Construction of Teaching Quality Evaluation System Based on Blending Teaching*

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Abstract—**With the advent of the "Internet Plus" era, the blending teaching model gives a new meaning to the learning methods. Establishing a scientific and effective teaching quality evaluation item system and evaluation mechanism is one of the key points to promote the reform of mixed curriculum teaching. From the perspective of epistemology and methodology, this paper discusses the construction method of the teaching quality evaluation system of blending teaching in college, so as to achieve the expected teaching goals.**

Keywords—Blending teaching; teaching quality; evaluation system; college

I. INTRODUCTION

Exploring the mode and method of college education is the key to improving the teaching efficiency and quality of talent cultivation. With the advent of "Internet Plus", the learning style has changed from the learning of common standardized knowledge to the independent construction of personalized knowledge and the generation of creative knowledge. The "online + offline" blending teaching model gives new meaning to teaching and learning. This paper explores the blending teaching reform method from the perspective of epistemology and methodology. Because the teacher is transformed from a role as a knowledge designer or subject expert to a learning designer or learning facilitator, teachers need to develop a teaching quality evaluation system that is appropriate for different levels of education, teaching objects and subject content. This paper discusses the shortcomings of the current blending teaching model, and puts forward the importance of the construction of the mixed teaching model evaluation system in colleges, thus promoting the deep integration of modern information technology and higher education, and then promoting the reform of education and teaching.

II. THE IMPORTANCE OF BLENDING TEACHING

In recent years, the blending teaching model has increasingly become the focus of attention in China. Especially since 2015, many colleges have begun to try various blending teaching modes such as MOOC, Flip Classroom, Micro-course, and intra-campus online teaching platform, and accumulated some practical experience. At present, undergraduates in China account for more than 80% of college students nationwide. In 2018, the Ministry of Education's "Opinions on Accelerating the Construction of High-Level Undergraduate Education to Improve the Ability of Talent Cultivation" proposed that talent training is the foundation and undergraduate education is the root. To return to undergraduate education, we must improve the mechanism of collaborative education, integrate modern information technology with education and teaching, and improve the quality supervision and evaluation system of in colleges. Obviously, it is necessary to implement mixed teaching in the undergraduate stage of higher education in China. This can give full play to the role of the Internet in the field of education and contribute to the popularization of the higher education.

Blending teaching is a strategy that uses different theories, techniques and means to carry out teaching activities. It emphasizes that teaching should make full use of information technology to create the best learning environment. With the advent of "Internet Plus", universities are actively exploring information-based teaching activities including MOOC, SPOC and various online course platforms. The blending teaching mode of "online learning + offline classroom learning" has become the focus of reform of teaching methods in universities. Based on this mixed teaching mode, the classroom learning community can effectively promote the perfect implementation of learning and teaching by guiding students through online self-learning to complete the learning tasks in advance.

In the implementation of the teaching process, special attention should be paid to the setting of learning tasks, as well as the guidance and interaction of online learning and offline classroom learning. The combination of online education and traditional education can effectively release the time and space for students' learning and relieve the pressure of teachers.

In addition, the universities in China are widely distributed, and there is a serious imbalance in the level of teachers and teaching quality. Due to their own conditions, the faculty in Application-oriented colleges, especially in private colleges, is particularly inadequate, and there is often a disconnection between teaching and practice. Adopting the

"online + offline" blending teaching mode can help meet the needs of diversified teaching for this colleges.

III. ANALYSIS OF CURRENT SITUATION OF BLENDING TEACHING

In the blending teaching mode, foreign universities are developing earlier than China. Since 2015, many colleges and universities in China have begun to use mobile-based APP learning platforms, such as flipping classrooms, MOOCs, micro-courses, and intra-campus online teaching platforms. Their data has reached the world's leading level in the past two years. However, there are still some shortcomings in current teaching. It is mainly reflected in the following aspects.

A. Evaluation Item System Needs Further Optimization

Compared with traditional teaching, the blending teaching mode is mainly based on the network teaching platform and classroom teaching. By dividing the teaching process into modules and according to the needs of the teaching and learning of the curriculum, the blending teaching will present these modules to the students reasonably and effectively. In the hybrid teaching mode, the design of the teaching process is no longer just a traditional classroom teaching. It is based on the student's pre-class, in-class and post-school learning activities, including the task arrangement before the class and the students' self-learning, classroom teaching activities, after-school students' reflection and learning evaluation.

Effective teaching evaluation can not only reflect the students' existing knowledge and learning, but also help students improve their scientific exploration ability. However, the current blending teaching in colleges and universities mainly through the online learning situation of students, mutual evaluation of "students- students", mutual evaluation of "teacher-student" and final exams to complete the assessment of teaching quality. Obviously, this evaluation indicator system is not scientific enough. For example, the number of times that a student logged into an online course and the time they watched the video did not really reflect the student's learning. Some students open the video just to complete the learning task and get the corresponding results. But he/she did not really learn. Therefore, how to distinguish the students who really learn from the evaluation content and effectively distinguish the students who are perfunctory is the urgent goal of the blending teaching evaluation system.

B. Operability of the Evaluation Item System Needs to Be Further Improved

As far as the purpose of teaching is concerned, the blending teaching mode focuses on improving students' innovative ability. Its teaching effect is directly reflected in students' independent learning and scientific research creativity. At present, many scholars have proposed to build a systematic classroom evaluation item system. Most of these indicator systems cover the entire process of online and offline teaching, and set the corresponding scores. However, some of the indicators are too complex to design.

