



Examination Culture Construction in the Context of Honesty Education in Universities and Colleges

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Abstract. Honesty education is an essential part of quality education in universities and colleges, and also the core of the fundamental task of moral education and talent cultivation. Taking exams is an essential way for education evaluation, which shoulders the responsibility of improving the quality of talent cultivation and the high-quality development of universities and colleges, and relies on honesty education in universities and colleges. In the context of honesty education in universities and colleges, this paper focuses on explaining the connotations of examination culture and carries out a path of examination culture construction, which is centered on constructing core values of exams, standardizing the examination system, and safeguarding the rights and interests of college students. This paper also provides a normalized and diversified evaluation system to provide useful references for universities and colleges that seek high-quality development.

Keywords: examination culture in universities and colleges; honesty education; moral education and talent cultivation; the path

1 Introduction

Originating in China, the examination system can be traced back to the imperial examination system 2,200 years ago, whose development almost keeps pace with human civilization. Examinations are closely related to society, affecting every aspect of politics, economy, and culture. As a country that places great emphasis on examinations, China has exerted even greater and more far-reaching influence and significance in this field. From the perspective of teaching management in universities and colleges, exams resemble a mirror that can reflect both teachers' teaching effect and students' learning performance, serving as an essential tool for evaluating teaching quality. The examination culture is a systematic concept that refers to the rational understanding of exams, standardization of the exam system, and the practical use of its system^[1]. The examination culture consists of various elements such as exam concepts, the exam system, college students' behaviors, and media carriers. With interactions, these cultural elements can maximize the potential of culture as a whole.

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Being honest is a goal that all college students should earnestly pursue. Being a part of students' quality education, honesty education is the core of ideological and political education, and an important way to fulfilling the fundamental task of moral education and talent cultivation in universities and colleges. Students should be honest while taking exams, which is a requirement, and determines whether the exam results are credible. Without honesty, holding exams is meaningless. Meanwhile, honesty education is one of the connotations of examination culture construction, indicating the relationship between honesty education and examination culture construction.

In the context of honesty education in universities and colleges, this paper discusses the current situation of honesty education, the significance of examination culture construction, and the mutual promotion between exam culture construction and honesty education in universities and colleges. It proposes a path of examination culture construction centered on constructing core values of exams, standardizing the examination system, and safeguarding the rights and interests of college students. This paper also provides a normalized and diversified evaluation system to provide a useful reference for universities and colleges who seek high-quality development.

2 Analysis of the Current Situation

2.1 Lack of Honesty Education in Universities and Colleges

Building a strong country in education, culture, and talent leadership is one of China's long-range objectives through the year 2035. How to implement the fundamental task of moral education and talent cultivation, as well as train socialist builders and successors who are fully developed in virtue, intelligence, physical fitness, beauty, and labor is a matter worth pondering. General Secretary Xi Jinping emphasized in the report to the 20th National Congress of the Communist Party of China that "The school management and education evaluation system and the school-family-society education mechanism should be improved."^[2] Cultivating people with all-around development is the social function of universities and colleges. Currently, in universities and colleges, teachers tend to focus on imparting knowledge rather than moral cultivation, and there are often utilitarian-oriented behaviors during the education process, which does not benefit the fulfillment of the fundamental task of moral education and talent cultivation, as well as the goal of cultivating students in universities and colleges. By rethinking the essence of honesty education and integrating it into courses and daily life to facilitate its normalization, can universities and colleges be fundamentally changed.

At present, there are problems with the honesty education of universities and colleges, such as ambiguity, a limited teaching form, and a simple course of honesty education. Since there is a broad range of content in honesty education, the definition of honesty tends to be obscure, and students have an inadequate understanding of its meaning. Universities and colleges mostly conduct honesty education in classes, and such a teaching model is simple and ineffective. In addition, honesty education is generally conducted in the classroom, with a lack of practice and fact-based education.

