They are also a process of thinking processing, which requires students to be familiar with the history of the development of Fine Arts and be equipped with high art appreciation ability. The idea that to constantly master painting skills can improve students' artistic level is quite superficial. To improve the professional level of Fine Arts, students should have not only knowledge related to Aesthetics, Art Psychology and Art Sociology, but also innovational thinking and creativity^[5]. Considering the above stated various skills required of the Fine Arts students, the Fine Arts' academic evaluation should be inclusive. In the evaluation process, students should be guided to involve in knowledge of relevant majors and students' innovational ability, critical ability, observation ability and art creativity should be promoted.

MEASURES ADOPTED FOR THE CONSTRUCTION OF UNIVERSITY FINE ARTS' ACADEMIC EVALUATION SYSTEM

Fine Arts' academic evaluation is an important approach for teachers to learn students' grasp of knowledge. Based on the academic evaluation, teachers' Fine Arts teaching skills can be improved, thus promoting the teaching reform of Fine Arts. The evaluation methods teachers adopted and the evaluation standards and evaluation content formulated by them can greatly influence students' learning process of Fine Arts and teachers' teaching activities as well. Fine Arts' academic evaluation can reflect the problems and deficits existing in teachers' teaching process and in students' learning process as well. The finding of these loopholes can help analyze the existing problems and the formulation of relevant measures to cope with the problems. Therefore, to construct a scientifically feasible, collective, and diversified and standard university Fine Arts' academic evaluation system can contribute to effective academic evaluation and the stimulation of students' learning activeness and their potential as well.

Establishment of a scientific university Fine Arts' academic evaluation system

The establishment of a scientifically feasible academic evaluation is a prerequisite for the smooth progress of courses. Teachers should take it serious, and design proper examination scope and key and difficult points of the examination questions in strict adherence to the teaching objectives and teaching syllabus. Only in this way can students grasping of key knowledge points and relevant professional abilities can be objectively and accurately tested^[6]. At the same time, teachers should regard examination and assignment design as an important link of their course preparation, and show the detailed design and requirements of the examination questions in their teaching plans. In terms of the examination design of the same course taught according to the same schedule by different teachers, these teachers should conduct group discussion about the examination style to unify their examination, standards and requirements. In the examination design process, the quantity and quality of the examination questions should be well controlled to be in line with the characteristics of the major courses. Scientific and operational evaluation standards and marking standards should be made in terms of picture composition, color, demonstration effect and creativity. While reviewing the examination paper, teachers should mark the paper by strictly adhering to relevant standards, and try to make their evaluation scientific, fair and just.

Establishment of a collective and diversified Fine Arts' academic evaluation system

While marking the examination result of the major courses, teachers should give full play to the collective force and realize the necessity and importance of collective marking. To put it specifically, examinations of the major courses taught according to the same schedule but by different teachers should adopt collective rating method. In other words, all the course teachers should participate in the marking of the examination result. For example, a class can be regarded as a unit and the course teacher of the class divide the performance of every student into four levels, namely "excellent" (≥ 90 points), "good" (≥ 80 ; ≤ 89), "medium" (≥ 70 ; ≤ 79); "passed" (≥ 60 ; ≤ 69) and "failed" (< 60). Then, all teachers are expected to give a proper mark for the student within a level. An average mark can be worked out as the student's final mark based on the marks given

by all teachers. Another way is that a diversified marking method can be adopted for each exam of the major courses. For example, the attendance rate and assignment handing-in rate of the students during the course teaching process can be recorded in details. Those who fail to attend the course or fail to hand in their assignments will face deduction of their marks according to certain percentage. Those who fail to hand in their assignments without proper reasons should make up their assignments before the announcement of the final exam result of the course.

Establishment of a standard university Fine Arts' academic evaluation system

Under the prerequisite of collective examination design and marking, if there is not a set of complete and standard mark calculation standards, the academic evaluation may still be unfair. For example, the marks of some classes may be the average mark of the exam results of various major courses; while other classes may also take into students' attendance record into consideration. In the latter, the average mark is to subtract the attendance mark from the total exam mark. The final mark of some classes is calculated according to the different percentage of the two parts. For example, the final mark is 80% of the examination result and 20% of the attendance performance. Different calculation methods may lead to different final marks, thus making the mark evaluation lack of standardization^[7]. Therefore, in order to establish a standard Fine Arts' academic evaluation system, the calculation methods and marking principles of the same course taught according to the same schedule but by different teachers should be unified so as to ensure the fairness of students' final mark at most.

