A Study on the Evaluation Method of Blended Learning Classroom Teaching of College English Based on OBE Concept in the Era of Educational Informatization

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Abstract. The new round of assessment and evaluation by the Ministry of Education requires classroom teaching to be student-centered and teacher-led, and to evaluate teaching based on the OBE (outcome-based education) concept. The quality of college classroom teaching is the foundation of achieving course objectives and affects the quality and level of talent training in higher education institutions. With the advent of the educational informationization 2.0 era and the continuous development of blended learning, it is imperative to evaluate teaching effectiveness, exams organization, and conduct blended learning assessment. As a public basic course in universities, college English has a large student population and many class hours. Online and offline exams are important aspects of its teaching evaluation. This study not only provides a theoretical basis for classroom teaching evaluation by college management departments, but also offers practical guidance for college English teachers in blended learning classroom teaching.

Keywords: student-centered and teacher-led · OBE concept · teaching evaluation · college English

1 Introduction

Teaching evaluation is a crucial part of English teaching activities, and an important criterion to judge whether the actual teaching effect has achieved the predetermined teaching goals [1]. With the continuous development of blended learning, how to conduct course teaching assessment to examine the effectiveness of online teaching has become a key and difficult problem faced by various universities. Especially for college English, as a public basic course with a large number of students, wide coverage, and large course capacity, the final closed-book exam accounts for a high proportion in the course assessment, with a significant weight. Therefore, online teaching assessment of college English is worth exploring. Under the OBE concept (Outcome-based Education, an education concept that focuses on student learning outcomes [2]), the dynamic course

evaluation is no longer limited to the end-of-term objective tests [3]. Therefore, under the background of educational informationization and based on the characteristics of blended learning, the assessment of college English courses should be based on the OBE concept, and appropriate adjustments and supplements to the original assessment methods should be made through the revision of the teaching syllabus, adopting diversified evaluation methods to adapt to the teaching of college English in universities.

2　According to the Characteristics of Online Teaching, Conduct Multi-dimensional and Dimensional Evaluations

The OBE philosophy emphasizes dynamic assessment, and teaching assessment should run through the entire learning process. Scientific and effective teaching assessment plays an irreplaceable role in improving teaching effectiveness. Compared with pure offline teaching, a significant advantage of blended learning is that it can achieve students' online self-learning and in-class testing, and the backend can automatically record students' self-learning status, which has practical feedback. Therefore, the assessment of college English should take advantage of the advantages of blended learning, use various online teaching platforms, such as Chaoxing Learning app and Unipus developed by Foreign Language Teaching and Research, set up independent learning tasks for each lesson and unit, post-class assignments, and self-tests, and integrate evaluation vertically throughout the entire learning process. In addition, students' learning outcomes should be horizontally assessed from multiple aspects, such as vocabulary, grammar, listening, speaking, reading, translation, and writing. In addition to focusing on testing students' language comprehensive application abilities, the assessment of college English should also start from students' emotional attitudes and values, timely integrate the elements of ideological and political education into the curriculum, and increase the depth of assessment. Teachers can adjust the teaching content to inspire students to think about various social phenomena and changes in the international situation, deeply tap into students' critical thinking. In addition, combined with the characteristics of blended learning, the assessment can focus on students' learning attitudes, etc., to increase the breadth of teaching assessment. In summary, it is necessary to expand the depth and breadth of the assessment of college English online and offline blended learning from the vertical and horizontal dimensions and construct a multi-dimensional and three-dimensional assessment form.

