Research on the Performance Evaluation Method of Specialized English Course Based on CH-SPOC Mode

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Abstract: In order to solve the performance evaluation problem existed in the CH-SPOC mode specialized English course, process evaluation was combined with summative evaluation to design a specialized English course performance evaluation index system, in view of the characteristics of CH-SPOC mode and specialized English course teaching and the importance of different evaluation indexes. The evaluation index system was then applied to teaching practice. The research shows that this performance evaluation method not only reflects students' learning results, but also pays attention to students' learning process and the concept of collaborative learning in CH-SPOC mode, which can better stimulate learning enthusiasm and improve teaching effect.

1. Introduction

Specialized English is a specialized course for almost all majors in colleges and universities. It mainly trains students' ability to read, write and translate specialized foreign literature. In recent years, it has also achieved certain results in combination with the mixed teaching mode based on MOOC to improve students' initiative and expand learning space [1-8]. In fact, with the rise of the new education concept, it is also necessary to establish a curriculum assessment and evaluation mechanism suitable for it, so as to achieve the sustainable development goal of promoting teaching and learning through evaluation [9]. In August 2018, the Ministry of Education's Guiding Opinions on Strengthening the Construction of Classroom Teaching in Colleges and Universities to Improve Teaching Quality also clearly proposed to promote the reform of curriculum learning evaluation, strengthen the process assessment of students' learning, and increase the proportion of process assessment results. It can be seen that scientific evaluation is of great significance to teaching effectiveness and has a two-way promoting effect [10]. Based on the CH-SPOC model of professional English teaching practice, this paper explores the method of performance evaluation in the context of mixed teaching.

2. Specialized English teaching based on CH-SPOC model

CH-SPOC adds C (Collaboration) and H (Hybrid) on the basis of SPOC mode, and emphasizes the role of collaboration among students in promoting the final learning effect. Since 2020, based on UMU platform, the author has gradually applied the CH-SPOC model in the teaching of professional

English courses of information management and information system (hereinafter referred to as "information management") in Hainan Medical College, and has achieved certain results [1].

3. The design of performance evaluation in the CH-SPOC model of specialized English teaching

3.1. Evaluation method

The traditional single summative evaluation neglects the students' performance and feelings in the learning process, which is a static evaluation method [11]. In the process of CH-SPOC mode teaching reform, in order to give full play to the advantages of autonomous learning and collaborative learning, a variety of learning activities are designed before, during and after class. If there is no corresponding performance evaluation method, students' initiative and enthusiasm will inevitably be affected. Therefore, it is necessary to introduce process evaluation. It is generally synthesized by teachers' evaluation, mutual evaluation between learning partners and self-evaluation of learners [12], which reflects students' comprehensive performance in the learning process, and can effectively promote students' autonomous learning and improve the teaching effect [13].

3.2. Design scheme of learning evaluation indicators for professional English courses under CH-SPOC mode

Table 1: Evaluation Index System of Professional English Learning under CH-SPOC Model

Evaluation node	Main evaluation contents	Weight (%)	Evaluation index and weight (%)	Evaluation subject
Pre class learning	Completion of pre class learning tasks	30	Number of courses entered(2) Video viewing duration(6) Number of data downloads(2) Pre class test results(10) Online speech and reply(10)	Teacher Teacher Teacher Teacher Student group leader
Classroom activities	Classroom performance and participation	20	Classroom test results(5) Group report results(10) Questions and answers(5)	Teacher Between groups Teacher
After class learning	Mastery of chapter and unit knowledge	20	Chapter homework scores(10) Team contribution(5) Unit test results(5)	Between teachers and groups student group leader teacher
End of period	Overall mastery of the course	30	Final big homework score(25) Contribution degree of the big operation team in the end of period(5)	Teacher, student group leader

According to the CH-SPOC model and the characteristics of specialized English course teaching, combined with the importance of different evaluation indicators, a specialized English course learning evaluation indicator system combining process evaluation and terminal evaluation and its weight are

designed, as shown in Table 1.

