

Research on the Quality Assurance System of College English Micro-lecture for Art Majors

Lu Tang^{1,*}

¹China West Normal University, Nanchong, Sichuan 637009, China

*Corresponding author. Email: lulu606@cwnu.edu.cn

ABSTRACT

Students majoring in Art in colleges and universities are a special group in universities. Constructing a quality assurance system for college English micro-lecture for art majors is of great significance to art students' English learning. In recent years, the development of mobile Internet has made micro-lecture more and more important in college teaching. As a compulsory course for college students, college English has also followed a series of explorations such as college English micro-lecture teaching mode and teaching quality evaluation. The construction of the quality assurance system for the micro-lecture of college English in art majors in colleges and universities has been gradually "marginalized", and this is a common problem in colleges and universities. According to the characteristics of college English micro-lecture in art majors, this article decomposes the quality management process of each link in micro-course analysis, design, development, implementation and feedback, and builds a guarantee system combining the internal and external quality of college English micro-courses based on college art majors. This paper also aims at constructing the internal quality assurance condition system and evaluation system, improving the functions of the education administration and the school alliance, putting forward proposals to introduce incentive and innovation mechanisms, strengthening internal management and institutional constraints, and improving the suggestions on micro-lecture dynamic quality evaluation system to fully guarantee the practicability and effectiveness of the quality assurance system of the art English micro-lecture.

Keywords: art major, college English, micro-lecture quality assurance system

I. INTRODUCTION

Today, with the rapid development of the mobile Internet, education technology and education development are more closely integrated. Online micro-lecture platforms have sprung up, and the development of education is facing huge opportunities and challenges. As a new product in the information age and a hot topic in the field of educational research, micro-lecture has quickly gained the favor of learners of all ages around the world due to its short time, precise content, and shocking effects. At the same time, it has been widely concerned by many experts and scholars and front-line teachers in China and foreign countries. Throughout the development of micro-classes in the past ten years, micro-lecture has formed a trend of radiating from primary and secondary schools to universities and all walks of life in society. On various micro-lecture platforms, fine English micro-lecture is emerging in endlessly. However, college

English micro-lecture for art majors is in trouble. The practical problems of poorly targeted micro-classes and difficulty in quantifying quality evaluation make it difficult to improve the quality of college English teaching for art majors. Aiming at the construction of the college English micro-lecture quality management, micro-lecture quality evaluation and guarantee system for the art major, it is urgent.

II. THE STATUS QUO AND PROBLEMS OF THE QUALITY ASSURANCE SYSTEM OF COLLEGES ENGLISH MICRO-LECTURE FOR ART MAJORS

A. The status quo of the quality assurance system of micro-lecture in English for art majors

1) *Micro-lecture resources and platforms are gradually improved:* The application of micro-lecture in the field of higher education is becoming more and more extensive, the resources of micro-lecture are proliferating, and the development of micro-lecture platforms is growing. Micro-lecture supporting resources are one of the important factors of micro-

*Project: Research project on online construction of college English against the background of "Internet +" of China West Normal University (17D042).

lecture quality assurance. The richness and variety of micro-lecture resources are also a double-edged sword to a certain extent. For teachers and students of art college English, how to choose the appropriate micro-lecture resources and platform is a challenge. The development of the micro-lecture platform is the basis for the micro-lecture to better serve the teaching. At present, there are many micro-lecture platforms in China. However, there are still very few resources for college English micro-lecture for art majors on the platform.

2) *Micro-lecture quality evaluation system is not yet mature*: The quality evaluation system of the course has an important supervision and guiding effect on the micro-lecture itself. The scientific quality evaluation index system is an important basis for the improvement of the quality of the micro-lecture. Curriculum quality is mostly related to such factors as curriculum teaching objectives, teaching design, teaching content, technical specifications, teaching staff, course management, supporting resources and so on. Studies have shown that the topic selection, teaching process, technical specifications, auxiliary resources, and teaching effects of micro-lecture can all be used as reference dimensions for micro-lecture quality evaluation. The exploration of the quality evaluation system of micro-lecture in China is very beneficial to the construction of the quality assurance system of micro-lecture of art college English. However, the current domestic research is mainly focused on basic education and vocational education, and the research on the quality evaluation system of college English micro-lecture for art majors is relatively scarce. At present, there is no authoritative standard for evaluating the quality of micro-lecture for art majors in China. The exploration of the quality evaluation system for micro-lecture for art majors has a long way to go.