3　Increase the Proportion of Formative Evaluation and Adjust the Way of Summative Evaluation

Since the release of the "Teaching Requirements for College English Curriculum" in 2004, college English courses have gradually adopted a combination of formative and summative assessment methods. In the implementation process, formative assessment often accounts for a lower proportion, while summative assessment focuses on final written exams. Based on the characteristics of blended learning, it is necessary to increase the weight of formative assessment and focus on process-oriented assessment. Therefore,

it is recommended to increase the weight of formative assessment to 60%, that is, the overall grade = formative assessment 60% + summative assessment 40%. Formative assessment can be approached from several aspects, including attendance, classroom performance (including learning attitude, status), stage assignments and tests, online self-directed learning, self-evaluation, and offline group cooperative learning outcomes. By adjusting the emphasis of formative assessment, such as focusing on the evaluation of students' self-directed learning outcomes, learning status, emotional attitudes, and values to reflect teaching activities that focus on students as the main body, or by changing the evaluation methods, such as using the Correction Website to publish writing tasks or creating English posters as a group, can enrich the assessment forms of formative assessment.

Taking the textbooks "New Horizon College English Reading and Writing Course" and "College English Listening and Speaking Course" published by Foreign Language Teaching and Research Press as an example (see Table 1), teachers use the Learning Pass and Unipus platform for online teaching and students complete self-directed learning tasks through the Unipus and Learning Pass platforms. Teachers can release assignments, conduct online course check-ins, and interact with students through the Learning Pass platform. The online self-directed learning score can be set as 20% of the total grade. Teachers can publish learning tasks on the Unipus platform and Learning Pass platform, and students need to complete the learning content independently within the specified time. Teachers can give evaluations based on the completion situation recorded in the background. Classroom performance is set as 10% of the total grade, including evaluation of learning attitude, learning status, teacher-student interaction, and peer-to-peer interaction. Teachers should pay more attention to the individual growth changes of students and not ignore their personalized growth. Assignments are set as 10% of the total grade, including textbook exercises, in-class learning notes, translation exercises, writing, and speaking exercises. Tests are set as 5% of the total grade, including in-class tests and unit tests. The student evaluation section includes self-evaluation and group cooperative learning evaluation, appropriately integrating qualitative assessment, focusing on the examination of students' cognitive development of emotional attitudes, values, and comprehensive practical abilities. This section can be set as 10% of the total grade. Attendance is a constraint on students' learning discipline, which helps students form good learning habits and can be set as 5% of the total grade.

4 Further Integration of Qualitative Evaluation and Quantitative Assessment

Language learning is a progressive process, and early accumulation of knowledge is essential. Long-term cultivation is necessary for comprehensive language application ability. Therefore, for students with different learning backgrounds, a single evaluation method should not be used. This can easily overlook students' progress and is not conducive to stimulating their learning motivation. Qualitative evaluation focuses on evaluating students' changes in the learning process from a dynamic perspective, especially their individual characteristics, such as thinking methods, problem-solving skills, and crisis management abilities that are not artificially controllable. This evaluation does

Table 1. Composition of formative evaluation

Project	Specific Content	Total Score Proportion
Online Self-study	"New Horizon College English Reading and Writing Course"	10%
	"College English Listening and Speaking Course"	10%
Classroom Performance	Learning Status, Attitude; Teacher-Student Interaction; Student-Student Interaction (Group Study Results Presentation)	10%
Homework	Textbook Exercises; In-class Learning Notes; Translation Practice; Composition Practice and Oral Practice	10%
Tests	In-class Tests; Periodic Tests	5%
Student Evaluation	Self-Evaluation; Group Cooperative Learning Evaluation	5%
Attendance		5%

not have a unified measurement standard and requires teachers to observe and record students' progress and implement evaluations by communicating with students in daily teaching.

Quantitative assessment mainly measures students' memory and mastery level of basic knowledge and skills, as well as their language logic thinking ability. However, it lacks developmental evaluation of students' emotional attitudes and experiential cognition. Therefore, qualitative evaluation should be integrated into the online assessment of university English courses based on quantitative assessment, using the advantages of online learning platforms to focus on students' progress and efforts and pay attention to individual differences in evaluation and affirmation. During the self-evaluation phase, teachers guide students to focus on their self-learning progress, establish a growth portfolio, make good self-growth records, affirm students' self-evaluation, and stimulate students' learning enthusiasm.