2.2 Building Examination Culture is a Need for National Cultural Development

Culture plays a role in leading the development of things. Cultural construction is an important part of the development of socialism with Chinese characteristics in the new era. Building an examination culture is necessary for China to implement cultural development strategy. As a social subculture, the university culture belongs to the social culture, while the university examination culture is an important part of it and part of cultural construction. The 18th Party Congress regarded cultural construction as a part of the Five-sphere Integrated Plan for the socialist cause, and took cultural confidence as one of the Four-sphere Confidence (China's culture, path, theory, and system). The 19th Party Congress emphasized the importance and positive role of cultural construction, and the report of the 20th National Congress pointed out to "Build cultural confidence and cultural strength, and secure new successes in developing socialist culture." Therefore, universities and colleges should undertake construction in examination culture by focusing on and studying the examination culture as an important part of the campus culture, which are critical steps for universities and colleges to implement cultural construction and boost the development of socialist cultural construction guided by the Central Committee of the Communist Party of China.

2.3 Rectifying Evaluation Orientation Requires Examination Culture Construction

Examinations are one of the most common evaluation mechanisms used by universities and colleges, and an education and teaching measurement tool whose results can give information about students' academic performance and teachers' teaching quality.^[3] A good exam model is an essential part of the talent training mechanism, and the establishment of a successful exam model depends on having a correct exam concept. Currently, some universities and colleges, holding exams that resemble finishing one task after another, aim at selecting talents, and students always give priority to passing exams, graduating, or earning a degree successfully. The emphasis on scores alone creates a phenomenon where the quality of talent development and student ability are overlooked. Building a good examination culture can help promote an atmosphere that is less competitive and focuses on feedback about exam results. Students no longer need to be under excessive exam stress, and thus they can concentrate on studying. Meanwhile, since teachers can also ease their exam stress and avoid excessive concerns about exam results, they can flexibly change teaching and exam forms, focus on fostering the abilities of students, correct the evaluation orientation, realize the measurement function of education, and improve the evaluation mechanism of education.

3 The Relationship between Honesty Education and Examination Culture Construction

3.1 Honesty is a Requirement for Examination Culture Construction

Academic exams in universities and colleges seemingly do not have the function of selecting talents. If exams are viewed as a tool for teaching assessment, then there may not be much relation with honesty education. However, academic exams in universities and colleges are actually competitive, and there is a tendency to focus solely on scores and college admission, thus ignoring quality education. There are mainly two reasons. Firstly, a college student's performance is an important factor for student appraising, and postgraduate recommendations. Secondly, the growing number of college students applying to study abroad has made achieving higher GPAs a trend. Currently, academic involution and overthinking in universities and colleges are becoming increasingly severe, with some students even resorting to cheating to achieve high grades. This not only does harm to forming an honesty education environment on the campus, but also deviates from the original intention of cultivating talents in universities and colleges.^[4]

Conducting good honesty education is a strong guarantee for taking fair exams and such education is one of the elements of examination culture construction. Ensuring fair exams runs through every link, including topic selection, question analysis, exam preparation, exam administration, grading, and analysis. Exam fairness is closely related to the scientific and reasonable selection of examination topics and grading standards, strict and orderly exam administration, and fair and reasonable grading. Therefore, to achieve absolute exam fairness, physical interference (such as exam invigilators) alone in exam management is insufficient. It is necessary to help students be honest in exams and strengthen their honesty education to achieve the goal that everyone is honest, which is a requirement for promoting exam fairness and an important way for examination culture construction.

3.2 Examination Culture Construction Promotes Honesty Education

Culture is the fruit of spiritual civilization that has a long-lasting and profound impact on people's consciousness and behaviors in all aspects of life. For universities and colleges, constructing a good examination culture can shape a good honesty education atmosphere. During the construction process, competitions are less fierce, and the value of exam results is emphasized, which is helpful for college students to form values of attaching importance to the process and correctly understanding exam results. Meanwhile, examination culture construction can help college students form a sense of responsibility, clarify moral boundaries, and further promote exam fairness.

Examination culture construction is an educational model for honesty education besides classroom teaching and is considered as honesty education undergoing in reality. Examination culture construction widens the channels of honesty education and enriches the model of honesty education in universities and colleges. With the introduction of the concept of exams, students' knowledge about honesty concepts is promoted and guided by facts, students can truly recognize the significance of honesty for

examination culture construction, individuals, and society. Therefore, examination culture construction promotes honesty education in universities and colleges and plays an important role in improving the honesty of college students.

