

# Thinking on Learning Evaluation Based on Mixed Classroom Teaching in the Information Era

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## Abstract

**With the in-depth integration of information technology and educational teaching, educational researchers and workers have also continued to explore many innovative intelligent letter classroom teaching modes. as the representative of the emerging teaching model, the mixed classroom teaching model has developed rapidly, and the learning and evaluation part is an important part and guarantee of the implementation of this model. This paper first analyzes the characteristics of mixed teaching model and the trend of classroom learning evaluation in the information age, and then explores how to better implement learning evaluation in mixed classroom teaching. In order to help the mixed classroom teaching to achieve better teaching results.**

## Keywords

**Information technology; Learning evaluation; Mixed classroom teaching.**

## 1. Introduction

In the information age, digital technology is gradually deepening into all aspects of the field of education, making the reform of education informatization constantly deepen. In particular, the mixed teaching integrating online network teaching and offline traditional teaching is becoming the latest focus of teaching reform. The Horizon Report of the New Media Alliance from 2012 to 2017 has listed "hybrid teaching" as a key trend to promote the application of technology in higher education [1]. The 2018 Action Plan for Education Informatization of the Ministry of Education emphasizes the integration and innovation of "education + informatization". In 2020, Wu Yan, director of the Department of Higher Education of the Ministry of Education, pointed out that the post-epidemic era should innovate teaching methods and explore new teaching modes in the information era, which constantly promote the innovative development of mixed teaching mode. Among them, learning evaluation is the key to measure the quality of mixed teaching, is the key to promote the realization of teaching objectives, and is the key to promote the development of students' comprehensive quality. At present, the research on the learning evaluation has gradually increased in the relevant literature of the mixed teaching, and it has also achieved certain results in the mixed teaching practice. However, there are also a lot of not focused on learning evaluation perspective, such as teachers in the mixed teaching learning evaluation is still the authoritative subject of evaluation, learning evaluation of personalized evaluation of students is not enough, learning evaluation of interest and cohesion is still insufficient, for the results of learning evaluation did not make timely feedback and adjustment. It also needs continuous efforts and exploration. Therefore, this paper combines the current intelligent information era, starting from the characteristics of mixed teaching, combined with the development trend of analysis and learning evaluation. Think about and explore how to better implement the learning evaluation in the mixed teaching mode.

## 2. Characteristics of the Mixed Teaching Model

The concept of domestic hybrid teaching is introduced from abroad in 2004, Beijing normal university professor He Kekang pointed out that the so-called Blending Learning is to combine the advantages of the traditional way of learning and E-Learning (namely digital or network learning) advantages, namely play the role of teacher guidance, inspiration, monitoring teaching process, and fully reflect the initiative as learning process, enthusiasm and creativity [2]. In the information age, mixed teaching organically integrates online and offline, forming a unique teaching mode with oral communication and text communication, synchronous teaching and asynchronous teaching, direct communication through media, making full use of online and offline teaching resources, and providing complementary advantages. Mixed teaching has broken through the limitation of teaching space. Students' learning is no longer limited to traditional classrooms. They can study in-depth through video and online courses, and conduct discussion and communication between students and students through the online platform.

Mixed teaching breaks the time limit and extends the traditional 45-minute classroom learning time to three stages before, during and after class, so that the knowledge points students do not speak before class, the confused, consolidate and upgrade after class, and the three stages organically integrate [3]. Mixed teaching consists of a variety of learning methods, forming a mixture of traditional teaching-based face-to-face teaching + student-centered modern teaching methods such as discussion, debate, online learning, and flipped classroom, et. Play the leading role of teachers, but also truly reflects the main position of students. Mixed teaching not only emphasizes the acquisition of knowledge, but also pays more attention to the cultivation of students' ability and the development of interest, so as to comprehensively improve the comprehensive quality of students.

