Construction and practice of student evaluation system in cultural tourism courses at universities

Qiumei YU

University of Sanya, Sanya 572022, China

Abstract: This paper aims to investigate the construction and implementation of a student evaluation system in cultural tourism courses at universities. Cultural tourism courses, as interdisciplinary subjects, place high demands on students' overall qualities. To better assess students' performance and achievements in the courses, it is necessary to establish an effective evaluation system. Through literature review and field surveys, this study explores the theoretical framework and practical methods to evaluate students in cultural tourism courses at universities. The research findings indicate that building a scientifically sound evaluation system can promote students' better understanding and mastery of course content, enhancing their academic level and overall abilities. Therefore, universities should prioritize the development of student evaluation systems for cultural tourism courses to improve education quality and cultivate outstanding talents with expertise in cultural tourism.

Key words: university; cultural tourism courses; student evaluation system; education quality; overall qualities

1 Introduction

Cultural tourism courses at universities, as a crucial step in nurturing professionals in the field of cultural tourism, have garnered significant attention. With the flourishing development of the cultural tourism industry, the demand for outstanding talents with expertise in cultural tourism knowledge and practical skills continues to grow. Therefore, optimizing the teaching of cultural tourism courses and improving education quality have become pressing challenges in the field of higher education. Evaluation systems play a vital role in course instruction as they not only reflect students' academic levels but also assess their overall qualities and practical skills. Particularly in cultural tourism courses, students need to possess cultural literacy, tourism business knowledge, and practical operational skills. Therefore, the scientific construction of a student evaluation system is of paramount importance in university-level cultural tourism courses. This paper aims to investigate the construction and implementation of a student evaluation system in cultural tourism courses at universities. Through literature review and field surveys, it explores the establishment of a reasonable and scientifically sound evaluation system to enhance education quality and cultivate outstanding professionals in the cultural tourism field.

2 Literature review

2.1 Overview of research on cultural tourism curriculum

Cultural tourism curriculum, as a vital component of higher education, has garnered extensive research attention.

Scholars from both domestic and international contexts have delved into how to construct a more comprehensive cultural tourism curriculum system. Abroad, renowned tourist destinations such as European countries have successfully cultivated a large number of professionals by continuously improving their cultural tourism curriculum. These countries' successful experiences provide valuable references for us. Simultaneously, numerous domestic universities have actively explored innovation and development in cultural tourism curriculum to meet society's demand for professionals in the field. The overview section of domestic and international research on cultural tourism curriculum will comprehensively review these studies, including research trends, significant achievements, and future development directions. Through a comprehensive overview of cultural tourism curriculum research, it can provide theoretical foundations and practical experience support for the subsequent construction of a student evaluation system [1].

2.2 Review of relevant studies on student evaluation systems

The application of student evaluation systems in higher education cultural tourism courses is also a highly regarded topic. Scholars have conducted extensive research on how to construct effective evaluation systems and better assess students' learning outcomes. These studies not only focus on traditional academic performance assessment but also encompass the assessment of students' overall qualities, practical skills, and innovative abilities [2]. The establishment of student evaluation systems aims to provide universities with more comprehensive and objective evaluation tools to better guide and improve the teaching of cultural tourism courses. The review section of relevant studies on student evaluation systems will systematically review the research findings of domestic and international scholars regarding evaluation methods, evaluation indicators, case analyses, and more. By reviewing these studies, it can provide references and insights for the subsequent construction of a student evaluation system.

2.3 Summary of theoretical and practical experience

By integrating relevant research from domestic and international contexts, some key theoretical and practical experiences can be identified. Firstly, the construction of cultural tourism curricula needs to consider the cultivation of disciplinary knowledge and practical application abilities comprehensively. Secondly, student evaluation systems should be diverse, encompassing not only traditional exam assessments but also evaluations of course projects, internship experiences, and comprehensive abilities. Lastly, universities need to draw on successful experiences both domestically and internationally while considering their own specific circumstances to create scientifically rational systems when constructing cultural tourism curricula and student evaluation systems. The summary section of theoretical and practical experiences will provide in-depth analysis and summaries of the aforementioned theories and practical experiences. It will offer guiding recommendations and directions for the subsequent research in this paper. By combining research results from domestic and international contexts with the university's specific situation, it can better guide the construction and implementation of a student evaluation system [3].

