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Research on the Construction and Implementation Path of Curriculum Quality Evaluation System Under Blended Learning

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Abstract: Under the background of "Internet +" era, blended learning, as a new teaching method, has become one of the main ways of teaching at all levels of education. The current offline curriculum quality evaluation system based on summative evaluation is no longer applicable. Guided by the relevant requirements of the Ministry of Education, combined with the school-running orientation and characteristics of independent colleges, this paper constructs a combinative evaluation system of internal evaluation + external evaluation, formative evaluation + summative evaluation for course. It exams the effectiveness through 2-terms teaching experiments. This course quality evaluation system is an optimization and upgrade of the traditional offline course quality evaluation system. It aims to provide theoretical and practical reference for the construction of the course quality evaluation system under the new situation.

Keywords: Blended learning; Courses; Quality evaluation system.

1. Introduction

The rapid development of information technology and mobile Internet has changed students' learning methods, forcing the educational world to change teaching methods The blended learning model, which combines the advantages of offline classroom face-to-face teaching and online learning, has become an important way of education and teaching due to its flexible teaching methods Obviously, with blended learning becoming the new norm in university teaching, the existing offline course quality evaluation system is no longer applicable Course quality evaluation is an important part of course teaching, which is an important means to ensure the normal operation and continuous optimization of the teaching system. It plays a guiding, diagnostic, motivating, and regulatory role in teaching From the current situation, the offline summative evaluation method generally focuses on the final exam results, and the assessment method is too single; Online course evaluation also faces practical problems such as traditional teaching concepts, simple evaluation standards, low participation of teachers and students in the evaluation process, low adaptability of evaluation methods, and lack of big data It can be seen that both traditional offline and online course quality evaluation systems cannot meet the needs of talent cultivation in the new era. The construction of a scientific curriculum quality evaluation system under blended learning should no longer be limited to offline single, static summative evaluation or simple online evaluation, but should be matched with the new era of online and offline blended learning teaching mode.

This article explores and constructs a multi-dimensional and multi-level collaborative evaluation system that combines comprehensive and process evaluation based on the characteristics of Nanhu College of Hunan University of Technology and the positioning of talent cultivation. Based on a blended learning approach, it explores and constructs a comprehensive and process evaluation system from five aspects: evaluation subject, evaluation process, evaluation method, data collection, and technical support, in order to effectively and scientifically detect and evaluate the quality of courses.

2. Related work

Blended learning based on MOOC (Massive Open Online Courses) platform can automatically collect dynamic and real-time teaching data, track and trace the teaching process Through the learning records and analysis data provided by the platform, teachers can clearly identify the strengths and weaknesses in course content and teaching design, providing objective and detailed basis for the next step of teacher's teaching adjustment and student's learning adjustment. It can also provide strong data support for the macro layout and scientific implementation of course teaching Research on curriculum quality evaluation standards in foreign countries mainly focuses on the value orientation and actionable indicators of effective teaching, mostly using empirical research methods Analyze and summarize the standards for evaluating effective teaching through classroom examples or social surveys .There is insufficient emphasis on the research of effective teaching quality evaluation standards in China, with few research results, and the research subjects are mostly limited to university teachers, lacking systematic research at the school or institutional level . In terms of evaluating blended learning and its effectiveness, there have been studies or evaluations of online assisted teaching, but there is a lack of classroom evaluation; Or separate online learning evaluation from classroom learning evaluation, without deeply integrating the two forms of evaluation, let alone reflecting the connotation of blended learning. At present, although university teachers have greatly enhanced their awareness of evaluating student learning outcomes, they still lack the ability to design effective evaluations, mainly manifested in simply applying existing evaluation templates and lacking thinking in the design of evaluation content In summary, it can be seen that domestic and foreign scholars have achieved rich research results on the theory of blended

learning and individual evaluation criteria for effective teaching, laying a solid foundation for this article However, there are not many studies on the construction and empirical research of a curriculum quality evaluation system that matches blended learning. Therefore, it is urgent to construct a curriculum quality evaluation system based on blended learning In addition, targeted theoretical thinking and practical exploration are needed to transform theory into practice, and how independent colleges can implement the reform of the curriculum quality evaluation system.

