

学生评教:问题、出路与反思*

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摘要: 目前流行于我国高校中的学生评教制度正遭遇寒流,出现大学生对评教活动参与不积极的难题。出现这一情况的一个直接原因在于学生评教结果不公开,无形中挫伤了他们的参与积极性。评教结果可以向学生公开吗?为什么学生评教会变成“鸡肋”?未来评教制度的出路如何?这些问题亟待回答。通过分析发现,评教结果确实不能贸然公开,因为评教制度设计并不完善。要完善评教制度设计,首先要真心尊重学术权利和学习权利,不然评教制度就容易走样,就容易成为“鸡肋”。

关键词: 大学生评教;问题;出路;反思

中图分类号: G641 **文献标识码:** A **文章编号:** 2095-6800(2014)05-075-07

一、学生评教结果能够公开吗?

在今天,几乎国内所有高校采用了学生评教系统,因为这是高校接受合格评估时的一项重要指标。但至今很少高校把学生评教结果完全公之于众的,这样评教系统就成了一种暗箱操作。当学生不知道评教结果究竟如何就会产生懈怠心理,都把自己扮演成老好人。^[1](60-66)]目前大学生评教分数“普遍偏高”就是这一状态的反映。^[2]那么,人们必然要问:学生评教结果为什么不能公开?

这个问题的基本蕴含是:当学生参与

了评教之后,他们一般是迫切希望知道评教结果的,希望知道自己的意见是否得到了尊重,希望得到反馈。如果他们不知道自己评教意见结果如何,他们就会产生一种无所谓意识,即“评教不过是走过场而已”,一旦如此,就会抑制其持续参与的积极性。换言之,学生们要求知情权,想知道他们评教行为是否发挥了作用,而评教结果公开,就是对他们参与评教行为的肯定。他们也希望通过评教对某些教师的行为具有约束力,使他们能够改进教学,提高教学质量,同时也希望评教结果能够对优秀教师产生激励效应。无论约束效应还是激励效应,也是管理者所期望的,那为什么评教

*基金项目:教育部哲学社会科学研究重大委托项目“中国特色高等教育思想体系研究”(13JZDW004001)

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结果不能公开呢?

表面上看,这似乎是一个假问题,因为没有人说不能公开评教结果,也没有人明确反对公开评教结果,只是实际上没有公开评教结果。至于为什么没有公开,似乎原因也很简单,即管理部门担心公开后效果不好!至于什么样的不好效果,似乎不言而喻:怕部分教师闹情绪,怕在教师中间引起争议。应当说,这样的谨慎处置是比较合理的。

难道公开学生评教结果就一定会引起争议吗?确实这种担心不无道理,但并非绝对必然。因为最容易争议的是评教指标设计是否合理问题,在目前没有谁敢保证所采用的评教指标设计是非常合理的。不仅如此,如何推行评教制度也非常关键。当这两者都不敢保证时,一般是不敢贸然将评教结果公开的。所以,除非评教方案设计人对方案设计有百分之百或至少应该有80%以上的自信,又采用周密的措施进行推行,否则就会担心评教公开后会产生难以预料的后果。问题的真正症结也恰好在这里。

为什么会产生这样的不自信呢?因为许多高校所采用评教方案的设计人大多不是专业人士,一般都是行政管理者自己内部设计的,这个设计出发点很大程度上也是为了应急的需要,即为了应付上级检查,满足上级的检查要求,所以,他们在设计时充其量是凭管理者自己经验进行设计的,并没有经过严格的科学论证。也许这个设计过程经过了管理系统的内部讨论,而且也参照了其他学校的设计,总之也不是随随便便设计的,但毕竟这个设计不是由专业人员专门针对本校设计的,甚至都没有经过 ([1] 进行严格论证,这样设计中