3 Construction of student evaluation system

3.1 Introduction to theoretical framework

When constructing a student evaluation system, it is essential to establish it on a solid theoretical foundation to ensure its scientific and effective nature. In the field of cultural tourism curricula, several relevant theories can provide guidance. Firstly, educational assessment theory is an important reference point, including Bloom's taxonomy of cognitive, affective, and psychomotor domains. These theories can help us determine the evaluation content to ensure comprehensive coverage of disciplinary knowledge and practical operational abilities [4]. Secondly, social cognitive theory emphasizes the social nature of learning, and the application of knowledge and problem-solving abilities in actual cultural tourism scenarios should also be included in the evaluation system. Additionally, constructivist theory reminds us that students should be

involved in the construction of the student evaluation system to enhance its acceptability and effectiveness. By organically integrating these theories, we can establish a more comprehensive theoretical framework for evaluation to guide the construction of a student evaluation system.

3.2 Determination of evaluation indicators

The clear definition and selection of evaluation indicators are crucial for a student evaluation system. In cultural tourism curricula, evaluation indicators should consider disciplinary knowledge, practical operational skills, and overall qualities comprehensively. Firstly, evaluation indicators for disciplinary knowledge may include the mastery of course content and the understanding and application of relevant theories. Secondly, evaluation indicators for practical operational skills should cover aspects such as field investigations, simulated operations, and practical case analyses to ensure that students possess practical operational capabilities. Lastly, evaluation indicators for overall qualities may encompass teamwork, cross-cultural communication, and innovation abilities to nurture students' overall qualities. The clarity and comprehensiveness of evaluation indicators contribute to ensuring that the evaluation system accurately reflects students' learning outcomes [5].

3.3 Selection of evaluation methods

Choosing appropriate evaluation methods is a key step in constructing a student evaluation system. In cultural tourism curricula, various evaluation methods can be employed to gain a comprehensive understanding of students' learning situations. These methods include traditional exams, assignments, as well as more practical approaches like project reports, field investigations, and oral presentations. Different evaluation methods can address different evaluation indicators, ensuring comprehensive assessment. Furthermore, the diversity of evaluation methods helps improve the objectivity and fairness of the evaluation process, allowing students to fully demonstrate their knowledge and abilities [6].

3.4 Challenges and considerations in the construction process

During the construction of a student evaluation system, several challenges and considerations may arise. Firstly, the characteristics of the curriculum and the unique characteristics of the student population need to be considered to determine the most suitable evaluation methods and indicators. Different cultural tourism curricula may have distinct features requiring adjustments based on the specific situation. Secondly, addressing subjectivity and uncertainty issues that may arise during the evaluation process is essential to ensure the reliability and effectiveness of evaluation results. This includes clear grading criteria and evaluator training. Additionally, feedback from both teachers and students should be thoroughly considered to continually optimize the evaluation system, and enhance its practicality and sustainability. By carefully considering the above subtopics, clear guidance and methodologies can be provided for the construction of a student evaluation system to ensure its scientific and practical application. These steps will offer strong support for improving the quality of education in university cultural tourism curricula.

4 Case study analysis

4.1 Overview of practical methods

The construction of a student evaluation system is a critical component of university cultural tourism courses, and the selection and application of practical methods are essential to ensure the comprehensiveness and objectivity of the evaluation system. In cultural tourism courses, students need to not only grasp theoretical knowledge but also possess practical operational abilities. Therefore, it is necessary to employ a variety of methods to assess their learning outcomes.

Firstly, case study analysis is a significant practical method. By analyzing real cultural tourism cases, students can enhance their analytical skills and overall qualities through problem-solving in practical contexts. Case studies can cover various cultural tourism scenarios, such as cultural site management, tourism planning, and cultural heritage preservation.

Students are required to analyze cases, propose solutions, and evaluate them, contributing to the development of their problem-solving and decision-making abilities.

Secondly, field investigations are another crucial practical method. In the field of cultural tourism, students need to conduct on-site inspections at actual tourist sites to understand the practical aspects of site management and cultural heritage preservation. Field investigations not only help students apply theoretical knowledge to real situations but also cultivate their observation skills and practical operational abilities. Students are required to prepare investigation reports summarizing their observations and findings and providing improvement suggestions, contributing to the enhancement of their overall qualities and practical skills.

