

# Research on the Quality Evaluation Method of College Textbooks

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## ABSTRACT

Textbooks are the fundamental basis for higher education teaching and an indispensable carrier of knowledge dissemination for universities to carry out teaching activities. The selection and use of high-quality textbooks are important cornerstones for cultivating industry-specific talents. Scientific evaluation of textbooks can effectively verify the quality of textbooks and improve the quality of talent cultivation. This article constructs evaluation indicators for university courses and studies the strategies for selecting textbooks, providing a scientific and applicable method for the selection and evaluation of university textbooks.

**KEYWORDS:** *textbook quality, textbook evaluation, evaluation indicators*

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## 1. INTRODUCTION

Textbooks play a crucial role in higher education and are an indispensable carrier of knowledge dissemination for universities to carry out teaching activities, carrying the important mission of cultivating morality and nurturing people[1,2]. From a national perspective, textbook construction has been included in the 14th Five Year Plan, emphasizing the continuous improvement of textbook selection systems and evaluation feedback mechanisms, and encouraging the use of new high-quality textbooks. For universities, the selection and use of high-quality textbooks are the core of ensuring the distinctive and connotative development of universities, and also an important cornerstone for cultivating industry characteristic talents with new era characteristics. The scientific evaluation of textbooks can effectively verify the quality of textbooks, improve the quality of talent cultivation, and promote students' connotative development.

## 2. Problems in textbook construction

The current construction and management of textbooks are facing multiple problems. Firstly, the management of textbook construction is not scientific, mainly manifested in the extremely uneven number of textbook compilation in the process of marketization, the proliferation of public basic course

textbooks and the scarcity of professional course textbooks, and the overall quality of textbooks is uneven. Secondly, the construction of textbooks lags behind and the cycle of content updates is relatively long. The viewpoints and theories used in some courses are still at the level of foreign textbooks many years ago, which cannot meet the needs of the times. Finally, the selection of textbooks lacks a scientific evaluation system. Teachers often rely on personal preferences when selecting textbooks, lacking effective argumentation, which leads to frequent changes in textbook versions or long-term use of old versions, which is not conducive to improving teaching quality.

## 3. Quality evaluation of textbook selection

### 3.1. Design principles of textbook evaluation index system

When designing evaluation indicators for textbooks, universities should include the following main aspects:

1. Quality and scientificity of content: The content of textbooks should have depth and be in line with the latest achievements and trends in disciplinary development, avoiding outdated, erroneous, or misleading information. The

organization of textbook content should be logically clear, structurally reasonable, and helpful for students to build a systematic knowledge system.

2. Consistency of teaching objectives: Textbooks should clearly reflect teaching objectives, be closely linked to curriculum standards and teaching outlines, and ensure that students can achieve their predetermined learning goals through studying the textbooks.
3. Ideology and contemporaneity: Textbooks should reflect correct worldviews, outlooks on life, and values, and cultivate students' patriotism and sense of social responsibility.
4. Writing standardization: The compilation of textbooks should follow certain norms and standards, including format specifications, language specifications, chart specifications, etc.

This helps to maintain the uniformity and professionalism of textbooks, and improve their readability and usability.

5. The difficulty of the textbook should be appropriate: The difficulty of the textbook content should ensure that it is suitable for the learning needs of college students. If the textbook is too simple, it may not meet the knowledge needs of the university stage; If the textbook is too complex, it may cause students to develop a fear of difficulty and affect their learning outcomes.

### 3.2. Establish an evaluation index system

This article conducted a questionnaire survey on personnel engaged in textbook construction and management, university teachers, and university students. Through the survey, preliminary evaluation indicators for the quality of university textbook selection were established, as shown in Table 1.

**Table 1 Evaluation indicators for textbook quality**

Top level indicators	second level indicators	third level indicators
content quality	Scientific level	Integrity of knowledge structure
		Theoretical systematicity
		Progressiveness theory
	ideological level	Correct value orientation
		Advanced thinking
	Applicability of teaching	Clear organizational structure
		Clear logical relationship
		Difficulty of textbooks
		Consistency between textbooks and training objectives
		Standardization of language in textbooks
		heuristic
		Readability of textbooks
publishing quality	Clarity of graphics and text	Clear chart
		Moderate chart size
		Text font and size
		Printing quality
	Binding level	Canvas Size
		Paper quality
		Binding firmness
		Page flatness
		Cover quality
		Sectional smoothness

### 3.3. Implementation Method of Evaluation

For the evaluation indicators of the designed textbooks, a survey questionnaire is used to collect evaluation data. The recipients of the questionnaire include teachers and students from relevant majors for which the textbook is applicable. In order to make the statistical data more accurate, the number of questionnaires distributed should not be too small.

### 4. Strategies for Improving the Quality of Textbook Selection

1. Strengthen the system of textbook selection and approval

Establish a sound system for selecting and approving textbooks. Textbook management personnel at all levels of departments (teaching and research offices), colleges, and schools should fulfill their duties effectively, review step by step, ensure strict quality control at every stage, and ensure the quality of

textbooks from the source to prevent low-quality textbooks from entering the classroom.

2. Improve the feedback and evaluation mechanism for textbook quality

Develop a practical and feasible index system for selecting textbooks, and scientifically and comprehensively evaluate the quality of textbooks based on the actual teaching situation. Conduct surveys and interviews with teachers and students who use textbooks, promptly rectify existing problems, and provide reference for subsequent textbook selection.

3. Pay attention to the status of students as the main body and the applicability of textbooks

Textbook design and writing should be closely related to students' lives, focusing on the cultivation of students' personalities, potential, and abilities. Textbooks should provide students with opportunities for exploration, reflection, and communication, enabling them to grow through active exploration and creativity.

## 5. Summary

This article summarizes the current situation of textbook selection and constructs a multi-level evaluation index system that covers the opinions of teachers and students, which is used to evaluate the quality of professional course textbooks. It is suggested that universities should improve the system of textbook selection and evaluation to promote the smooth progress of textbook management.

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