

A Study on the Comprehensive Evaluation System of Classroom Based on Superstar Learning Communication System: A Case Study of College English Curriculum

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Abstract: During the epidemic, various colleges and universities actively organized the activity of "classes suspended but learning continues". With the help of Superstar Learning Communication System, our school actively carries out online teaching activities of college English courses. The teaching practice has proved that the system can help English teachers better realize the evaluation mode of combining formative evaluation and summative evaluation, and also realize the diversification of evaluation subjects and evaluation forms, which plays an important role in establishing a fair, objective and comprehensive online English classroom teaching evaluation system.

1. Background

Since the outbreak of COVID-19, routine English classroom teaching has been greatly impacted. In order to cope with this adverse effect, the Ministry of Education issued the Guiding Opinions on Doing a Good Job in the Organization and Management of Online Teaching in Ordinary Colleges and Universities during the Period of Epidemic Prevention and Control, calling on all departments to seriously carry out the "classes suspended but learning continues" activities^[1]. Our school actively responded to the call and made full use of the Superstar Learning Communication System and various high-quality online teaching resources to effectively carry out online college English course teaching, which played an important role in ensuring the progress and quality of English course teaching.

In today's society, network information technology is developing rapidly and is widely used in all aspects of education. Smart classroom has become a new development trend and direction in the field of education. The 2020 college English teaching guide points out that the online teaching platform should be widely used in college English teaching, so as to provide students with online and offline learning resources and paths, and help students change from "passive learning" to "active learning"^[2]. Online teaching is different from traditional classroom teaching. It is not just to move traditional classroom online, but to integrate various high-quality network resources, which is an important manifestation of smart classroom. At the same time, teachers' thinking should also change. How to evaluate teachers' teaching results and students' learning effects in online teaching through the analysis of relevant data, and how to adjust online teaching strategies according to the evaluation results to ensure that these evaluations have a positive backwash effect on online teaching, is a new topic for foreign language teachers in smart classrooms.

2. The Application of Superstar Learning Communication System in the Comprehensive Evaluation System of College English Curriculum

2.1. Combination of formative evaluation and summative evaluation

The purpose of summative assessment is to make a conclusive assessment of the quality of students' learning at a certain stage. It is a relative concept. For this section or unit, it is a summative test, but for the whole module, it is also a point in the process. Therefore, the author believes that summative assessment can be seen as a component of formative assessment. Summative evaluation

plays an important role in guiding and regulating. For example, teachers can understand students' overall mastery of knowledge points through summative evaluation, judge whether they have reached the target requirements, which knowledge points are better mastered, and which knowledge points need to be strengthened, so as to adjust teaching strategies; students can also understand their strengths and weaknesses through summative evaluation, so as to check the gaps in knowledge points and clarify the direction of efforts and improvement measures. However, from an objective point of view, the final evaluation takes the examination as the ultimate goal of the whole learning process. It cannot effectively focus on the students' internal feelings and motivation in the learning process, and cannot stimulate students' learning interest from the inside. Therefore, it cannot fundamentally play a feedback role in teachers' teaching and students' learning, and cannot promote the development of students' English ability from a long-term perspective^[3] (Zhonglin Cheng, Wenting Xu, 2020).

Formative assessment is a dynamic monitoring of the whole learning process of students, focusing on understanding students' real situation of learning. Formative evaluation refers to the continuous observation of the whole process of learning, including emotions, attitudes, strategies, methods, etc. Formative evaluation can provide guidance, supervision and management for online teaching^[4] (Pingdi Zhou and Xiubai Qin, 2005), which is suitable for online teaching. It's pointed out that learning portfolio records, continuous observation and recording of classroom and extracurricular activities, student self-study records, questionnaires, symposiums, interviews, etc. are all specific forms of formative evaluation. Scientific formative evaluation can help teachers to formulate reasonable teaching objectives, methods and strategies, provide timely, rich and targeted basis, and also promote the progressive and healthy development of students' English ability.

It is clearly pointed out in the Teaching Requirements that universities across the country should implement the combination of formative evaluation and summative evaluation in English teaching. The diverse forms of information in the System, such as digital statistics, picture description, text exchanged between teachers and students, and discussion in the message area, combine the summative evaluation and formative evaluation, making the evaluation more comprehensive and authentic.