Additionally, project reports and oral presentations are effective evaluation methods. Students can choose specific topics or issues, conduct in-depth research, and write project reports or deliver oral presentations. These reports and presentations can cover various themes in the cultural tourism field, such as cultural preservation, tourism marketing, and cultural event planning. Through project reports and oral presentations, students can showcase their research and communication skills, as well as share their insights and innovative thinking.

By comprehensively applying these practical methods, it is possible to assess students' learning outcomes and practical operational abilities in cultural tourism courses more comprehensively. These methods help cultivate students' problem-solving, innovation, and practical abilities, and enable them to better adapt to the challenges and opportunities in the future cultural tourism industry.

4.2 Case study research

To gain a deeper understanding of practical methods within the student evaluation system, we conducted case study research, selecting cultural tourism courses from multiple universities as research subjects. Through on-site observations and data collection, we gathered extensive information about the evaluation practices at various universities to better understand their evaluation practices.

In the case study research, we initially focused on the selection and formulation of evaluation indicators. Different universities used different indicators in their evaluation systems, depending on the characteristics of the courses and teaching objectives. Some universities emphasized the assessment of disciplinary knowledge, while others prioritized the development of practical operational abilities. We found that some universities adopted diversified evaluation indicators, conducted comprehensive assessments of students' performance in various aspects to facilitate a comprehensive understanding of their learning outcomes.

Secondly, we analyzed the evaluation methods employed by different universities. The case study revealed that some universities leaned towards traditional exam and assignment assessments, which effectively measured students' mastery of theoretical knowledge. However, more universities tended to use practical methods such as field investigations and project reports to assess students' practical operational skills and overall qualities. These practical methods have stronger applicability and practicality, enhancing students' actual abilities.

Furthermore, we found that some universities placed a strong emphasis on fostering students' self-directed learning and innovative abilities within their evaluation systems. They encouraged students to choose research topics and conduct independent studies, followed by writing reports or making oral presentations. This student-centered evaluation method helps nurture students' problem-solving and innovative thinking abilities while enhancing their overall qualities.

4.3 Interview analysis results

Based on the case study research, we conducted interviews with university faculty and students to engage in in-depth discussions and gather feedback on the application of practical methods in the cultural tourism courses and the perceptions

of the evaluation system.

Faculty members generally recognized the significance of practical methods in assessing students' practical operational abilities and overall qualities. They emphasized the roles of field investigations and project reports in enhancing students' practical skills and innovative abilities. However, they also pointed out some challenges related to practical methods, such as subjectivity and uncertainty in the evaluation process. They highlighted the importance of continually refining evaluation criteria and methods to enhance the reliability and effectiveness of the evaluation system.

Students, on the other hand, widely believed that practical methods provided them with a deeper understanding of the cultural tourism field, improving their practical operational skills and overall qualities. They expressed that through field investigations and project reports, they had the opportunity to apply theoretical knowledge in real-life situations and develop problem-solving abilities. However, some students also mentioned challenges associated with practical methods, such as time management and teamwork. They believed that better guidance and support were necessary to address practical tasks effectively.

Through case study research and interview analysis, we gained a comprehensive understanding of the application of practical methods within the student evaluation system in university cultural tourism courses and the feedback from faculty and students. These research findings contribute to the ongoing optimization of the evaluation system, the enhancement of educational quality, and the cultivation of cultural tourism professionals with stronger practical abilities.

5 Evaluation of student evaluation system effectiveness

Following the construction and implementation of the student assessment system, it becomes essential to assess its effectiveness to ensure that it accomplishes the intended educational objectives and the task of nurturing outstanding talents. This chapter delves into the methods for evaluating the effectiveness of the student evaluation system, including the analysis of students' academic performance and the assessment of overall competency improvement.

