

# *Research on College English O2O Classroom Teaching Evaluation Model under the Environment of Internet + Education Ecology*

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**Keywords:** The environment of Internet + Education ecology; college English; O2O classroom teaching; teaching evaluation model

**Abstract:** The latest College English Teaching Guide (2020) provides corresponding guidance for both teaching methods and teaching evaluation: College English should vigorously promote the deep integration of modern information technology and curriculum teaching, and College English courses should use information technology to establish normal monitoring and feedback mechanism of basic teaching data, and promote course evaluation under new teaching modes such as online and offline blended teaching. Therefore, it is necessary to study the O2O classroom teaching evaluation model of college English under the environment of Internet + Education ecology. The scientific evaluation index system can not only objectively evaluate the current teaching situation, find the advantages and disadvantages in the current situation, but also provide a scientific and systematic reference basis for the new round of teaching practice.

## 1. Introduction

Teaching evaluation is the activity of making value judgment on real or potential teaching activities, teaching process and teaching results according to teaching objectives and serving for teaching management decision. The elements of teaching evaluation are students, teachers, course content, teaching effect, etc. The core of teaching evaluation is the evaluation of learning effect and the evaluation of teachers' teaching process. The construction of O2O classroom teaching evaluation model of college English is an important exploration in the research of hybrid teaching, which can provide reference value for the relevant research of Fourth Generation Evaluation. In addition, constructing a scientific and standardized O2O classroom teaching evaluation model can enable teachers to have traces to follow when implementing O2O teaching, and with the further development of blended teaching practice, the teaching quality evaluation will also be intelligent, standardized and systematic.

## 2. Theories related to foreign teaching evaluation

Peer review has received a lot of attention and research in the United States since the 1980s. Zoi A. Philippakos did a study on preparing students for peer review and self-assessment <sup>[1]</sup> with the

aim of improving students' assessment skills. Papanthymou A in one of his review studies <sup>[2]</sup>, by compiling 37 empirical studies from the last decade in Greece and internationally, found that the use of learner self-assessment in teaching and learning can improve learning achievement and learning ability. The University of Oxford places a high priority on teaching and learning assessment and has established a range of teaching and learning assessment methods to safeguard teaching and learning. In terms of the levels of assessment, they include national surveys, departmental surveys, and faculty assessments of teaching in individual courses; in terms of the subjects of assessment, they include student evaluations, peer assessments, and faculty self-assessments. In addition, many foreign scholars have conducted the following theoretical studies on the aspect of teaching evaluation.

Howard Gardner, an American psychologist and educator, proposed that the theory of multiple intelligences can help us identify the factors that affect students' learning development. Based on this theory, indicators can be designed in the teaching evaluation system to assess the preparation of teaching materials in the teaching environment as well as the teaching design, organization and interaction in the teaching implementation process.

The representatives of constructivism, Piaget and Kohlberg, emphasized the initiative of learners. Constructivism provides a solid theoretical foundation for O2O (online to offline), teaching and learning research, which focuses on the teaching process and students' independent construction of knowledge. Based on this theory, the evaluation indexes about students' learning subjectivity can be designed and assessed in the teaching evaluation system.

Humanistic theory was founded by psychologist A.H Maslow. In terms of teaching evaluation, humanistic theory advocates pluralism and comprehensiveness of teaching evaluation, student-centeredness, emphasis on teacher-student emotional communication, and teachers should fully guide and encourage students' independent learning.

Fourth Generation Evaluation emerged in the United States in the 1980s and advocates that the values of evaluation stakeholders should be valued.<sup>[3]</sup> Based on this theory, evaluation is an activity that includes multiple value claims, in which the value needs of instructional administrators, instructional implementers, and instructional targets are all reflected in the evaluation <sup>[4]</sup>.

### 3. Theories related to domestic teaching evaluation

The National Medium and Long-Term Education Reform and Development Plan (2010-2020) states that teaching evaluation should be scientific and diverse, and improved in accordance with the concept of talents and training objectives.