3. Construction of a curriculum quality evaluation system based on blended learning

This article focuses on the practical problems in the evaluation system of curriculum quality in universities. According to the relevant requirements of the Ministry of Education and the talent training goals of Nanhu College of Hunan University of Technology, a talent training quality evaluation hierarchical model and curriculum quality evaluation system based on blended learning are constructed.

3.1. Hierarchical model for evaluating the quality of talent cultivation

A hierarchical model for evaluating the quality of talent cultivation in independent colleges based on blended learning was designed from five levels: data source, platform layer, analysis layer, display layer, and feedback layer.

From the perspective of the evaluator, internal evaluation includes various methods such as teacher evaluation, peer evaluation, and self-evaluation; External evaluation refers to third-party evaluation, with the main body being the practice base or internship employer From the perspective of evaluation process, formative evaluation and summative evaluation are adopted In terms of data collection methods, a combination of quantitative evaluation and qualitative evaluation is adopted to more scientifically and comprehensively detect learning effectiveness From the perspective of technical support, timely evaluation and feedback should be carried out using information technology, intelligent grading technology, and the MOOC platform's built-in learning behavior analysis system. Diversified evaluation methods, with evaluation content aligned with teaching objectives.

3.2. Course Quality Evaluation System

Taking the interpretation course on the Chaoxing Fanya platform as the research object, the course quality evaluation system includes: internal evaluation (teacher evaluation, peer evaluation, and self-evaluation) and external evaluation (for the practical examination part, additional scoring); Formative evaluation (including online and offline process learning) and summative evaluation (final exams).The specific composition of student grades is: course grades=final exam scores+regular grades Among them, the usual grades are formative evaluations, accounting for 50% of the total grades; The final exam score is a summative evaluation, accounting for 50% of the total score Formative evaluation (usually grades) selected three indicators from the learning behavior analysis provided by the Chaoxing Fanya platform: total number of learning visits, homework situation, and student discussion Learning access includes platform access, video viewing task points, video viewing duration, etc Students' daily grades include both online and offline academic performance The composition of online learning scores mainly includes: platform access score (10%), video viewing task point score (10%), video viewing duration score (10%), and post reply score (10%) The analysis indicators of online platform learning behavior are further refined into dimensions such as chapter task points, chapter tests, assignments, exams, group tasks, attendance, course points, discussions, and chapter learning frequency Designed by the Chaoxing Fanya platform, teachers select some of the options for redesign. The platform calculates course points on its own, making it convenient for teachers to conduct statistics and monitor the learning process of students.

4. Implementation of a curriculum quality evaluation system based on blended learning

To verify whether the curriculum quality evaluation system meets the practical teaching needs of independent colleges, it is necessary to implement and evaluate it This article adopts a teaching experiment approach, based on the online data, questionnaire survey, student questionnaire, and student test results of the platform (Chaoxing Fanya Platform), to discuss and analyze the quantitative and qualitative data feedback from learner surveys, in order to test and evaluate the reform and practical effectiveness of the interpretation course evaluation system under blended learning in independent colleges

4.1. Implementation Plan

The purpose of evaluating the quality of interpreting courses based on blended learning is to focus on the entire process of student learning, which is a dynamic evaluation It is necessary to test students' mastery of English interpretation knowledge and skills, whether they have cross-cultural communication skills, and whether they can flexibly apply various coping strategies of on-site interpretation. At the same time, it is necessary to examine their comprehensive qualities such as psychological quality, innovation ability, practical ability, habits, and emotions The following is a specific implementation plan for the quality evaluation system of interpreting courses based on blended learning.