As the value evaluation of the learning process and results of mixed teaching, the corresponding learning evaluation should be combined with the characteristics of mixed teaching. Due to the process of mixed teaching, various online and offline learning activities are integrated, and its diversity and complexity also make the learning process more specific and detailed, so the learning evaluation needs more objective, comprehensive, diverse and student-centered to consider and set up. Learning evaluation is not only the evaluation of various test results, but also also the inquiry process and usual performance of learners in learning. It runs through the whole process of teaching, is a comprehensive evaluation of students' learning attitude, ability and effect at all stages, and is the most indispensable part of mixed teaching.

## 3. Development Trend of Learning Evaluation

Learning evaluation is a value judgment for students' learning. Measure the gap between students' learning effect and the established learning goals by using scientific judgment techniques and methods, and the purpose is to promote students' development. Professor xin-min mulberry put forward: "learning evaluation is based on learning goals, using observation, reflection, investigation, test and other methods, to collect learning process and learning results of objective data, and the corresponding processing, and then to the learning effect appraisal and value judgment, reflect and revised activities" [4]. Nowadays, with the continuous development of educational informatization, the learning environment, learning content and information interaction mode have all undergone drastic changes. Therefore, the learning and evaluation will inevitably need to develop and change accordingly.

### **3.1. To Promote the All-round Development of Students and Personality Development for the Purpose**

With the development of education, the purpose of learning evaluation is no longer to evaluate students' academic performance, but to promote the all-round development of students and personality development. To cultivate the high-level comprehensive quality talents with the ability of innovation and the creative spirit for the national society. In the school education integrating traditional teaching and network teaching, classroom teaching is not only the impart of knowledge, but also pays more attention to the cultivation of ability, the comprehensive cultivation of morality, intelligence, body, beauty and labor, and the exploration and cultivation of students' individual specialties. The object of learning and evaluation is the students, so it is necessary to judge whether the teaching has achieved the corresponding effect in the implementation process of classroom teaching, that is, to judge whether to promote the all-round development and personality development of the students.

According to Gardner's theory of multiple intelligence, it emphasizes that everyone has many kinds of intelligence, and that the intelligence is expressed in different ways. Its educational concept reflects the comprehensive and diversified concept of talent training, so that the diversified intelligence theory advocates a comprehensive and diversified evaluation concept to evaluate and promote development [5]. Therefore, in the information age, under the phenomenon of diversified and personalized classroom teaching, learning and evaluation should aim at promoting the comprehensive and personalized development of students.

### **3.2. Learning is the Evaluation, Focusing on the Dynamic Evaluation Process**

The evaluation in traditional teaching often pays more attention to the final evaluation and assessment, which is the evaluation that pays attention to the results and ignores the process. In terms of the training goals of the information age, it is obviously inconsistent. Learning is a dynamic process, and students' comprehensive and individual development is also promoted in the learning process, not overnight. Therefore, learning evaluation should also be accompanied by the whole process of learning. Scholars pointed out: "Evaluation is no longer regarded as a link after the end of the teaching process, or an activity above teaching. On the contrary, evaluation should be inlaid as a part of the teaching-learning process, and constitutes the trinity together with teaching-learning." [6]. In the intelligent information era, learning and evaluation should exist simultaneously.

In the teaching process, teachers can fully collect the online teaching platform, mobile learning software, classroom performance and final examination data for formative and whole-process evaluation. At the same time, learning evaluation is a process of dynamic development and change, and each evaluation result should be feedback to students in time. Students can check the gaps in the feedback, adjust the learning arrangement, and improve their independent learning ability. It is also conducive to teachers to flexibly adjust and flexibly learning evaluation indicators and weights according to feedback information. In such a dynamic learning evaluation process, students' learning enthusiasm, initiative and learning efficiency can be improved, but also to promote the students' ability in all aspects of personality and all-round development.