存在这样或那样的漏洞就再所难免,这个隐忧正是评教结果不敢公开的原因所在。

退一步说,即使是由 ([1] ([2] ([3] ([4] ([5] ([6] ([7] ([8] ([9] ([10] ([11] ([12] ([13] ([14] ([15] ([16] ([17] ([18] ([19] ([20] ([21] ([22] ([23] ([24] ([25] ([26] ([27] ([28] ([29] ([30] ([31] ([32] ([33] ([34] ([35] ([36] ([37] ([38] ([39] ([40] ([41] ([42] ([43] ([44] ([45] ([46] ([47] ([48] ([49] ([50] ([51] ([52] ([53] ([54] ([55] ([56] ([57] ([58] ([59] ([60] ([61] ([62] ([63] ([64] ([65] ([66] ([67] ([68] ([69] ([70] ([71] ([72] ([73] ([74] ([75] ([76] ([77] ([78] ([79] ([80] ([81] ([82] ([83] ([84] ([85] ([86] ([87] ([88] ([89] ([90] ([91] ([92] ([93] ([94] ([95] ([96] ([97] ([98] ([99] ([100] ([101] ([102] ([103] ([104] ([105] ([106] ([107] ([108] ([109] ([110] ([111] ([112] ([113] ([114] ([115] ([116] ([117] ([118] ([119] ([120] ([121] ([122] ([123] ([124] ([125] ([126] ([127] ([128] ([129] ([130] ([131] ([132] ([133] ([134] ([135] ([136] ([137] ([138] ([139] ([140] ([141] ([142] ([143] ([144] ([145] ([146] ([147] ([148] ([149] ([150] ([151] ([152] ([153] ([154] ([155] ([156] ([157] 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二、学生评教正在成为一种“鸡肋”吗?

当学生评教成为一种装饰的时候,它的价值或前景就变成了一种进退两难的情况。^{[3](24-26)}所谓“进也难”,是指不知道究竟该如何改进;而“退也难”,是指不能很好地解释退出的理由。

如果从改进评教方案设计角度出发,是否可以推进方案设计进一步走向科学化?使方案设计程序合理化?方案执行过程透明化?无疑这些都是必要的。如果方案设计本身不科学,那么就不具备公信力;如果方案设计程序不合理,那么就缺乏合法性基础;如果方案执行过程不透明,那么就难以发挥本身应有的效力。

然而,这些设想都是难以执行的,为什么?如果要使方案设计得比较科学的话,那么执行起来难度势必大大增加,因为行政人员是执行主体,那样他们驾驭这套工具的难度就大大增加。之所以评教方案要自己来设计,其根源也在这里,因为这样自己使用起来方便,也容易做一些必要的解释和说明。所以,绝不是因为他们不信任科学设计,而是他们认为那样做是在为自己出难题,自找麻烦显然是不乐意的。对于管理人员而言,他们一般坚持的工作原则无疑就是“简便易行”四个字。学术系统一般是希望寻找问题、解决问题,否则就难以创新;而行政系统则是尽可能地回避问题,这就是所谓的“大事化小,小事化了”的经典原则。这也说明,行政系统与学术系统之间是相互封闭的,各自独立的,不想互相牵涉。一旦行政系统把方案设计权交给专业人员或学术系统,这意味着自身的管理权

的丧失,这与中国的“行政中心”文化的本色是冲突的。从这个角度可以看出,为什么各部门都设有自己的研究室作为自己的智囊,其目的就是为自己服务,不想求助于专业系统,因为怕丧失自己的权威地位。显然,这是一种小农经济思想在发挥作用,这就阻碍决策走向科学化和民主化。

由管理者自己设计评教系统、然后自己操作就万事大吉了吗?显然事情并没有这么简单。因为自己设计的系统不免有想当然的成分,这样自己在解释时就很难自圆其说,那么对出现的各种结果就无法解答,不良后果更无法承受。当然,他们最怕的就是问责,那么,怎么使影响控制到最小就是管理的目标追求。如此一来,不公开就是一种必然选择,这样免得自找麻烦,自讨没趣。