3.3 Jointly Leading the Development of Universities and Colleges

Strengthening examination culture construction can promote honesty education in universities and colleges, and students being honest is also a strong guarantee for the credibility of exam results. It's obvious that a good examination culture not only can educate people but also promotes the improvement of the evaluation mechanism for education in universities and colleges, thereby promoting internal high-quality development in universities and colleges. With the successful implementation of honesty education, a solid foundation for the development of exam systems can be established, and its development can be promoted by establishing a sound examination culture and bringing together various forces such as exam administration and management organizations, teachers, students, and society. This is the only way to promote internal high-quality development in universities and colleges.

4 Analysis of the Path of Examination Cultural Construction in Universities and Colleges

4.1 Building Core Values of Exams

Talent cultivation is an important function of universities and colleges, and examinations are tools for measuring the quality of talent cultivation in universities and colleges^[5]. To address the many shortcomings that still exist in the evaluation system of education in some universities and colleges, it is crucial to make competitions less fierce, value feedback on exam results, and build core values of examinations. Firstly, students' course grades should account for less proportion in relatively competitive activities, such as student appraising, and postgraduate recommendations, while students' regular performance, scientific research achievements, and competition success should account for more proportion. Moreover, students' grades in teacher evaluation should account for less proportion to avoid teachers taking shortcuts to obtain excellent grades, which goes against the original intention of education. In addition, currently, the evaluation system of education in universities and colleges is mainly based on examinations, which only reflect students' ability to memorize knowledge and cannot reflect whether they have mastered the knowledge^[6]. If increasing examination forms such as experimental operations, certification evaluations, and achievement evaluations, students do not need to forcibly take exams, but can submit works and results that reflect their academic performance to get credits in advance. This approach not only increases the channels for obtaining course credits and makes exams less competitive, but also reinforces the cultivation of students' ability to innovate and practice using knowledge. Furthermore, it also avoids excessive repetition of evaluations, which may decrease students' learning motivation. Finally, the exam time should be flexible which

allows students to decide when to take exams. Universities and colleges can set an examination week in each semester, and students can register to take exams during the week. This fully shows that college students are the main body of teaching and respects their learning habits, as well as extends the time for students to study courses and reduces the pressure of exams.

When teaching students, universities and colleges no longer focus on scores, which is more helpful for exams to play a role in measuring the quality of talent cultivation, truly reflect teaching and learning situations, as well as improve students' ability for independent learning and innovative practice.

4.2 Standardizing the Examination System

In the process of building an examination culture, universities and colleges need to focus on issues such as how to promote the reform of their teaching evaluation system and implement the examination system in practice.

Firstly, universities and colleges should strictly manage the system. They should implement good systems. After the reform of the teaching evaluation system, the management system is more flexible. Strict implementation of management systems is the primary condition for ensuring the successful construction of examination culture.

Secondly, training efforts should be intensified. Examination management organizations should increase the promotion and training for the new system, and related secondary units in universities and colleges should actively learn and implement the new examination management system, allowing all teachers and students to know what the management system is and why reforming the examination management system.

Thirdly, the examination organizations should be improved. Problems in the examination system should be identified, thus forming a complete management closed-loop. For example, if students in the same class choose to take exams in different weeks for the same course, how can the comparability of examination results be ensured? How can the evaluation standards of different works and results be unified? These are the problems that must be improved in the reform of the evaluation system.

4.3 Safeguarding the Rights and Interests of College Students

In the process of examination culture construction, great emphasis should be placed on the main body(students) and the leading position(teachers) in teaching. Universities and colleges should focus on the actual feelings of teachers and students, encourage them to put forward reasonable opinions, and stimulate their autonomy and innovation in teaching activities, while avoiding unilateral decisions. In the iterative reform of examination culture and system, it is necessary to provide a platform for free communication to timely collect feedback from teachers and students, analyze the defects of the current system, actively adopt beneficial opinions, and timely improve the system to ensure the rationality and advancement of the examination management system. Therefore, we can promote the development of teaching and examination management in universities and colleges, forming a good direction.

5 Conclusion

The examination culture construction is a crucial way to promote the internal development of universities and colleges, and improve the quality of talent cultivation. Besides, it is also a complex and time-consuming process, where honesty education is necessary. This article explains the current problems in honesty education in universities and colleges and explores the significance of examination culture construction and its relationship with promoting honesty education in universities and colleges. It proposes a path for the examination culture construction in universities and colleges which centered on building core values of exams, standardizing the examination system, and safeguarding the rights and interests of college students. Then we can establish a normalized and diversified evaluation system that provides useful references for the high-quality development of universities and colleges.

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