3) *The quality assurance system of college English micro-lecture is in the exploration stage*: At the beginning of 2011, in line with the upsurge of "flipped classroom" and "MOOC", the development of Chinese micro-lecture was very rapid, especially in the field of basic education. Under the development trend of "theory lags behind, practice first", Chinese universities follow suit to carry out the construction of micro-lecture, but there is still not much research on the micro-lecture quality management assurance system. There was an explosive growth in the development of micro-classes in 2015, and the popularity of micro-lecture reached an unprecedented height in 2017. Relevant scholars gradually began to explore how to establish a quality standard for micro-lecture in college English and build a quality guarantee system for micro-

lecture in college English. At this point, the exploration of the quality assurance system of college English micro-lecture for art majors has not yet entered the research horizon of scholars.

B. The problems of quality assurance system of college English micro-lecture for art majors

The guarantee of the quality of college English micro-lecture in art major colleges should not only focus on the teaching and evaluation of micro-lecture, but also comprehensively monitor the application and implementation of micro-lecture. From the current research situation, the current quality assurance system of English micro-lecture for art majors mainly has the following problems:

1) *Weak quality monitoring of micro-lecture*: Micro-lecture quality monitoring involves a very wide range. It is closely related to education administration departments, schools, micro-lecture platforms, course managers, teachers and students. From the perspective of the education administrative department, the existing policies are too macro, and it is difficult to meet the reality of the school and promote the overall standard operation of micro-lecture. At the school level, there are differences in the concepts, levels, and infrastructure of different schools. If there is no effective monitoring mechanism, it is easy to make mistakes. From the perspective of micro-lecture platforms, most micro-lecture platforms can realize real-time monitoring of big data of teacher teaching and student learning through background monitoring, reflecting quantitative data of micro-lecture teaching quality. However, pure quantitative data monitoring is easy to fall into the misunderstanding of "focusing more on data than effect", and it is difficult to obtain real feedback. From the perspective of course managers, the quality of managers and their understanding of related courses will affect their effective management of courses. From the perspective of teachers and students, the role of teachers and students in micro-lecture quality monitoring is very small, and many teachers and students cannot accurately and objectively evaluate the quality of micro-lecture. In general, the weak monitoring of the quality of micro-lecture has affected the improvement of the quality of micro-lecture, and has also hindered the further construction of the quality assurance system for English micro-lecture of art majors.

2) *Weak team building of micro-lecture*: The guarantee of the quality of micro-classes is inseparable from the construction of micro-lecture teams. First of all, the construction of micro-lecture teams requires excellent faculty as a guarantee. The design and

development of micro-lecture have high demands on teachers' own abilities. Some teachers are unable to develop micro-lecture independently or use micro-lecture for teaching because of their outdated ideas, unwillingness to jump out of the comfort zone or limited technical level. Both their own professional development and the construction of micro-lecture teachers are disadvantageous. Secondly, whether the school's information technology talents cooperate, whether the school specifically introduces young teacher talents, or whether it arranges special teacher training all have a certain impact on the construction of micro-lecture teams. The construction of a micro-lecture team is not an overnight matter, and is constrained by many factors, so a comprehensive plan for team building should be done.

3) *Missing quality evaluation system for micro-lecture*: Course quality is not static. When the teaching environment, teaching equipment, teaching objects, teaching goals and other factors change, it will also produce certain dynamic changes and further affect the micro-lecture quality evaluation system. In addition, the quality of micro-lecture on many platforms is uneven and the standards are different, which makes it difficult to unify the quality evaluation system of micro-lecture based on multiple platforms. This shows that the establishment of a micro-lecture quality evaluation system is not easy.