对于教师而言,他们希望公开评教结果吗?一般来说,他们也是不喜欢的。为什么?因为同行之间的竞争态势所决定的,一旦结果公布对自己不利,那么情何以堪?如何面对同行和学生?换言之,教师的尊严就丧失了,自尊心也会受到严重打击。尽管大家都在私下里相互安慰时说不要把评教结果当回事,但每个人都不会不当回事,如果真不当回事的话,那说明自己在心理上是比较麻痹的,这显然是更可怕的。

之所以大家认为不要当回事,其说辞就是评教系统本身不科学,学生评教不认真,态度不严肃,缺乏科学判断力等,这些说辞是自己可以回避评教结果的理由。尽管大家都知道,无论哪个理由都没有十足的把握,但对评价系统漏洞的挑剔,对学生评教的不良表现都能够找到比较多的证据。因为无论评价系统怎么完善,其漏洞永

远都是存在的;无论对学生怎样教育,其中总有一部分是不负责任的。因为这些不可排除的因素存在,所以都怕自己被抛在风口浪尖上,成为别人的话柄,给人以攻击的口实。这样的话还是不公开为最好,因为这样大家都差不多,充其量属于五十步笑百步。

教师对评教系统攻击最大的就是这个评教系统的存在威胁到自身的学术自由,威胁到自己的学术权利,认为这是诱发学校向“学店”转变的罪魁祸首,因为这样教师难免需要看学生眼色上课,以讨好学生作为一种教学行为取向。事实上,“互评高分”现象也正是在这种情况下发生的,这种交易性行为的存在,正是学术失去尊严的征兆。^{[4](95-104)}

当然也有一部分教师是希望公开结果的,目的是知道自己的差距,为了改正自己,提高自己。这显然需要一种坦荡的胸怀和对自己严格的要求以及非常强的进取心。显然,这部分教师属于少数,甚至越来越少,在这种情况下,寄希望于教师都同意公开是不可想象的。大多数教师都害怕结果出来后大家相互攀比,相互议论,甚至出现相互看不起的情况,这样会影响自己的情绪。甚至可以说很多教师压根就反对评教举措。^{[5](27-31)}

对于学生而言,评教无疑是一个表达自己意见的机会,但很难设想绝大多数学生都能抱着一种比较客观公正的理性心态来进行评教。此时,“人是自私的动物。”^①因此,不要设想绝大多数同学的思想都很成熟,思想都很纯洁,应该设想学生思想不那么简单。那么,制度设计就应该引导他们正确地表达自己的意见而不是发泄自己的不满,

显然评教体系设计还不可能做到这一步。

但当教师讨好他们时,他们中多数人是感到很满足的,很少会感到内疚的。因为他们真得体验到一种主人的感觉,看到评教的威慑力。这种威慑力也是行政所倚重的,也是他们不愿意放弃这种工具的重要原因之一,否则他们会认为教师太骄傲了,因为教师有自己的专业领域,可以洋洋自得。有了这个杀手锏之后,大多数教师都会非常驯服的。

但当评教成为管制学生的一个措施时,^②学生也会认为这个系统很烦人,愿意把它废弃掉。但他们转念一想会认为这个制度设置毕竟是利大于弊,从而就不想废弃掉就,从而可以忍一忍暂时的麻烦,保持手中这个王牌,让它继续发挥影响力。

所以,在与评教直接相关的三个利益群体中,没有一个群体百分之百拥护它,大概最拥护它的就是学生,其次才是管理者,最不拥护的或反对意见最强的可能就是教师了,因为这个评价系统对教师而言没有任何利处(如果说它能够提出有益建议的话则完全可以利用其他渠道)。学生之所以最拥护它,是因为它改变了学生在传统课堂中的弱势地位,他们在一定程度上可以享受作为上帝的感觉;管理者之所以部分拥护它,是因为它是制衡学术人员的武器。为什么他们也会反对它,因为它陡然地为自己增加了许多工作量,而且还使自己在这个工具面前发现自己专业素质的缺乏。教师为什么反对它,因为他威胁到学术自由。

三、学生评教的出路在哪里?