In addition, many teachers are responsible for the teaching of multiple classes. Some indicators, such as online discussion performance, require teachers to rely on experience to quantify the performance of different students. Obviously, it is very difficult for teachers to calculate all the indicators in the complex indicator system within a limited time and effort. Therefore, in future research, it is very important to effectively streamline the indicator system and improve its operability.

C. Evaluation Method Needs to Be Further Enriched

As far as teaching methods are concerned, the blending teaching mode pays more attention to the interaction between "teacher-student" and "student-student", and its teaching effect is directly reflected in the cooperation and communication ability of students. At present, most scholars who are in the study of classroom teaching evaluation methods often establish a classroom teaching evaluation index system, and then use the Analytic Hierarchy Process (AHP) to calculate the evaluation of teaching evaluation indicators. Some other scholars have tried to use the data envelopment analysis (DEA), BP neural network model and fuzzy comprehensive evaluation method to calculate the classroom teaching evaluation indicators. However, in either case, there are problems such as less sample data collection and insufficient practice testing. Therefore, the applicability and feasibility of this evaluation method requires further analysis.

IV. CONSTRUCTION OF TEACHING QUALITY EVALUATION SYSTEM

A. Design Ability of Blending Teaching Is an Important Part of the Teaching Evaluation System

In addition to traditional classroom teaching, how to make full use of the online teaching environment for mixed teaching design should become an important part of teacher evaluation. Whether the teacher's goal is clear, whether the difficulty is outstanding, whether the teaching system is reasonable and logical, and whether the teaching content on the network platform is rich, these are important evaluation indicators for teachers' teaching evaluation under the blending teaching mode.

Under the blending teaching mode, teachers should reconstruct all the contents of the original course according to the characteristics of the mixed learning. In order to full use of the advantages of online learning, the video online learning discussion will be added in the teaching process. The form of assignment submitted by students is no longer just a traditional text assignment, but can be submitted with photos or videos to better understand the students' practical ability.

B. Scope of Teaching Quality Evaluation Should Run Through the Entire Process of Teaching Design

The blending teaching model mainly depends on the evaluation stage, and the evaluation mainly includes formative evaluation and summary evaluation. Formative evaluation runs through every stage of instructional design, and its teaching quality evaluation includes the whole process of online and offline teaching. The online teaching evaluation mainly includes the number of teacher logins, course discussion, course notification, coursework, and so on. The offline teaching is evaluated from the perspectives of teaching supervision evaluation and student evaluation.

Therefore, in the evaluation system design process, data should be collected through questionnaires or interviews, and revised according to the teaching design plan. Summative evaluation is a comprehensive investigation and evaluation from the aspects of students' knowledge, values, and ability development after the implementation of teaching.

C. Learning Effect of Students Is Still an Important Part of Teacher Evaluation

The ultimate goal of blending teaching is to improve the learning outcomes of students. Therefore, teachers should give appropriate comments and guidance through the student's work display and learning experience sharing. This is also an important part of teacher evaluation. In the process of constructing the teaching evaluation system, the degree of students' interest in learning, the improvement of thinking ability and the mastery of curriculum knowledge are important indicators of teacher teaching evaluation under the blending teaching mode. It can be seen that the students' self-inquiring learning results, students' homework and test situations are important basis for teacher evaluation.

D. Teaching Evaluation Should Be Changed from Result Evaluation to Process Evaluation

The construction of the blending teaching quality evaluation item system is influenced by factors such as the nature of the course and student objects. It is feasible to construct a blending teaching quality evaluation item system at a specific level of education. In particular, the reform of student performance evaluation methods is one of the key points in the reform of college mixed teaching mode. It directly affects the implementation of the reform concept and the success or failure of the realization of the reform objectives.

The traditional teaching model uses the final student scores to examine the mastery of the students' knowledge. Obviously, this evaluation method can no longer meet the needs of the development of colleges. The university's blending teaching model reform, while absorbing modern educational information technology such as the Internet and cloud computing, brings together various video resources, study materials and faculty strengths, and promotes the methods of student performance evaluation around the core tasks of curriculum construction, and promote corresponding reforms.

In the method of student achievement evaluation, it is necessary to combine the usual examination with the final examination, the combination of online evaluation and offline evaluation, and the combination of learning result evaluation and learning process evaluation. In the content of evaluation, it is necessary to examine the mastery of theoretical knowledge of college students, as well as the ability of theoretical analysis and problem solving of college students, and focus on the theoretical literacy level of college students. In the evaluation process, it is necessary to reflect the multi-dimensional evaluation, and to include the teaching video watching, online interview, course test, participation, after-school homework, reading materials and other content into the evaluation system.

V. CONCLUSION

As an advanced education model to improve the quality of education and the quality of personnel training, blending teaching is an innovative method in classroom teaching. When designing different evaluation indicators and means according to the characteristics of different courses, we should also consider the characteristics of students, class size and learning condition to carry out effective evaluation activities to achieve an objective reflection of students' learning effectiveness. We believe that with the in-depth development of blending teaching practice, its teaching quality evaluation will continue to be intelligent, systematic and standardized.

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