



## **Appendix 5-2 Hunan City University Student Teaching Evaluation Form and Teacher Instruction Quality Evaluation Standard**



## Hunan City University Student Evaluation of Teaching Form

Instructor Name: \_\_\_\_\_ Instructor's Department: \_\_\_\_\_

Course Name: \_\_\_\_\_ Teaching Class: \_\_\_\_\_

Evaluation Time: \_\_\_\_\_

Serial Number	Item		Score
<1>	A Teaching Content	A1. The content is substantial, well-organized, and logically structured.	
<2>		A2. Key and difficult points are emphasized, and the time allocation is reasonable.	
<3>		A3. Concepts and principles are explained clearly and accurately.	
<4>		A4. Theory is connected with practice, and appropriate examples are provided.	
<5>	B Teaching Methods	B1. Mandarin is used, and the language is vivid and engaging.	
<6>		B2. Various teaching methods (such as multimedia, visual aids, blackboard writing, etc.) are used reasonably and effectively.	
<7>		B3. Students are guided to think, with a focus on developing their learning abilities.	
<8>		B4. English professional vocabulary is appropriately used (writing and reading).	
<9>	C Teaching	C1. The instructor is dignified, energetic, and enthusiastic during class.	



<10>	Attitude	C2. Preparation is thorough, classes start and end on time, and classroom discipline is maintained.	
Overall Score			

Note:

Please provide specific comments and suggestions for the instructor:

---

The scoring uses a 100-point system. Each item has a maximum score of 10 points, with 6 points being the passing score.



## Appendix 2

## Hunan City University Teaching Quality Evaluation

### Standards Form

(For Supervision and Peer Evaluation)

Instructor Name: \_\_\_\_\_ Unit: \_\_\_\_\_ Evaluation Time: \_\_\_\_\_

First-Level Indicator	Second-Level Indicator	Achieving Objectives	Score	Points Earned
1. Teaching Attitude	1.Pre-class Preparation	Thorough and Serious Preparation, Substantial Content, Complete Lesson Plans	2	
	2.Role Model for Students	Teaching by Words and Example, Serving as a Role Model	1	
	3.Teaching Discipline	Adhering to Teaching Discipline, Starting and Ending Classes on Time	2	
	4.Answering Questions and Assignments	Answering Questions and Assigning/Grading Homework According to Teaching Requirements	2	
	5.Teaching and Educating	Able to Manage the Classroom Effectively, Emphasizing Both Teaching and Educating	1	
	6. Appearance and Sense of Responsibility	Professional Appearance, Energetic and Enthusiastic in Class, Strong Sense of Responsibility	2	
2. Teaching Content	1. Implementation of the Syllabus	Diligently Implements Teaching Plans and Syllabus	5	
	2. Academic Rigor	Rigorous Scholarship, Strong Systematic and Scientific Knowledge of the Discipline, Rich in Information	5	
	3. Lecturing	Accurate Content, Clear Explanation of Basic Concepts and Theories, Emphasizing Key Points and Addressing Difficulties	5	
	4. Relationship with Related Courses	Pays Attention to the Connection with Related Courses and Content	5	
	5. Course Advancement	Introduces Cutting-Edge Content and New Academic Perspectives in the Course	5	



	6. Student Ability Development	Emphasizes the Development of Students' Abilities	5	
	7. Examinations	Standardized Exam Questions and Grading Practices	5	
3. Teaching Methods and Techniques	1. Teaching According to Students' Abilities	Explains Complex Concepts Simply, Teaches According to Students' Abilities, Strong in Inspiration and Scientific Rigor, Combines Knowledge Transmission with Ability Development (5 points)	5	
	2. Communication with Students	Able to Communicate with Students, Values Student Feedback	5	
	3. Language and Blackboard Writing	Accurate and Fluent Mandarin, Standard and Neat Blackboard Writing, Strong Language Proficiency and Expression	5	
	4. Teaching Methods	Reasonable and Flexible Teaching Forms and Methods, Scientific and Appropriate Use of Modern Teaching Tools, Innovative and Vivid Simulations	5	
	5. Teaching Style	Uses Inspirational and Participatory Teaching Methods	5	
	6. Teaching Reform	Actively Participates in Teaching Reform and Development	5	
4. Teaching Effectiveness	1. Students' Mastery Level	Students Can Understand and Master the Basic Concepts, Content, and Skills Taught in Class	5	
	2. Classroom Teaching Effectiveness	Students Are Attentive, Classroom Atmosphere Is Positive, Facilitates Teacher-Student Interaction (5), Inspires Students to Think, Associate, and Innovate (5)	10	
5. Inspiration and Critical Thinking	Critical Thinking and Ability Development	Consciously Expands Students' Thinking, Stimulates Their Interest in Learning, and Enhances Their Ability to Analyze and Solve Problems (10 points)	10	



Total Score			100	
-------------	--	--	-----	--