

A Study on the Construction of Multi-evaluation Mode of College English Blended Teaching Based on Super Star Learning Platform

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Abstract: With the development of information technology in foreign language education, the reform of College English blended teaching is deepening. Based on the analysis of the current situation of College English teaching, the interactive function of Super Star Learning Platform (SSLP) and the connotation of blended teaching, guided by the concept of blended teaching, this paper integrated the powerful interactive functions of SSLP, and designed a blended teaching mode of College English from three aspects: autonomous learning before class, inquiry learning in class and consolidated learning after class, and built a multi-evaluation mode of this teaching practice. The results showed that the teaching mode combined the advantages of traditional classroom teaching and online teaching, stimulated learning interest, improved learning autonomy, enhanced teacher-student interaction, improved learning effect and teaching quality. This teaching practice provided a reference for the reform of College English blended teaching mode and the implementation of multi-evaluation mode.

Introduction

With the development of information technology in foreign language education, the emergence of a large number of online teaching platforms and mobile terminal apps has brought opportunities and challenges to foreign language teaching. The blended teaching mode based on mobile platforms is gradually becoming the key to solve the contradiction between the traditional college foreign language teaching and students' foreign language learning needs at the information age.

The Course of College English is a public compulsory course. For a long time, many English teachers have been plagued by many problems, such as the large number of students in the classroom, the limited class hours, the little interaction in the classroom, the low enthusiasm for learning and the poor teaching effect. Therefore, how to deeply integrate information technology and College English teaching, enrich teaching resources, update teaching methods, improve teaching effect, and build it into a mixed practical English course which is popular with students, is an important task for College English teachers.

Super Star Learning Platform (SSLP) is a mobile terminal app that integrates resources, courses, learning, evaluation and interaction. Based on the deep integration of informatization and teaching, the platform realizes the free switching of "learning scene" between smart phones, tablets, laptops and other devices. The platform provides powerful functions such as class creation, resource management, one key check-in, topic discussion, person selection and answer, examination and test, etc.

The Connotation of Blended Teaching

With the rapid development of information technology and network technology, blended teaching emerges and develops very fast. The latest horizon report 2018 (Higher Education Edition) points out that the wide application of blended teaching will be one of the trends that are likely to affect the reform of higher education in the next few years. Similarly, with the continuous

development of digital campus construction in colleges and universities in China, blended teaching has become an important part of teaching reform in colleges and universities. At present, many first-class universities in China have carried out the exploration and practice of blended teaching, especially under the promotion of the undergraduate teaching quality engineering project of the Ministry of education, it is required to integrate information technology and classroom teaching in depth to improve the teaching effect and quality of higher education. The president of Pennsylvania University proposed that the integration of online learning and classroom teaching, i.e. blended teaching, is the most important development trend of higher education. Neither classroom teaching nor online individualized learning can achieve the expected results. Both teaching researchers, practitioners, governments and educational institutions have reached a consensus that blended teaching will become the “new normal” of future education (Norberg et al, 2011; Porter et al, 2014).

The definition of blended teaching has gradually evolved from the original “blended of online learning and face-to-face learning” to “teaching mode based on the combination of mobile communication devices, network learning environment and classroom discussion”. More and more scholars point out that blended teaching is not a simple technology mixing, but a real highly participatory and personalized learning experience for students, which is a combination of teaching and counseling in a “student-centered” learning environment (Feng Xiaoying et al., 2018). With the development of blended teaching, more and more researchers begin to pay attention to the design, application, implementation and evaluation of blended teaching. However, how to evaluate the learning characteristics, process and effect of the model objectively and comprehensively is the key problem that must be solved to make full use of the SSLP and promote the development of college foreign language blended teaching. Therefore, it is of great significance to explore the multi-evaluation of College English blended learning mode based on SSLP.

Taking the Course of College English as an example, this paper discussed the specific paths and methods of implementing college English blended teaching design based on SSLP and building a multi-evaluation model, in order to provide references for the formative evaluation of College English blended teaching.