STUDY OF THE CONTRADICTIONS EXISTING IN THE UNIVERSITY FINE ARTS' ACADEMIC EVALUATION SYSTEM AND RELEVANT COUNTERMEASURES

Contradiction of unity and inclusiveness

The standardization and unification of the examination design and marking standards aim at ensuring the fairness of academic evaluation at most and giving full play to the incentive function of the academic evaluation in Fine Arts education. However, in terms of the characteristics of the Fine Arts Major, students should have an inclusive learning atmosphere. The individual art style, art behaviors and habits and teaching styles of the Fine Arts teachers can exert certain influence on students. In particular, the Fine Arts Major gives a large room for the students' art creation. All these show that students should have flexible thinking and creative imagination in the learning process of Fine Arts, which form a sharp contrast with the standardization and prudence of the academic evaluation. It is an issue of great concern about how to give full play to the teachers' individual art style and the training of students' imagination, creativity and thinking ability under the prerequisite of standard and unified academic evaluation.

Choice of the time for academic evaluation

The time for Fine Arts' academic evaluation is different in every university. However, it can usually be divided into two kinds. The first kind is that the course is tested and evaluated after each period of course learning; and the second kind is that all the courses are tested and evaluated at the end of the term. The former evaluation time is scattered in the learning process. No concentrated examinations are held. The method is convenient for teachers to learn students' learning situation immediately. Once the teachers find some problems existing in students' learning process, they can make some adjustment in the next period of teaching. It is also conducive to the improvement of teachers' teaching proficiency and development of their teaching skills. To students, the method can help students gain good grades, because they are quite familiar with the knowledge they just acquired. However, if students fail to gain good grades on their part, they may lose heart for the next learning session. The latter evaluation time is concentrated at the end of the term. According to the evaluation time, an exam of a major course is held every two or three days. The exam style can contribute to creating a relaxing learning environment and gives no burden to students' life and learning. It is beneficial for the full play of students' imagination and creativity in their painting composition and works design. However, arranging all exams of major courses at the end of the term is not conducive to forming a good learning atmosphere. Some students may slack their study, because they think the end of term has not yet come, and make effort at the last minute, when the exams come. Besides, the second evaluation time is long after students' specialized training, which may influence students' academic performance to some extent. It is important to think about how to ensure the fairness of the examination result by choosing a proper evaluation time according to the characteristics of each course.

Difficulty of the collective marking system

The implementation of the collective marking system in the university Fine Arts' academic evaluation can make the marking much fairer and more just, and avoid some unfair phenomena. For example, a teacher may give a higher mark to a student due to their intimate relationship. However, in real life, it is impossible for all teachers teaching the same course to get together at a specific time. Besides, the examination of some major courses is rather complex. Due to different teaching styles, it is impossible for teachers to mutually evaluate the performance of each other's students. It is both time-and energy-consuming to do so. Therefore, it is necessary to come up with a measure to enhance the monitoring of the collective marking system and the implementation of the collective marking system in the university Fine Arts' academic evaluation.

The marking standards' restriction of students' innovational thinking

The formulation of the marking standards can standardize university Fine Arts' academic evaluation system, make teachers' marking of the students' academic performance well-grounded and enhance the disciplines and seriousness of the

academic evaluation. If there are no marking standards for the academic evaluation system or the marking standards are incomplete, teachers may give marks to students at will, which may lead to strong subjective consciousness of the examination result. In this way, the fairness of the marks cannot be ensured. However, if the standards are much too concrete, students may be restricted in their works composition, having little room for the full play of their innovational thinking. Students may create their works according to concrete standards so as to gain high marks instead of paying attention to their sudden inspiration. As a result, all the works may be similar to each other and lacks innovation and art personality^[8]. Therefore, attention should be paid to how to formulate marking standards which can restrict teachers' randomness in marking and not overly restrict students' creativity and full play of their composition talents.

CONCLUSIONS

The establishment and improvement of the university Fine Arts' academic evaluation can lead the Fine Arts teaching teachers to develop in the direction advocated by the teaching goals, give immediate feedback to teachers about students' learning situation and enable the teachers to constantly improve their teaching level. To students, an ideal academic evaluation can stimulate students' learning enthusiasm and make them more voluntary to learn. However, the survey of Fine Arts' academic evaluation in many universities has shown that the Fine Arts' academic evaluation has failed to play its due role. Thus, to find out the cause of the problem and come up with proper measures to improve the university Fine Arts' academic evaluation are a response to the demand of the current university Fine Arts teaching activities. To the end, a scientifically feasible, collective and diversified and standard university Fine Arts' academic evaluation system should be established to standardize and unify the examination design and marking standards as much as possible, make the evaluation fairer and give full play to the incentive role of academic evaluation in Fine Arts education. Besides, a proper evaluation time should be chosen to ensure the persistent implementation of the collective marking system and formulation of proper marking standards. All these are essential to the improvement of the current university Fine Arts' academic performance.

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