In his research, Wu Dongxing gives the framework of the teaching model of blended learning <sup>[5]</sup>, and teaching evaluation is an important part of the whole model counteracting the pre-analysis, design, and implementation, which mainly includes several important parts of teaching resource evaluation, teaching effect evaluation, and teaching implementation evaluation.

Professor Zhong Zhixian <sup>[6]</sup> advocates learner development-centered authentic assessment, which is based on authentic tasks, complex assessments that challenge learners' thinking processes, and assessment criteria that fully reflect learners' diverse perspectives and diverse problem solutions.

Prof. Pei Dina <sup>[7]</sup> believes that the evaluation of classroom teaching in China should make an important shift from instrumental rationality to value rationality (research theme), from a tool for selection and grading to a loaded developmental function (evaluation function), and from deductive reasoning that emphasizes the transmission of knowledge to an integrated analysis that combines humanities and science (research paradigm).

Liu Zhentian has compiled and researched the changes of teaching assessment concept cognition in Chinese universities <sup>[8]</sup>, and concluded that the level of teaching assessment cognition in Chinese

universities is mainly improved in four aspects: teaching assessment concept, teaching assessment role, teaching assessment classification and teaching assessment focus after comparing horizontal assessment (the first round of assessment) and audit assessment (the second round of assessment).

#### 4. Overall research idea

Under the ecological environment of "Internet+Education", information technology has revolutionized the development of education, especially during the new crown epidemic in 2020, universities nationwide actively responded to the call of the Ministry of Education to "suspend classes without stopping learning and teaching" and carried out Rich online teaching practices. The diversified online teaching platforms (China University MOOC Network, XueTang Online, etc.) and online tools have greatly promoted the development of professional curriculum construction and online teaching practice in colleges and universities. In this era, university teachers need to continue to play the advantages of online teaching, and organically combine with offline teaching practice to build a hybrid online and offline teaching mode. From the declaration of national first-class courses in 2019, hybrid teaching has become the focus of attention in higher education. Based on the above, it is necessary to build a hybrid teaching evaluation index system under the ecological environment of "Internet + education", which can enable teachers to have traces to follow when implementing blended teaching. The scientific evaluation index system can not only make an objective evaluation of the teaching status quo and find out the advantages and shortcomings in the status quo, but also provide a scientific and systematic reference basis for a new round of teaching practice.

Taking the author's school as an example, the paper analyzes the problems in the evaluation of O2O classroom teaching, establishes the three-level evaluation indexes applicable to the school's O2O course, sets the evaluation index weights using hierarchical analysis, and build the O2O course teaching evaluation model.

