

A Study on the Evaluation System of College English Teaching Quality in Blended Learning

Ying Zhao¹, Qingyu Wu², Hui Wang^{3,*}

¹The School of Foreign Languages Department, Shandong First Medical University

²The School of Foreign Languages Department, Shandong First Medical University

*Corresponding Author.

Abstract: With the integration of “Internet + education” blended learning has become the main teaching method which combines the advantages of traditional teaching and online one to make the two complement each other. This paper analyzes the evaluation system of teaching quality in blended learning, and points out the existing problems and shortcomings. It also tries to design evaluation scales used respectively by students, experts and peers, and teachers for self-evaluation, based on the investigation conducted among students and teachers, together with the characteristics in language teaching, with the purpose of making teaching evaluation more scientific, reasonable and comprehensive so as to improve teachers’ development and teaching quality. And preliminary screening the blended teaching evaluation index. A questionnaire survey was conducted to collect students’ opinions, and after factor analysis of the data, a blended teaching evaluation index system was established. This paper aims to combine formative assessment with summative assessment when assess learning outcome, and clarify the subject, content and index for evaluation.

Keywords: Blended learning; Teaching quality; Teaching evaluation; Evaluation index system

1. INTRODUCTION

Recently, the blended learning, which combines the traditional classroom teaching and online learning, has developed by leaps and bounds. As the most important teaching form in universities at present, blended learning has advantages that cannot be replaced by other forms and is the basis of teaching assignment in various universities. As the executors of teaching, teachers play a vital role in blended learning. The majority of teachers take online learning as supplement and assistance of the classroom teaching. The online learning is characterized of multi-tasks, with listening and writing being the most frequently practiced tasks. Teachers adopt a combination of formative and summative assessment forms, with classroom activities participation, written assignment and final exam as the most frequently used forms. Therefore, the quality evaluation of blended learning has become one of the important means for universities to improve teaching quality. In the broad category of educational evaluation, the quality evaluation of

blended learning is the most important component. As a compulsory course in universities, college English has always been valued by society and schools. Since the Ministry of Education listed the reform of college English teaching as a “quality construction project”, it has received positive responses. Universities have stepped up their efforts to reform college English teaching and achieved remarkable results. The blended learning arouses the reform of teaching methods in addition to teaching content, so quality evaluation system cannot be ignored. Foreign research on teachers’ classroom evaluation emphasizes “practicality and purpose, and pays less attention to the research on evaluation indicators”[1]. Domestic research on the assessment of blended learning quality started late. Most of them explore the significance of assessment implementation, current problems, various aspects of assessment and methods of data analysis and statistics, etc., but insufficient attention is paid to the most important aspect of assessment - the research on assessment indicators. At the same time, many studies have also mentioned the research on the evaluation system of college English blended learning quality. Jiang Xiujian believed that “the evaluation of college English blended learning quality is an effective way to assess teaching quality and promote the professional growth of English teachers”[2]; Liu Jie believed that “the characteristics of college English courses should be combined with quantitative and fixed methods and develop appropriate evaluation indicators”[3]. Huang Weiping mentions that College English blended learning has constructed a set of student evaluations indicator system. Liu Xiu studies the quality supervision of blended learning control indicator system of college English.

From the perspective of students, this study carried out the research on the construction of blended teaching evaluation index, with blended teaching as the evaluation object and the purpose of building a blended teaching evaluation indicator system to help teachers implement high quality blended teaching. In this study, a combination of qualitative and quantitative research methods is used to complement the literature review and survey to build a blended teaching evaluation index system.

2. MAIN PROBLEMS EXISTING IN THE CURRENT EVALUATION SYSTEM

Evaluation indicators do not reflect the characteristics of the course at present. Most domestic universities tend to use the unified blended learning evaluation indicators which lacks specificity of course design evaluation metrics. On the other hand, evaluation criteria “put more emphasis on teachers’ knowledge”[4]. The questions include whether the purpose of teaching is clear, the basic concepts are accurate and the teaching content is correct or appropriate, and whether the key points and difficulties are highlighted, etc. The purpose of learning English is emphasizing language application and communicative skills training while blended learning evaluation standards ignore the interaction between teachers and students.