4) *Incomplete micro-lecture teaching management system*: Micro-lecture teaching management system is an important guarantee for the quality of micro-lecture teaching. The level of micro-lecture teaching management has a significant impact on the overall teaching effect. The management of micro-lecture teaching emphasizes the unity of "class", "thing" and "person". Among them, "class" mainly includes the course objectives, course content, course resources, course implementation, course evaluation, etc. of micro-lecture. "Thing" refers to the coordination of teaching operation mechanism, teaching arrangement affairs, coordination work of teaching schedule, etc. "Person" refers to the teaching assistant management team, and they play an indispensable role in daily teaching management. If the teaching management system of colleges and universities is imperfect, and the hard work of micro-lecture construction will lead to the development of micro-lecture with a lot of manpower, financial resources and material resources, it will not meet the actual teaching needs and cause waste of resources.

III. THE CONSTRUCTION OF QUALITY ASSURANCE SYSTEM OF COLLEGE ENGLISH MICRO-LECTURE FOR ART MAJORS

Course quality includes static and dynamic. Static course quality refers to the quality of the course plan, course standards and course content. Dynamic course quality mainly refers to the quality of course setting, course implementation and course evaluation. Course quality assurance system refers to the working system and operating mechanism to comprehensively improve teaching quality. The construction of the quality assurance system of college English micro-lecture for art majors should not only ensure the quality of micro-lecture, but also take into account the quality of micro-lecture to achieve a win-win situation in the construction of micro-lecture.

A. Construction of internal guarantee system for the quality of college English micro-lecture for art majors

1) *The condition system of internal guarantee for the quality of college English micro-lecture for art majors*: The system of quality guarantee conditions for college English micro-lecture for art majors mainly relies on the input of the school to achieve the following aspects:

The first is to promote ideological and cultural construction. Schools should establish awareness of the quality control of English micro-lecture, adhere to the "learner-centered" micro-lecture construction concept, and formulate the school-based micro-lecture construction program for art majors according to the college English curriculum standards. The second is to improve the competition and reward mechanism. The production and development of micro-lecture have certain requirements for teachers' information technology level. Coupled with the shoulders of college English teachers in teaching and research, heavy tasks and limited energy, teachers are prone to fear difficulties. Schools should create conditions to encourage teachers to explore micro-lecture. They should also establish an appropriate internal competition mechanism, and teachers who have contributed to the construction of micro-lecture provide benefits such as special funding support, honorary titles, and green channels for promotion of professional titles. The third is to strengthen the construction of teachers. It is necessary to improve the management of teachers to ensure that the talent structure is reasonable and conducive to the construction of school English micro-lecture team. It is also a necessity to provide school teachers with guidance on English competitions in domestic colleges and universities, carry out special teaching and research activities on English micro-lecture, and expand the thinking of micro-lecture construction for teachers. The fourth is to improve

facilities and equipment and network construction. The construction of micro-lecture has certain requirements for the construction of the school's teaching office facilities and network environment. The school should allocate special funds to improve the campus network environment, introduce mature micro-lecture development equipment and software, and ensure micro-lecture construction and micro-lecture hardware and software conditions of quality monitoring.

2) *Evaluation system of internal guarantee for the quality of college English micro-lecture in art majors:* The construction of micro-lecture is a dynamic process, and its quality assurance monitoring should take into account both the teaching effect of teachers and the learning experience of students. The quality of micro-lecture is often constrained by a variety of factors. According to the characteristics of college English micro-lecture for art majors, the micro-lecture quality evaluation system can be controlled from the five links of micro-lecture analysis, design, development, implementation and feedback to construct a five-in-one dynamic comprehensive quality evaluation system of "analysis-design-development-implementation-feedback".

The first is the analysis stage. According to the college English curriculum standards, the age, interest points, cognitive level and knowledge structure of the teaching objects are analyzed in depth. The focus of art students is mostly in professional courses. Students generally have a weak English foundation and low motivation. Teachers should grasp the topic and duration of micro-lecture, arouse students' enthusiasm for learning, and improve students' learning efficiency.

The second is the design stage. According to the teaching content and teaching goals determined by the analysis, the teacher selects the appropriate teaching method, creates a situation, and completes the micro-lecture teaching design targeted to the teaching object.