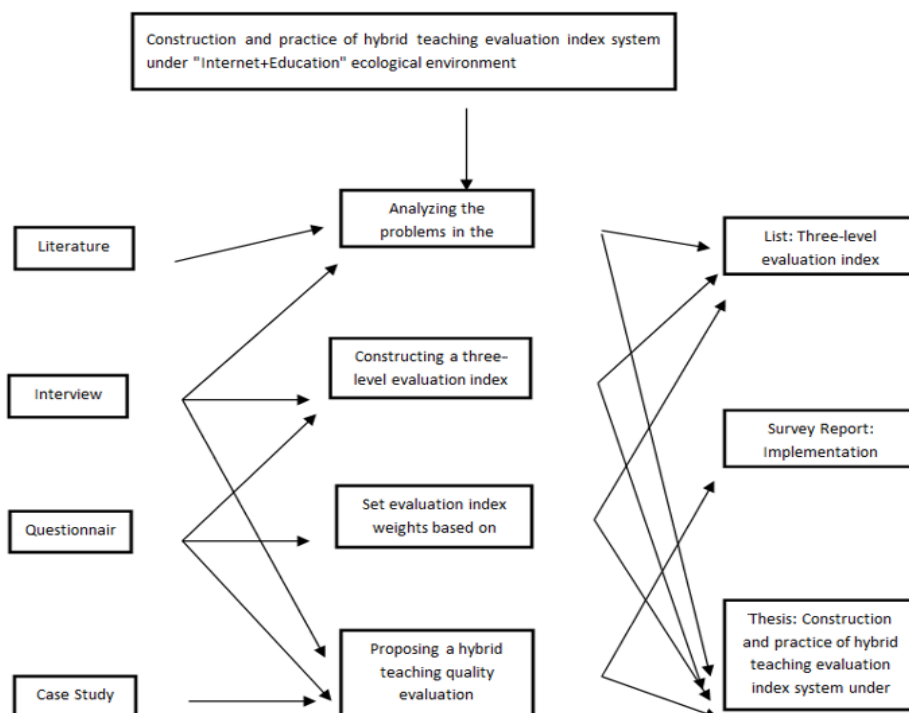


Figure 1: Research flow chart

First, sort out the existing literature related to O2O classroom teaching evaluation, organize the main directions of scholars' research, determine the main dimensions of evaluating O2O classroom teaching, and analyze the existing teaching evaluation indicators in detail, extract some of them as the O2O classroom teaching evaluation indicators in this study, so as to lay the foundation for the subsequent research; then, construct a hybrid teaching evaluation model or indicator system. On the basis of the initially selected evaluation indexes, the teaching evaluation indexes are supplemented and improved by investigating experts' opinions, and the index weights are set; then, the constructed O2O classroom teaching evaluation model is applied in practice. Apply it to teaching practice, evaluate the current blended teaching situation through data analysis of questionnaire survey, judge the advantages and disadvantages of the current situation of hybrid teaching, and give relevant suggestions for the existing problems, as shown in Figure 1.

#### **4.1. Implementation plan**

The research can be divided into four phases: the preparation phase, the implementation phase, the results practice and application phase, and the closing phase of the project. The specific implementation plan is as follows:

##### **4.1.1. Phase I: The Preparation Phase**

- Develop a research program and to complete the compilation of pre-research information
- Sort out issues in blended learning evaluation
- Extract some indicators as the evaluation indicators of blended teaching in this study

##### **4.1.2. Phase II: The Implementation Phase**

- Determine the dimensions of the three-level evaluation indicators for blended courses
- Design the questionnaire and invited experts from the university to provide guidance and suggestions on the indicator system
  - Complete the construction of the list of three-level evaluation index system
  - Design the questionnaire and used hierarchical analysis to determine the weighting coefficients of each indicator

##### **4.1.3. Phase III: Results Practice and Application Phase**

- Distribute of questionnaires for the evaluation of teaching in hybrid courses from three subjects: students, teachers and experts
- Complete a research report on the implementation strategy of blended teaching quality evaluation based on the analysis of questionnaire data

##### **4.1.4. Phase IV: Closing Phase**

Summarize and evaluate, complete the analysis of the results and write a final report and publish relevant papers, declare and meet the review, and lay the foundation for the next stage of research and results incubation.

#### **4.2. Research methodology**

The following four research methods will be used in this study.

### 4.2.1. Literature research

This method is to sort out the current status and problems of blended teaching evaluation, and to screen and extract some evaluation indicators.

### 4.2.2. Questionnaire

Questionnaires will be issued twice during the study. The first one is used to investigate experts' opinions on the indicators of blended teaching evaluation; the second one is used to collect students' opinions on using the indicator system to evaluate the effectiveness of blended teaching.

### 4.2.3. Interview

Through interviews with leaders of relevant departments, key teachers and trainees of teaching staff, we can understand the problems in the process of blended teaching and to propose higher standards for teaching evaluation in order to standardize and guide teaching.

### 4.2.4. Case study

During the results practice and application phase, we can use the school-level online and offline hybrid first-class course "College English" construction practice as a case sample, carrying out the implementation strategy research.

## 5. Conclusions

"The teaching environment and conditions have changed, and the teaching and learning paths have become more diversified. To ensure that the teaching quality continues to improve steadily, a scientific and effective evaluation system for college English O2O classroom needs to be established. The author analyzes the problems in the evaluation of O2O classroom teaching and constructs a three-level evaluation system for O2O courses in college English. Under the supervision of this evaluation system, it can effectively identify teachers' teaching attitudes, teaching behaviors and teaching effects, help teachers teach accurately and differently, motivate students to learn independently and collaboratively, and make teaching management more systematic and decision-making more scientific.

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