(1) Single evaluation subject

The main body for evaluating the quality of blended learning in most universities is composed of students and experts, which is a lack of peer evaluation and teachers’ self-evaluation. On the one hand, students are undoubtedly the most important evaluation subjects in teaching evaluation. After all, students are participants in the entire blended learning process and are the only objects of blended learning. Their evaluation of teachers’ blended learning quality has the most consulting value. But on the other hand, students’ evaluation of teaching will be affected to a certain extent by certain factors, such as understanding of the meaning of teaching evaluation and evaluation indicators, and the grasp of teaching objectives, etc. It is difficult to ensure the accuracy and objectivity of teaching evaluation. Therefore, students can only evaluate teaching with the aid of experts’ evaluation and teachers’ self-evaluation. Only by combining them can the quality of the blended learning be reflected more comprehensively.

(2) Single evaluation method

The blended learning evaluation methods adopted by universities are simplified. This is a school-wide unified standards and all courses use the same evaluation scale, consisting of specific evaluation of student groups and scoring, and then conduct statistical analysis to obtain evaluation results. In doing so, although the evaluation method is convenient for statistics, it is over objective and mechanical. The blended learning evaluation should be based on a personalized index system that is full of individual characteristics.

This study is based on the survey and analyzes the current situation of student evaluation of teaching in target universities. The design of English blended learning quality evaluation indicators is based on extensive research and discussion, and the traditional blended learning evaluation model is reformed to build a blended learning quality evaluation index system that is more in line with the characteristics of college English blended learning.

3. PRINCIPLES FOR CONSTRUCTING A QUALITY EVALUATION SYSTEM FOR COLLEGE ENGLISH BLENDED LEARNING

(1) Guiding principle

The purpose of evaluating the quality of college English blended learning is to standardize blended learning and ultimately improve the quality of teaching. The indicator system for blended learning evaluation should become the standard for teachers to improve teaching and the guidelines for teachers to improve teaching quality. The goal of college English teaching is to cultivate students’ comprehensive language application ability. Therefore, teaching evaluation indicators should take the goal into full consideration, thereby effectively guiding teachers to carry out reforms in teaching content and teaching methods to improve the efficiency in blended learning.

(2) Principle of feasibility

Feasibility mainly means the convenience in the operation of teaching quality evaluation system, with concise indicator levels, appropriate quantities, and practical quantification. In the specific evaluation process, clear conclusion can be drawn with the evaluation of each specific indicator through actual observation and measurement. Among them, more emphasis is supposed to be put on the design of the student evaluation index system to make it easier for students’ comprehension and avoid stating obscure content that exceeds students’ evaluation capabilities.

(3) Principle of diversity

The principle of diversity refers to the diversity of assessment subjects and the diversity of assessment methods. The evaluation index system should organically combine students’ evaluation, experts’ evaluation, peer evaluation and teachers’ self-evaluation. At the same time, the evaluation indicators of different evaluation entities need to be diversified. Students’ evaluations focus more on teaching methods, teaching attitudes and other aspects that are easy for students to grasp. Expert and peer evaluations should mainly focus on the artistry of blended learning, the systematization, diversity and classroom effects of knowledge acquisition, while teachers’ self-evaluations should focus on the implementation of the teaching process, teacher-student relationship and teaching reflections. In addition to using scales, open-ended questions, interviews and other forms of evaluation methods should also be used to make the evaluation of blended learning quality more scientific, comprehensive and objective.

4. THE ESTABLISHMENT OF THE INDICATOR SYSTEM

In the process of constructing the university blended teaching evaluation index system, it is necessary to consider from various aspects in order to evaluate the blended teaching comprehensively. First of all, by analyzing and collating existing related literature, the

main directions and research contents of blended teaching evaluation are clarified, and the four directions of teaching support, interactive feedback, teaching effect and student satisfaction are determined to construct a blended teaching evaluation index system. And preliminary screening the blended teaching evaluation index. A questionnaire survey was conducted to collect students' opinions, and after factor analysis of the data, a blended teaching evaluation index system was established. The index system includes 4 first-level evaluation indexes, 10 second-level evaluation indexes, and 28 third-level evaluation indexes. Finally, AHP is used to give weight to each index, and the final blended teaching evaluation index system is constructed, which provides a scientific and standard evaluation tool for teachers to optimize the blended teaching.