The Design of College English Blended Teaching Mode Based on SSLP

The teaching materials used by author’s team of College English teaching is the New College English Comprehensive Course (Third Edition) by Foreign Language Teaching and Research Press. The teaching team has built the online open course of College English on the SSLP. According to the characteristics of blended teaching and the successful experiences of predecessors, the team designed the teaching framework of College English blended teaching mode into two parts: Online (before and after class) and offline (in class). Online learning includes autonomous learning before class and consolidation learning after class, while offline classroom involves inquiry learning. This teaching mode changes the traditional teacher-centered teaching mode into student-centered teaching mode, arouses the students’ interest in learning, innovates the teaching mode, improves the learning method and enhances the learning effect.

The stage of autonomous learning before class. This stage is the process of knowledge transfer through the course resources on SSLP, which needs independent online learning before class. According to the list of learning tasks and learning guidance questions released every class in the course, students can read the text, learning guidance courseware, watch the teaching video, and complete the pre class exercises, so as to realize the pre learning of knowledge points. Teachers can make dynamic evaluation and timely feedback by checking the data recorded on the platform.

The stage of classroom inquiry learning. This stage is the process of knowledge internalization through in-depth classroom learning. The teacher designs the teaching contents according to the outstanding problems put forward by the students in the first stage. In the classroom, the teacher first explains the important and difficult knowledge, then organizes the students to discuss and explore the problems together, and finally through the teacher’s individual guidance and questions answering by the teacher and peers, the teacher carries out multiple dynamic evaluation and

feedback on the students' classroom performance and learning effect.

The stage of consolidate learning after class. This stage is the process of consolidating knowledge and skills by extended homework, practice and discussion. Students complete online homework or online tests on SSLP, realize the deep understanding of the problems, strengthen the consolidation of the knowledge learned. Teachers answer students' questions and give timely feedbacks through after class online discussion and interaction. At the same time, students can learn from each other, help each other and improve the overall learning effect. In addition, teachers actively encourage students to use their knowledge and skills for extracurricular expansion, such as participating in relevant competitions, works design, innovation activities, etc., so as to further realize the transformation and improvement of knowledge to ability. In this stage of learning, teachers implement process evaluation through the data recorded on the platform, forming a dynamic electronic portfolio of the whole learning process.

In the blended teaching mode of College English based on SSLP, the implementation process of teaching is carried out between the network and the classroom, and students' learning behavior is also online and offline which can be complementary to each other. Therefore, teachers should follow the teaching concept of blended teaching mode, cultivate students' independent learning ability, actively communicate ability, and correspondingly construct multi-evaluation methods of blended teaching, so as to objectively and comprehensively evaluate students' online and offline learning behavior and learning effect.

The Construction and Application of Multi-Evaluation in College English Blended Teaching Based On SSLP

According to the design framework of College English blended teaching mode based on SSLP and the characteristics of blended teaching process, the multi-evaluation mode will be constructed from the following three dimensions. First, online learning evaluation (30%), which includes online learning resources and learning behavior records, such as course video watching, unit assignment, unit test, online examination, discussions, etc., provided by SSLP. Second, classroom learning evaluation (40%), which includes attendance, discussion, presentation, paper tests, etc. Third, after class learning evaluation (30%), composing of homework, practice, competition results, etc.

According to the indicators and weights of the above evaluation dimensions, the expert questionnaire is designed in the form of five-level scale: very important (5 points), important (4 points), general (3 points), unimportant (2 points), very unimportant (1 point). In the questionnaire survey, according to the opinions of 10 experts in the field of educational technology from top five universities in Xi'an, the indicators of evaluation dimensions and the validity are analyzed and further improved. See Table 1 for the revised multiple evaluation model indicators and their meanings.