5.1 Methods of effectiveness assessment

To evaluate the effectiveness of the student evaluation system, it is crucial to select appropriate assessment methods that provide a comprehensive understanding of its impact on students' learning and development. Here are some commonly used effectiveness assessment methods:

5.1.1 Academic performance analysis

Academic performance is one of the most straightforward assessment indicators. By comparing students' academic achievements before and after the implementation of the assessment system, we can gain initial insights into the system's influence on subject knowledge. However, academic performance is not the sole assessment criterion since the goals of the assessment system extend beyond improving subject knowledge to include the cultivation of practical skills and overall qualities.

5.1.2 Graduate tracking surveys

Graduate tracking surveys help assess students' career development and overall competency improvement after graduation. By understanding graduates' competitiveness in the job market, career trajectories, and their willingness to pursue further education, we can evaluate the impact of the assessment system on their careers.

5.1.3 Student feedback and satisfaction surveys

Student feedback and satisfaction are essential reflections of the assessment system's effectiveness. Regularly conducting student satisfaction surveys allows us to gauge their opinions on assessment methods, evaluation criteria, and the assessment process. It helps determine whether students perceive the assessment system as beneficial to their learning and development.

5.1.4 Assessment of practical operational skills

An important goal of the assessment system is to nurture students' practical operational skills. Therefore, assessing students' practical skills within the cultural tourism field is necessary. This assessment can be conducted through methods such as field investigations, simulated operations, and case analyses.

5.2 Analysis of students' academic performance

The analysis of students' academic performance is a key method for evaluating the effectiveness of the student assessment system. By examining students' academic grades, progress, and overall competency development, we can gain a comprehensive understanding of the system's impact on their academic performance.

Firstly, an analysis of academic grades can assess improvements in students' levels of subject knowledge by comparing their academic performance before and after the implementation of the assessment system. Statistical methods and data analysis tools are employed to ensure the objectivity and credibility of the results. If the objective of the assessment system is to enhance academic proficiency, analyzing academic grades becomes a critical assessment method.

Secondly, an analysis of academic progress evaluates students' academic advancement within the assessment system. This encompasses not only the growth of subject knowledge but also the improvement of academic skills, such as independent thinking, problem-solving, and critical thinking. Assessing academic progress necessitates considering students' academic journeys to determine whether their development in the academic field aligns with the expected goals.

The analysis of overall competency development is another crucial aspect of evaluating the effectiveness of the student evaluation system. One of the system's key objectives is to cultivate students' overall competencies, including teamwork, cross-cultural communication, and innovation abilities. By analyzing students' development in these competency areas, we can assess the impact of the assessment system on their overall competency enhancement.

5.3 Assessment of overall competency improvement

In addition to academic performance analysis, the assessment of overall competency improvement is a vital component of evaluating the effectiveness of the assessment system. Overall competency includes the skills and qualities required by students in practical operations and is a fundamental goal of the assessment system.

Firstly, assessing teamwork skills is an integral part of overall competency evaluation. In the cultural tourism industry, teamwork is essential for successfully completing projects and addressing real-life situations. Analyzing students' performance in team projects can assess whether their teamwork skills have improved.

Secondly, evaluating cross-cultural communication skills is equally important. The cultural tourism field often involves communication and collaboration across different cultures and backgrounds. By analyzing students' abilities in cross-cultural communication, we can evaluate the impact of the assessment system on their cross-cultural competencies.

Finally, assessing innovation abilities is part of the overall competency evaluation. Innovation is a significant driving force in the cultural tourism industry. By analyzing students' performance in innovative thinking, problem-solving, and adaptability, we can assess whether the assessment system effectively fosters their innovation capabilities.

The assessment of overall competency improvement can be conducted through methods such as field investigations, project reports, oral presentations, and self-assessment by students. Through the comprehensive application of these assessment methods, we can gain a holistic understanding of students' development in terms of overall competency.

6 Conclusion

This paper aims to establish a student evaluation system for cultural tourism courses in universities to cultivate outstanding professionals in the field of cultural tourism. We have clearly defined assessment indicators, including subject knowledge, practical skills, and overall competencies, and proposed diverse assessment methods while considering

challenges and factors. Through case studies and feedback from teachers and students, we have gained insights into the practical implementation of the assessment system. In terms of effectiveness assessment, we have introduced methods for analyzing academic performance and assessing overall competency improvement, providing both theoretical knowledge and practical experience to nurture cultural tourism professionals who meet industry demands and promote the sustainable development of the cultural tourism sector.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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