3.2.1. Pre class learning stage (online)

It mainly includes document reading, video watching, discussion and pre class test. The process evaluation indicators at this stage mainly include the number of courses entered, the length of video viewing, test results, discussion participation, etc.

3.2.2. Classroom learning stage (offline)

At this stage, classroom discussion, test, group report and other teaching activities can be carried out. If the performance evaluation of group cooperation is involved, the teacher can organize the team leader to score the contribution of the members and evaluate each other among the groups, so as to improve personal participation and stimulate learning initiative.

3.2.3. After class consolidation stage (online)

Students can help consolidate the knowledge they have learned through homework (such as text abbreviations, mind mapping, etc.) after class, and test the learning effect through large unit tests. In addition, student leaders also need to give an evaluation of team members' team contributions at this stage to encourage students to actively participate in team tasks.

3.2.4. Final assessment stage

This stage is the final evaluation of the course. The teacher assigns the final big homework in groups (such as collaborative intensive reading, collaborative translation, micro lesson production, popular science video production, etc.). The evaluation consists of two parts: the teacher's score on the big homework and the team leader's score on the team members.

4. Discussion

It has been proved by practice that the performance evaluation system combining summation and process has solved the problem that teachers cannot start with a variety of online data generated in mixed teaching to some extent, and students can also be encouraged from the performance evaluation system to better realize the transformation from passive learning to active learning.

However, in the process of application and implementation, the following issues should be noted:

(1) Compared with the single summative evaluation, the process evaluation requires teachers to constantly pay attention to the students' situation and give evaluation and judgment in the whole teaching process. There is no doubt that the workload is increasing. In order to enable teachers to focus on the main contradictions, it is suggested to introduce several student assistants in the curriculum, mainly responsible for the organization of learning activities and the collection and summary of basic data. The teacher can give the assistant corresponding extra points in the course performance evaluation.

(2) In order to avoid too much "moisture" in students' mutual evaluation results, teachers must formulate a scoring standard in advance for the specific content of homework and tasks. Students should score on the basis of this scoring standard, and make comments in the classroom discussion, explain the reasons for scoring, so that the questions can be fully discussed and achieve the purpose of mutual evaluation.

5. Summary and outlook

Combined with the practice of the reform of professional English teaching in CH-SPOC mode, this paper explores the performance evaluation method under the mixed teaching mode by combining the process evaluation method with the terminal evaluation method. The score of the specialized English course for the major of information management in our school has been changed from 4:6 at ordinary times and at the end of the semester to 7:3 in the process evaluation and final evaluation. The process evaluation (3:2:2) includes three parts: learning on the front of the class, classroom learning and review after the class, which fully reflects the concept of autonomous learning based on cooperation and covers the whole process of the course. It not only pays attention to the completion of students' learning, but also attaches importance to the involvement in learning. It plays a certain role in improving students' learning enthusiasm and learning effect.

Of course, there is still a long way to go for the teaching reform of specialized English courses, which can be strengthened in the following aspects.

(1) In order to fully mobilize the enthusiasm of each member in the teaching activities of group cooperation, this paper sets the team leader's contribution score to the group members in the evaluation indicators. However, such a scoring dimension is not comprehensive enough. In the subsequent system design, the team members' scoring of the team leader should also be included.

(2) At present, once the student groups are determined, the time for the whole course will be maintained. The advantage of this method is that the tacit understanding and familiarity between members will gradually increase, but the disadvantage is that the group's thinking mode will lack flexibility. In the follow-up practice, we can try to reorganize groups in each large curriculum unit to reflect more diverse ideas and thinking collisions.

The evaluation method of curriculum performance is an important factor affecting the overall effect of mixed teaching. Teachers need to constantly update their ideas, dare to practice, and promote the reform of this new teaching model.

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