可以断言,“学生评教”一旦提出就不

可能被废弃,因为这关乎学生的权利,在这个消费主义的时代,学生当然不想失去这个捍卫自己权利的工具。高等教育已经无法避免地进入了大众化时代,高等教育开始作为一种特殊的消费品出现了,“顾客是上帝”是消费主义时代的普遍特征,那么学生也开始坚决捍卫自己作为上帝的荣耀。

管理者也不敢轻易提出废弃学生评教制度的主张,因为这可能会惹上不尊重学生权利的指责,这个指责的杀伤力是非常大的,尤其是在“学生中心主义”时代,^③以致于没有人敢冒这个风险。何况这个工具对自己而言也是相当有利的,因为这是行政系统与学术系统制衡中的一个重要砝码。

作为教师个人也不敢贸然提出废弃这个设置的建议,因为一旦教师提出这样的动议,分明是在说自己很不自信,怕被学生评价。所以,即使心里很怕也不愿说出来。况且,如果要提出反对意见,就必须提出拿出十足的理由,显然这是无法做到的,所以,没有人愿意冒这个使自己陷入尴尬的风险。

在这个无法废弃的工具面前,唯一的选择只能是通过不断改进它而使它更容易被三方利益群体接受,而不使它陷于目前的进退两难的局面。

出路一:设计出更加科学的评价方案,而且这个方案最好是交由专业人员设计。只有当评教方案本身被证明是科学的合理的,才能使管理人员避免最严厉的指责,因为后面所需做的工作就是尊重事实,消化不良影响,做好善后工作,也就是做到程序合理,完备救济机制等。因此,如果这个工作(指方案设计)不启动,其他工作都无法取得进展,此所谓正本清源。我们对待任何

问题都应该抓根本,抓源头,科学评教系统设计就是学生评教问题的源头。

出路二:采用自愿参评原则,使评教方案逐渐演化成熟。从原则上讲,每个教师都应该接受学生的评价,但教师可以因为特殊理由申请不参与评教系统。对于学生也是如此,要充分尊重学生权利,而不是把参与评教变成一种被强制的行为。一旦选择参与评教的话,学生必须写下保证,保证自己是在正常的良好心态下参与的,不会滥用自己权利,不会把评教作为发泄个人不满的工具。而教师提出不参与评教也应该是理由充分的,并且提出具体期限,应该提供充分证据证明自己的教学质量是有保障的,足以使自己可以免于学生评教的。有了这个设置之后,教师就会权衡究竟是参与评教系统还是不参与评教系统。

出路三:建立自助的评教完善系统,推行个性化的评教方案。这就是说,评教目标不是为了评比,而是为了教学改进,不是为了威慑,而是一种自我激励。所以,教师可以在一般评教方案基础上设置具有个性特色的评教系统,从而反映自己的教学特色达到的程度,即从学生那里获得一种反馈性意见。这样就能够把评教系统变成一种师生有效沟通的平台,变成一种相互激励的机制。

出路四:建立新的决策机制,形成一种学术主导、共同参与的评教新机制。即评教方案设计与采用均由学术委员会或教授委员会决定(但在评教方案设计环节需要征求其他两方的意见),并且由教授委员会设置评教救济机制(当教师对自己评教成绩不满时可以进行申诉,从而更好地保护教师权益)。

出路五：建立更加完备的师生沟通机制。学校有责任建立更加完善的师生沟通机制,而不使矛盾集中在评教机制上。换言之,通过学校的文化建设,使教师养成认真教学、认真倾听学生意见的习惯,这样会更加尊重学生的权益,也能够使教师的学术自由获得更大保护。