The main forms of summative evaluation include unit test, mid-term and final examination, etc. It is equipped with modules such as chapter test and score statistics (table 1 and Figure 1) to help teachers and students detect the learning results, and is an important aspect of evaluating students' learning. The final examination is an important part of college English teaching process. The detection and feedback function provided by the examination is an important means of teaching management, and is also an important material for studying students' learning and teachers' teaching. Through the detailed analysis of these final tests, teachers can analyze the students' grasp of the knowledge points in the syllabus, including which knowledge points are well mastered, which knowledge points need to be strengthened, and then adjust the teaching strategies pertinently.

Figure 1 Performance statistics of each part.

Name	Student number	Course video (40%)	Chapter test (20%)	Chapter learning times (10%)	Homework (15%)	Exam (15%)	Comprehensive results
A	2018010310	28.42	9.64	5.57	0.0	13.11	56.74
B	2018010311	37.89	10.53	5.07	0.0	15.0	68.49
C	2018010312	29.47	8.62	6.73	0.0	12.44	57.26

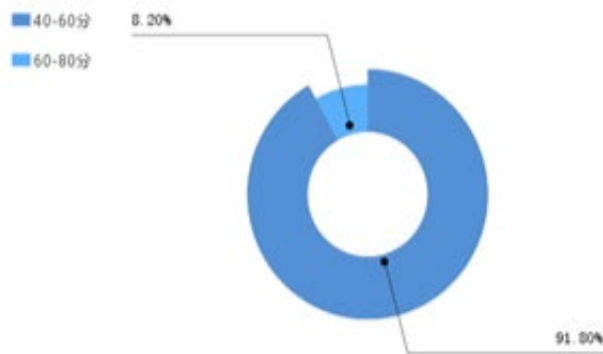


Figure 1 Distribution of students' comprehensive scores.

The data analysis system tracks the data of the whole process of teaching and learning, including students' previews in the early stage, performance in the learning process, classroom performance, extracurricular review, completion of homework, and so on, and establishes students' personal learning archives. These are continuous observations of the whole learning process of students. Therefore, Superstar Learning Communication System plays an important role in the formative evaluation of college English teaching online.

Before class, teachers can prepare video, audio, discussion or quizzes related to the course in advance, and use the notice function of Superstar Learning Communication to release the preview notice of the course, requiring students to complete the course within the specified time period, and obtain corresponding points after reaching a certain standard. In addition, teachers can use the teacher terminal to monitor students' preview at any time, evaluate students' feelings and attitudes towards English courses through the analysis of preview, and give timely supervision, communication and guidance to improve students' enthusiasm and enthusiasm for learning English, so as to promote the efficiency of preview. At the same time, the system has set up sign-in methods such as gesture, position and QR code. These check-in methods are easier to stimulate students' interest in learning, which not only saves time, but also can effectively prevent students from missing classes. It is undoubtedly a good urge for students whose learning attitude needs to be improved.

In the classroom, the task points can be set in the learning process. There are many functions in the task point. For example, teachers can evaluate students' learning of audio and video through the "ruminant ratio" of the learning platform. The higher the ruminant ratio, the longer the students will learn the audio or video. Take a 2.5-minute audio as an example. The rumination of four students in a class is as shown in the figure (Figure 2). Then, we can conclude that the first and third students did not finish listening to the audio; The second student watched just the time of audio playback; The fourth student may be listening to the audio repeatedly because it is difficult or he wants to practice repeatedly. According to this, the teacher can understand the situation of each student when doing the task, such as what causes the student to spend little or much time doing the task. Sometimes teachers can find out the reasons through analysis, while sometimes they need to explore the reasons through such means as interviewing with students, and then find out the countermeasures.

Name	Audio viewing	Total playback	Ruminant ratio
周		1.4 min	59.02%
陈		2.5 min	99.7%
陈		1.3 min	51.04%
黎		11.8分钟	477.76%

Figure 2 Total time and rumination ratio of four students watching audio in a class.

Teachers can intuitively understand the course learning progress through the statistical data of "course learning chapters" (Figure 3). According to this, teachers can analyze students' attitudes,

problems and how much the students master knowledge points in the process of English learning, so as to find solutions to the problem.