The third is the development stage. The development of micro-lecture is the core stage. The content of college English teaching for art majors is relatively simple, but there is a strong correlation between the knowledge points involved. A single micro-lecture is only for a single knowledge point, and it is difficult to form an effective aggregation without the micro-lecture resources of the top-level design. Therefore, teachers need to improve the resource development supporting micro video, such as micro lesson plans, micro exercises, micro reflections, micro comments, micro feedback and other auxiliary teaching content, to further optimize the micro-lecture structure and form an effective aggregation of micro-lecture resources.

The fourth is the implementation stage. In the practical application of micro-lecture, there is no scientific and mature implementation system to learn from the availability of equipment, the fluency of the platform and the arrangement of teaching processes. However, teachers can refer to the Knowledge Map of "Khan Academy" to help students build an English knowledge network with knowledge points as a unit, and introduce certain game mechanisms in micro-lecture, set up fun tests, pass practice, automatic feedback, and rating ranking and other modules to mobilize students' enthusiasm for learning and improve the quality of micro-lecture.

The fifth is the feedback stage. The implementation of micro-lecture is a dynamic process, which itself generates a large amount of data. Teachers can extract data that has an impact on the quality of micro-lecture and the effectiveness of micro-lecture, and dynamically track and perfect micro-lecture, so that micro-lecture can better serve teaching practice.

B. Construction of an external guarantee system for the quality of college English micro-lecture for art majors

The external guarantee system of the course mainly plays the role of planning, guiding and restricting the course development, ensuring the healthy development and effective operation of the course. The external guarantee system of the micro-lecture of English for art majors includes the education administration and the school alliance.

1) *Administrative department for education:* At present, there is actually no department in China's education administration that specifically sets up a monitoring and guarantee system for the quality of college English micro-lecture for art majors. With the explosive growth of micro-lecture, the construction of micro-lecture has been fully rolled out, and the quality control of micro-lecture has gradually been "marginalized", with no "people" interested in it. For the education administrative department, the ideal way is to set up a special official institution for the quality monitoring of college English micro-lecture for art majors to carry out macro-policy control. At the same time, the private sector is encouraged to establish non-official organizations to undertake certain tasks of monitoring and evaluating the quality of micro-lecture through specific platforms and channels to ensure the quality of college English micro-lecture for art majors.

2) *Coalition of essential schools:* In addition to the education administration and unofficial organizations, the guarantee of the quality of micro-lecture also requires the participation of social entities like the micro-lecture school alliance, such as the C20 MOOC

Alliance (MOOC Center of East China Normal University) in the field of basic education. The micro-lecture school alliance can be composed of schools and social organizations that participate in the construction of micro-lecture, set up multiple functional departments, absorb micro-lecture teachers, micro-lecture technical backbones, etc. as members of the institution, cooperate with each other to complete micro-lecture quality monitoring and evaluation jobs. The micro-lecture school alliance conducts micro-lecture construction guidance to each member school, monitors and evaluates the micro-lecture teaching quality of each member school, and shares feedback data to achieve effective participation in the entire process of micro-lecture quality assurance and promote the effective establishment of micro-lecture quality assurance system.

C. The operation and maintenance of the quality assurance system for college English micro-lecture for art majors

The operation and maintenance of the quality assurance system of college English micro-lecture for art majors refers to the mutual promotion and restriction between the internal system and the external system of the curriculum quality assurance, so that the entire curriculum quality assurance system can start normal operation, adjustment and adaptation and cyclic update. The operation and maintenance of the micro-lecture quality assurance system must mobilize the enthusiasm of the main body of micro-lecture quality monitoring, follow the mechanism of operation and maintenance, and participate in the construction of micro-lecture to ensure the quality of micro-lecture in each stage of analysis, design, development, implementation, and feedback to form a viable quality assurance system of college English micro-lecture for art majors.

1) Introducing incentive and innovation mechanisms: It is necessary to introduce an incentive mechanism and adopt multiple incentive methods to ensure the good operation of the course quality assurance system. In the construction of micro-lecture, the education administration and schools should adopt appropriate incentives to fully arouse the enthusiasm of teachers and promote the improvement of the quality of micro-lecture. When introducing innovation mechanism, innovation is an important means of education reform in the new era. The teaching concept of advancing with the times, pioneering and innovative thinking is the essence of curriculum reform in the new era. The innovation of the quality assurance system of college English micro-lecture for art majors is reflected in aspects such as educational philosophy, teaching objectives, teaching content, teaching methods, and

teaching evaluation. In other words, innovation should be reflected in all aspects of micro-lecture quality assurance.