5   Setting a Diverse Evaluation Subjects

Zou Huimin (2006) conducted an analysis and study on the problems existing in the English curriculum evaluation system in China and pointed out that the singular evaluation body is one of the main problems in the evaluation system of university English courses in China. Therefore, in combination with the characteristics of blended learning, the evaluation body of university English teaching should be diversified. Through diversified evaluation methods, students' learning achievements should be recognized, and students should be guided to focus on their own learning status and stimulate their independent thinking.

In addition, teachers should adjust the teaching goals of the course, focusing on setting learning tasks closely related to current events and open-ended group learning

tasks that promote exploratory learning, such as making English videos, giving speeches, debates, etc., to inspire students' independent thinking and expand their research capabilities. Teachers should develop student self-evaluation and peer evaluation standards (see Tables 2 and 3), and let students score according to the evaluation scale at the end of the term. By combining self-evaluation and peer evaluation, students can truly become the subject of learning. Student self-evaluation can be set in terms of learning attitude and status, online autonomous effectiveness, offline classroom participation and effectiveness, mastery of learning content, homework completion, etc., focusing on qualitative evaluation. At the end of each learning session, students objectively score themselves according to the evaluation scale, and the converted total score does not exceed 5% of the overall grade. Group peer evaluation can be set in terms of cooperative learning participation, completion, contribution, cooperative spirit, etc. At the end of each learning session, group members score each other according to the evaluation scale, and the converted total score does not exceed 5% of the overall grade. At the end of the term, the teacher can designate a student to be responsible for summarizing all self-evaluations and group evaluation scores, and after a certain proportion is converted, they are added to the overall grade.

Table 2. Self-evaluation scale for students from online and offline learning

Evaluation Content	Evaluation Criteria	Evaluation Level/Score			
		Excellent 3	Good 2	Fair 1	Poor 0
Learning attitude and status	Positive attitude; Full learning status, focused attention; Able to regulate learning emotions				
Effectiveness of self-directed learning	In-depth exploration of new knowledge, able to identify key points and difficult points				
Classroom participation	Actively express opinions, initiate questions, and have logical thinking; Creative and challenging opinions and questions				
Mastery of learning content	Increased or fully mastered compared to the previous time; Able to ask teachers for help when not understanding				
Overall evaluation	Progress has been made compared to the previous time				

Table 3. Evaluation Scale for Online and Offline Learning Groups

Evaluation Content	Evaluation Criteria	Evaluation Level/Score			
		Excellent 3	Good 2	Fair 1	Poor 0
Participation	Able to actively participate and propose feasible suggestions				
Task completion	Able to complete the tasks assigned to the group without giving up halfway				
Classroom participation	Actively express opinions, initiate questions, and have logical thinking; Creative and challenging opinions and questions				
Contribution to results	Innovative insights, strong feasibility, and outstanding contribution to the final learning outcome				

6 Conclusion

College English is a required public course offered by universities, and an important foundational course that is essential to higher education and talent development. Teaching evaluation and assessment, as an important component of college English teaching, can promote the improvement of teaching quality and effectiveness. With the advent of educational informatization, changes in the teaching methods of college English have led to corresponding changes in assessment and evaluation. As blended learning continues to deepen, it is suggested that the assessment and evaluation of college English courses should be based on the OBE (Outcome-Based Education) concept, adopting diversified online and offline blended evaluation methods, expanding the content of evaluation, and implementing a comprehensive evaluation of students. It is recommended to adjust the weight of formative assessment and summative assessment appropriately, reform the way of summative assessment, further introduce qualitative evaluation, pay attention to students' progress, and incorporate diversified evaluation subjects, so that students not only play the role of the evaluated, but also act as the evaluator, achieving self-awareness of their learning situation through self-evaluation and peer evaluation. This diversified evaluation method can further promote the improvement of the effectiveness of blended learning and play an important role in the entire teaching process.

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