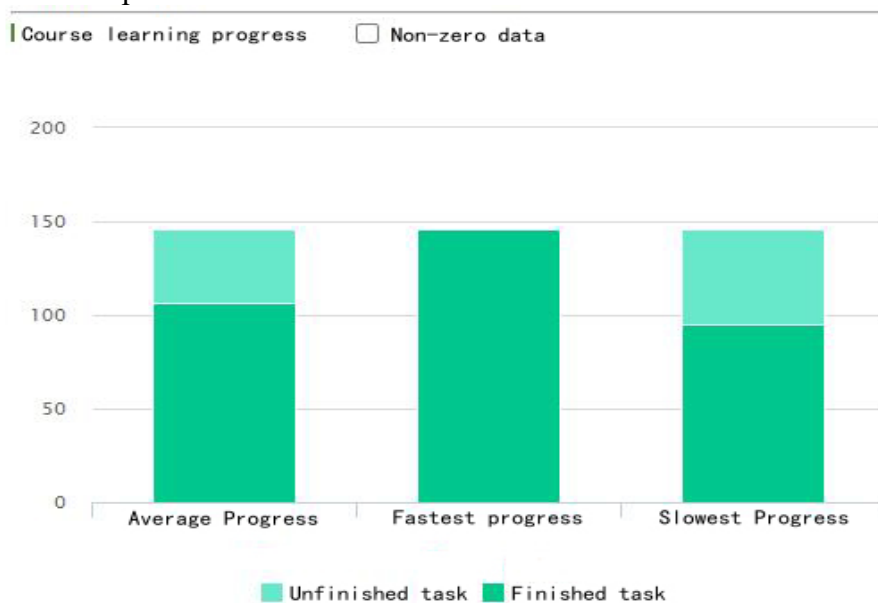


Figure 3 Course learning progress.

Based on the above discussion, we can see that the Superstar Learning System can not only inspect students' mastery of knowledge through unit tests, mid-term and final examinations, but also help teachers make true and objective evaluations of students by recording students' classroom performance, emotions and attitudes. Therefore, it can promote the combination of summative and formative evaluation in college English teaching.

2.2. Diversified evaluation subjects and forms

Superstar Learning Communication System has realized the diversification of evaluation subjects. Xianghui Liu^[5](2016) believed that the diversified formative evaluation model should implement the composite evaluation of teacher evaluation, student evaluation and the joint participation of teachers and students. Teachers have always been the subject of classroom evaluation, but as the subject of the learning process, students' status is particularly important; as the main receiver of teachers' teaching, students have the most say in teachers' teaching objectives, organization of teaching content, use of teaching strategies and teaching results. For teachers, through the activity of "students evaluate teachers", they can understand the advantages and disadvantages of their teaching in time, and then adjust and improve the organization and management of teaching to improve the teaching quality and better achieve the teaching objectives. Diversified evaluation can promote students to learn from each other, complement each other in the evaluation process, and also enhance their sense of participation and improve their communication and cooperation abilities to a certain extent. In the Superstar Learning Communication system, students can use the "message board", "questionnaire" and other functions to evaluate the teacher's teaching design, teaching steps and teaching effects, and feedback their own opinions and suggestions. This is an important form of classroom formative evaluation in which students participate in the evaluation. It realizes the combination of other evaluation and self-evaluation well, which is of great significance to improve the effectiveness of English classroom teaching.

Informal evaluation is also a part of formative evaluation and an important manifestation of the diversity of formative evaluation methods. The setting of activities such as preemptive answer, topic discussion, in-class practice, questionnaire and group task in the Superstar Learning Communication system (as shown in Figure 4) can help teachers obtain the most direct information, better understand students and guide students.



Figure 4 Activity Settings.

It can be seen from this that the Learning Communication software records all the learning behaviors of students in real time, which can help teachers evaluate students' learning process more comprehensively and objectively, thus establishing a fair, objective and diversified curriculum evaluation and assessment system.

3. Summary

Summative evaluation is an important means to test students' mastery of English knowledge, while formative evaluation focuses on the dynamic monitoring of the learning process and the monitoring and inspection of the whole process of English learning. It not only focuses on students' mastery of English knowledge, but also focuses on students' attitudes, feelings and ways of English learning in and after class. Superstar Learning System is widely used in online college English courses. It can effectively combine summative evaluation with formative evaluation, and at the same time, it can achieve the diversification of evaluation subjects and forms. Therefore, the System can achieve a more comprehensive evaluation of the learning process, stimulate and improve students' learning interest and autonomous learning ability, and promote the interaction and communication between teachers and students, which has a positive role in promoting the development of online English classroom teaching.

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