2) Strengthening internal management and institutional constraints: The management and restriction of micro-lecture is an important condition for the stability of micro-lecture and the development of micro-lecture teaching. Only when the micro-lecture is managed and constrained to a certain extent, the teaching process of micro-lecture can follow the established route to complete the teaching objectives and avoid the creation of micro-classes to avoid mistakes. For example, the school level implements strict management of the teaching staff and establishes a strict time and attendance punch card system to improve the teaching efficiency of teachers to a certain extent. The teacher implements a strict attendance system for students, establishes a "micro-lecture record bag" for students, and strengthens the constraints on students. This also has a positive and auxiliary role in improving the quality of college English micro-lecture for art majors.

3) Improving the micro-lecture dynamic quality evaluation system: The "analysis-design-development-implementation-feedback" five-in-one dynamic overall quality evaluation system is established based on the micro-angle of micro-lecture development. If people want to analyze from a macro perspective, the system can also introduce indicators including school-level leadership, teaching supervision office, academic affairs office, industry experts, peers in the teaching and research department, and student evaluation of teaching to establish a more scientific and comprehensive dynamic quality evaluation system, collect data more accurately and truly to provide reference. The dynamic and comprehensive quality evaluation system of micro-lecture is not static, and the maintenance of the quality assurance system of college English micro-lecture for art majors will be based on the continuous improvement of the dynamic and comprehensive quality evaluation system of micro-lecture.

IV. CONCLUSION

With the development of information-based teaching environment, the process and methods of college English micro-lecture for art majors will continue to change. College English is a course that art students must face. The continuous development of mobile Internet has made the development of college English micro-lecture show a more diversified trend. The quality assurance system of the college English micro-lecture for art majors will keep pace with the times with the continuous development of micro-lecture, and will have a broader development.

References

- [1] Cai Yue, Understanding Micro Courses: Micro Course Design and Production Tutorial [M]. Shanghai: East China Normal University Press, 2014, 23-29. (in Chinese)
- [2] Cen Jianlin, A Study on the Definition, Characteristics and Application Adaptability of Micro-classes in the "Internet +" Era [J]. China Educational Technology, 2016(12): 97-100. (in Chinese)
- [3] Jiang Jilin, Huang Qiusheng, The Analysis of Focus and Trend about Micro-lecture Research in China [J]. Modern Educational Technology, 2016, 26(07): 57-63. (in Chinese)
- [4] Li Yusong, Zheng Xiaojun, Analysis of National Award-winning Micro-course Works and Research on Quality Improvement Strategies [J]. Journal of Guangxi Vocational and Technical College, 2019, 12(03): 89-93. (in Chinese)
- [5] Li Donghui, Research on College English Teaching Mode of Art Colleges Against the Background of "Internet +" [J]. English Teacher, 2017, 17(22): 8-10. (in Chinese)
- [6] Qin Qin, How Can Quality Assurance and Evaluation Effect the Diversification of Higher Education? — Based on the Texts Analysis of External Quality Assurance System in Higher Education among 13 Countries (jurisdictions) [J]. Foreign Education Research, 2017, 44(04): 3-17. (in Chinese)
- [7] Shi Lei, Cheng Gang, Liu Zhimin, Feng Ligu, Large-scale Private Online Course Construction Model and Its Quality Guarantee Mechanism [J]. Distance Education in China, 2018(08): 22-30+69+79-80. (in Chinese)
- [8] Wang Yuan, On the Role of "Micro-classes" in the Reform of English Teaching in Art Colleges [J]. New Arts, 2016, 37(03): 130-132. (in Chinese)
- [9] Xiang Lan, Wu Fei, An Investigation into the Effectiveness of Using Micro-Lectures in the English Teaching at Art Institutes [J]. Foreign Language Education & Research, 2019, 7(02): 40-48. (in Chinese)
- [10] Yang Xiaohong, Zhou Haijun, Zhou Xiaozhang, Hao Zhao, Review of Domestic Researches on Quality Identification of Online Courses [J]. E-education Research, 2019, 40(06): 50-57. (in Chinese)