四、学生评教问题 是制度转换过程中的问题

从根本上讲,是否采用学生评教方式应该由学术委员会决定,因为这不仅关乎学生的学习权利,更关乎教师的学术权利。而且,学术委员会有权选择认为比较合适的评教系统,而不是必须执行一种自己并不认同的评教系统。这意味着,评教系统设计不是单纯某一群体的事情,也应该吸引三方面群体代表参与。换言之,评教系统首先应该保护教师的正当学术权利不被严重侵犯,其次才是保证学生拥有充分表达自己意见的机会,再次则是要保证管理者方便操作施行,最后也是目的,即保证三者之间能够产生合力,促进大学内部塑造一种和谐的文化品质,而不至于演变成一种相互指责的诱因。

之所以出现师生“互评高分”现象,以及学生对评教消极对待、教师对评教事情反感、管理者也不热心等一系列问题,就在于它是一种强制性的设置,没有照顾到学校特色、学科特色、教师和学生需求,结果导致了它不仅没有拉近三者的距离,相反疏远了三者关系,使三者从一种合作性关系变成了一种竞争性关系,变成了利益博弈的对手,这显然不是评教的初衷。

需要指出的是,学生评教这种机制设计,虽然与大众化的趋势是一致的,也与消费主义观念是吻合的,但与中国传统文化是冲突的,也与学术活动的本质是冲突的。中国有尊师重道的优良传统,而在学生评教机制作用开始消解;学术本是对真理的追求,是科学的、严肃的,但在消费主义影响下却成为一种交易行为,从而违背了学术的基本伦理;学生评教本应该是一种权利的表达,而不良设计却变成了一种强制行为,而非对学生权利的真正尊重;对于教师而言,不良的设计非但不具有激励作用,相反却会弱化他们学术追求的意志。

所有这一切,都不是必然出现的,而是因为我们对学生评教本质没有掌握的结果,其中也透射出我们对学术活动本质没有理解,对传统文化的内涵没有透析,从而出现了简单搬用美国的学生评教机制情况,它也暴露出我们的管理理念、管理者的素质水平对学生评教机制该如何操作缺乏充足的准备。特别是我们还不能真正理解教师的权利、学生的权利和管理者的责任,以至于学生评教变成了一种简单的技术性操作,而无视了其中丰富的文化内涵。当我们真正要尊重学生权利的时候,切不可在有意无意中打压教师的权利,那样的结果是不可想象的,因为无论到什么时候,教师都是决定教学质量和学校成功的最根本的因素。

概言之,评教系统的生命就在于它是客观的、公正的、科学的、易行的。客观的,是指评教系统所收集的信息都是客观的,因而它拒绝任何主观情绪色彩;公正的,是指它反映了三方面的正当利益诉求,而不是仅仅为了维护某一方面的利益;科学的,

是指它的整个设计是符合逻辑的而且有充分理论根据的;易行的,是指它便于操作,方便回应各方面的质疑。

显然,达到这一步是不容易的,达到它,就意味着我国高校管理的科学化水平达到了一个新层次。

注:

- ①指人的心胸是狭隘的,自私自利的,为了自己的目的往往是不择手段的。
- ②许多学校都规定,如果不评教就不能看到自己的成绩或不能选课。
- ③学生中心主义时代是指高等教育大众化时代,在这个时代学生的要求受到了高度重视,“一切以学生为中心”就是这一思潮的反映。学生中心主义反对教师中心主义,但不

反对管理中心主义,因为管理者更容易把学生当成消费者对待。由此可以看出,学生中心主义也是多元中心主义。

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Student Rating of Teaching Effectiveness: Problem, Way Out and Rethinking

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Abstract: Student Rating of Teaching Effectiveness in Chinese university campus has met a cold today that undergraduate is passive in this process. A direct reason for this situation is the result of student rating of teaching effective is not open, which make them think this activity is not very important. Why the result is not open The system is going into dilemma What is the way out All these questions need answer. After a systemic analysis, it was found that the result can not be open easily, because the rating system is not fully completed. If the system want to go to completeness, it should respect the academic right of professors and learning right of students first. Otherwise, it can't go out from the dilemma.

Key word: student rating of teaching effectiveness; problem; way out; rethinking

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