Table 1. Dimensions and indicators of multiple evaluation models

Dimensions	indicators	Specific meanings
Online learning (30%)	Online learning records (15%)	Evaluate the detailed learning behavior recorded by online course platform
	Discussion and interaction (5%)	Evaluate the quantity and quality of discussion posts and replies online
	Online tests (5%)	Evaluate the scores of online tests recorded by online course platform
	Online homework (5%)	Evaluate the completion of online homework recorded by online course platform
Classroom learning (40%)	Classroom discipline (5%)	Evaluate through classroom discipline formulated by teachers
	Classroom performance (20%)	Evaluate by class attendance, concentration, presentation and discussion

Learning effects (30%)	Classroom tests (10%)	Evaluate the results of tests completed in class
	Classroom tests (5%)	Evaluate the quality of assignments completed in class
	Written test (20%)	Evaluate the results obtained through the final examination of the course
	Competitions (5%)	Evaluate the results of participating in various competitions related to the course
	Works (5%)	Evaluate the achievement of the work related to the course

30% Online Learning Evaluation. The weight of online learning evaluation dimension in the multiple evaluation mode is 30%, and the weights of its specific evaluation indicators are as follows: online learning record 15%, interaction 5%, online test score 5%, online homework 5%. These indicators basically cover the whole process of online learning. According to the learning behavior tracked and recorded by SSLP, teachers conduct real-time data statistical analysis to provide basis for multiple evaluation.

40% Classroom Learning Evaluation. The weight of classroom learning evaluation dimension in the multiple evaluation mode is 40%, and the weights of its specific evaluation indicators are listed below: classroom discipline 5%, classroom performance 20%, classroom test score 10%, and classroom assignment 5%. Teachers also need to record the students' classroom performance in time, especially the students' compliance with the classroom discipline, the number of attendance, the focus of classroom learning, the dynamic evaluation of classroom speech and discussion, and timely feedback the evaluation results to students, so that students can adjust their learning status in time and ensure the learning effect.

30% Learning Effect. The weight of the evaluation dimension of learning effect in the multiple evaluation mode is 30%, and the weights of its specific evaluation indicators are the following, the test score 20%, the competition score 5%, and the work score 5%. According to the evaluation of learning effect, teachers can accurately acquire students' mastery of key and difficult knowledge or skills in the course they have learned. According to these results, teachers can design or adjust the teaching content in the next semester or school year to further improve the teaching effect.

Practical Application. The teaching team studied students from the Department of Education (196 students) by following the traditional teaching method of College English, and also adopts the traditional evaluation method, which is composed of two parts: usual performance (30%) and final performance (70%). While the blended teaching mode of College English based on SSLP was conducted in Media Department for students (208 students), and the multi-evaluation mode was applied to practice. The results showed that the number of students in the Media Department was close to that in the Education Department in terms of failing scores. The number of students in the Media Department was lower than that in the Education Department in the 60-69 low segment. The number of students in the Media Department was higher than that in the Education Department in the 70-85 middle segment and 85-100 high segment. The results indicated that the learning effect of the students with middle or above grades was significantly improved since the blended teaching mode and multi-evaluation mode based on SSLP were adopted in Media Department, while the learning effect of the students with poor grades was not significantly improved. On the one hand, it showed that the enthusiasm of low level students in English learning was still not high, on the other hand, it was also clear that the new teaching mode and evaluation mode were not well implemented, and it was necessary to continue to observe their learning effect in the long teaching reform.

After the examination at the end of the semester, a questionnaire survey was carried out for the students In Media Department. The questionnaire involved five aspects, such as learning interest, learning effect, learning process, evaluation method and improvement. Most of the students thought that blended learning model together with the multi-evaluation model adopted in College English based on the SSLP improved their interest and learning effect. At the same time, most students thought that the evaluation model could monitor, supervise, feedback and evaluate the learning

process and effect comprehensively. Nearly half of the students believed that the dimension, index and weight of the evaluation model should be further improved and refined. It can be seen that the evaluation model has been recognized by students with high success, which provides a good reference for the construction of multi-evaluation model of blended teaching.

Summary

The blended learning mode of College English based on SSLP is the deep combination of educational technology and classroom teaching at the information age. This mode can make full use of the high-quality network resources, stimulate the interest of learning, enhance the interaction between teachers and students, and improve the learning effect. This paper designed a multi-evaluation framework based on the blended learning model of College English implemented on SSLP, and further improves the dimensions, indicators and weights of the evaluation model on the basis of expert questionnaire survey, which provides ideas and references for the construction of the multi-evaluation model under the blended teaching model. However, due to different disciplines, specialties and courses, the blended teaching method, content and evaluation tendency are also different. Therefore, in other practical application, we should adjust the index and weight of the multi-evaluation model.

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