The indicator system should conform to the characteristics of the subject. The new indicator system needs to take the characteristics and teaching objectives of college English courses into full consideration. The "Teaching Requirements for College English Courses" officially promulgated by the Ministry of Education clearly states, "The evaluation of college English teaching should also include the evaluation of teachers, teachers' attitudes, teaching methods, teaching content, teaching organization and teaching effectiveness"[5].

In addition to teaching attitude, teaching methods, teaching content, and teaching level, the evaluation index system for college English blended learning is a useful tool to monitor the quality. The evaluation index system should also include the body language, attaching great importance to whether the teachers' oral English is clear, fluent, and standardized, and whether the intonation is authentic. In terms of teaching methods, special attention should be paid to the practice of cultivating students' comprehensive language application ability in each teaching section.

The evaluation content should be different depending on the evaluation subjects. The evaluation index system of English blended learning quality should reflect diversified evaluation subjects. Compared with previous student evaluations, it should also include the evaluations from peers and experts and teachers' self-evaluations. So separate evaluation scales should be designed.

In this study, given that experts and peers have roughly the same perspective of the blended learning evaluation, the same scale is designed. In addition to common or similar indicators, the evaluations from experts and peers are mainly to evaluate teachers' teaching attitude, professional ability and teaching level, which constitutes teaching organization, teaching content, teaching skills and methods, as well as teaching attitude and teaching effect. In terms of teaching content, the focus is on the knowledge of the course, that is to say, whether new achievements and new ideas in the subject can be properly absorbed and

introduced; whether the teaching is accurate and consistent with the syllabus in terms of teaching methods. Focus should be put on the stimulation and motivation of students' interest, the cultivation of practical skills and cross-cultural communication skills.

Students' evaluations of teachers' attitude are mainly based on the teaching level. In terms of teaching attitude, focus is put on whether the teachers communicate with students frequently and whether the lectures are contagious; in terms of teaching methods, emphasis is put on whether the language is vivid, whether the classroom atmosphere is active, and whether the lectures are focused and concise; in terms of teaching effects, focus is supposed to be put on whether students' Cultivation of language application ability is valued.

Teachers' self-evaluation mainly focuses on evaluating their own teaching activities, including course design, teaching content, teaching process, teacher-student relationship, teaching reflection, etc. It focuses on whether the design of teaching objectives is conducive to the cultivation of students' language ability and whether the design is flexible according to the content. The indicators of the evaluation scale should be expressed as concise, clear and easy to the greatest extent. In order to truly manifest the concept of "life-oriented", overly complex evaluation scales should be avoided so as to reduce students' burden. Try to be as close to the students as possible, and the language should be simple and clear. The numbers at the end of the scale are all incorporated questions to fully reflect the characteristics of the teaching process, so that teaching evaluation can be more effective.

The evaluation indicator system should adopt a combination of quantitative and qualitative evaluation. For language courses, some factors in the teaching process can be quantified while others cannot, such as the emotions and attitudes of teachers and students. At the same time, it should also be combined with various interviews, such as teacher-student symposiums. This combination enables acquisition of comprehensive information to help teachers assess the quality of their blended learning. Such evaluation data has greater guiding significance for teachers to further improve teaching and teaching quality.

5. CONCLUSION

Based on the analysis of previous researches on blended learning quality, especially the evaluation, this study points out that the evaluation system of college English blended learning quality should fully consider the characteristics of college English courses, and based on the guiding principle, the feasibility principles and diversity principle, it tries to design reasonable questionnaires for students, experts and peers to evaluate the quality of college English blended learning. This study shows that this

multi-element evaluation system can not only take pedagogical ideologies of both language acquisition and moral education into consideration, but also balance both quantitative and qualitative evaluation methods. In this way, it can highly increase teaching productivity, stimulate students' participation during the teaching process and improve teaching evaluation's validity reliability.

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