Firstly, evaluate the effectiveness of interpreting skills acquired by students through their performance in classroom interpreting training Secondly, conduct pre class quizzes in offline classrooms to assess the effectiveness of flipped classroom teaching and evaluate students' self-learning abilities after class Thirdly, utilize the built-in learning behavior analysis function of the interpreting MOOC platform to analyze the learning trajectory of students For example, a dynamic formative evaluation of students' interpreting learning can be conducted by examining the duration of watching course videos, the number of course materials viewed, the completion of online tests, the frequency of communication and interaction, as well as different stages of interpreting practice and testing Fourthly, conduct summative evaluations of students through final exams Fifthly, based on third-party evaluation, namely the evaluation and feedback from the practice base and internship employers, a combination of internal evaluation (teacher) and external evaluation (third-party evaluation), formative evaluation and summative evaluation is used, and big data technology is used to qualitatively and quantitatively analyze

the information and data feedback online and offline, in order to scientifically and reasonably evaluate the effectiveness of students' interpreting learning

4.2. Evaluation and Analysis

After two semesters of teaching practice, the teaching team where the author works conducted a correlation test between the quality evaluation system of interpreting courses based on blended learning and students' interpreting learning scores, and the following conclusions were drawn:

(1) The evaluation system provided by the learning platform can only evaluate some interactions that are relatively mechanized and have fixed answers, but most classroom interactions are flexible and varied, and online learning platforms cannot evaluate the latter The interactive evaluation system constructed in this article can effectively compensate for the shortcomings of the online learning platform evaluation system and help achieve fairness at the micro level of education

(2) The evaluation model that combines internal and external evaluation, formative evaluation, and summative evaluation based on a blended learning platform focuses on the process of interpreting learning for students, follows the rules of interpreting learning, reflects the effectiveness of interpreting learning, and can comprehensively examine the development of students' interpreting abilities and abilities Assessment includes both offline and online exams, including the final exam at the end of the semester, as well as regular online practice and testing On site interpretation practice and testing can identify problems and progress in the learning process of students; Online exercises and tests after class can test students' ability to learn independently; The on-site alternating interpretation exam at the end of the term can comprehensively test students' basic level of interpretation

(3) Relying on big data and formative evaluation to summarize teaching laws, make teaching predictions, reflect on teaching results, improve teaching content and methods, and thus form a closed-loop feedback mechanism for teaching quality supervision system. This solves the problem of the lack of a comprehensive and three-dimensional quality supervision feedback system in the teaching process, which cannot comprehensively and effectively predict teaching, and achieves multi-dimensional fair and just evaluation School administrators can have real-time access to various evaluation data throughout the school, comprehensively monitor teaching quality, and make teaching evaluations reasonable, evidence-based, and truthful and objective Teachers can grasp the evaluation and analysis of teaching quality in real time, identify problems in a timely manner, and improve teaching quality and ability Students can timely evaluate and provide feedback on problems encountered during the learning process

Teaching data is the main basis for educational management, and is the most fundamental and important reference data for curriculum design, teaching design, and classroom teaching quality improvement High quality and sustainable teaching process data is a guarantee for effectively monitoring teaching effectiveness and an important condition for substantially improving the effectiveness of process assessment The teaching process data mainly comes from the evaluation data of each stage of teaching, but for a long time, due to the complexity of data types and diverse evaluation methods, the use of manual methods to record foreign language teaching process data has been limited in scale and scope In view of this, efficient acquisition, storage, and utilization of such process data is the key to educational informatization, as well as the key to deepening foreign language education and teaching reform, and striving for quality and efficiency from the process Therefore, in the future, we need to further improve the quality assurance mechanism for translation talent cultivation, adhere to the basic concept of student-centered, output oriented, and continuous improvement, and focus on student development; It is also necessary to revise the training plan according to the "National Standards" and "Teaching Guidelines" of the translation profession, and on this basis, improve the teaching of each link.

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