### **3.3. Diversified Diversity of Evaluation Subjects**

In the age of education informatization, the time, space and way of classroom teaching have undergone earth-shaking changes. Therefore, as far as the evaluation subject is concerned, teachers may not be able to fully understand the whole learning process of students, nor do they necessarily have the cognitive ability to evaluate the learning quality of each link of the course [7]. Therefore, we should emphasize the diversification of the evaluation subjects, and comprehensively combine with students' self-evaluation, mutual evaluation of students and

teacher evaluation. In terms of student self-evaluation, students participate in the evaluation of learning as the subject of learning and the builder of meaning. Adjusting the enthusiasm and initiative of students to participate in the evaluation through self-evaluation, and enhancing students' reflective consciousness and ability, is conducive to students' self-examination, self-regulation, self-transcendence, self-motivation, and self-improvement. On student evaluation, because between students as the role of learners, have a little understanding of each other's learning, the evaluation between students is in the perspective of others, it can make the evaluation more thorough communication, evaluation process, complement each other, cultivate critical thinking ability, so as to promote the common progress between students. In terms of teacher evaluation, no matter in that era, teacher evaluation is indispensable, which plays a role of correcting, encouraging and guiding students. At present, teachers need to improve the learning evaluation by combining various tools. In general, through the diversification of evaluation subjects, open the vision of evaluation, and make a comprehensive and three-dimensional value judgment for students, so as to help and guide students' comprehensive development and personality development in the future.

### 3.4. Diversified Evaluation Methods

In the information age, the learning and evaluation objectives and evaluation content have changed greatly, and the learning and evaluation method as the way of learning and evaluation also needs to change accordingly. We should change the traditional single quantitative learning evaluation, and combine qualitative evaluation with quantitative evaluation. Different evaluation methods are adopted according to different learning scenarios to evaluate students' learning situation in diversified and personalized ways.

With the popularization of educational informatization, the integration of online and offline teaching methods and gradually regularization, the field, form and content of learning have become complex and diversified. At this time, different evaluation methods need to be adopted according to the actual situation. In the process of learning, various learning activities are evaluated in-depth and comprehensive, and qualitative evaluation and quantitative evaluation are adopted before classroom teaching, so as to have an in-depth understanding of students' cognitive level and learning preparation. In classroom teaching, most of the qualitative evaluation, tracking the students' learning situation, the students' learning into the form of qualitative evaluation, the students' communication, cooperation, interaction for timely language evaluation, at the same time according to different students' learning characteristics, take personalized qualitative evaluation. For the in-court test should also do the corresponding qualitative and quantitative evaluation, and make the corresponding record. After classroom teaching, more quantitative evaluation is adopted. At the same time, more and more qualitative evaluation is the final summary of paper and pen, and the practical and innovative qualitative evaluation on the application of students' knowledge points, the growth of ability and the improvement of comprehensive quality. Through diversified evaluation methods, the students have an all-round evaluation.

### 3.5. Diversified Evaluation Criteria

As the subject of learning, students have the characteristics of individual differences, development and creativity. In the learning process, each student has different learning methods, learning situation, learning efficiency and learning interests, and teaching emphasizes the development of students' individual personality. Therefore, in the new learning evaluation, but also according to the characteristics of the students, according to the diversified evaluation standards. In order to promote students' all-round development and personality development, the evaluation standards need to be standardized, hierarchical and individual, and not one size fits all.

The new learning evaluation usually adopts the combination of absolute evaluation, relative evaluation and personalized evaluation. Absolute evaluation standard can examine students' grasp of basic knowledge, which is a standard that all students should meet, which is conducive to promoting the comprehensive development of all aspects of all students. Relative evaluation standards can evaluate students 'on-site thinking and problem innovation-solving ability in different teaching situations, and promote the development of students' social innovation and cooperation. Personalized evaluation standards can formulate different evaluation standards according to the personalized differences of each student, promote the personalized development of students, so that each student can learn something. At the same time, they can help students to find their own strengths, so as to pave the way for the future development guidance direction.

#### 4. Thinking on Learning Evaluation of Mixed Classroom Teaching in the Information Era

This paper on the information age of mixed classroom teaching of learning evaluation thinking mainly from before, class, after the learning evaluation to promote students personality development and comprehensive development of the ultimate goal, the implementation of a dynamic evaluation of the evaluation subject between teachers, students and teachers and students, reflect the diversity of evaluation subject. For different learning activities, learning methods and learning content, different evaluation methods are used to conduct multi-dimensional and comprehensive evaluation, and absolute evaluation standards, relative evaluation standards, and personalized evaluation standards are applied in the evaluation, which are committed to promoting the development of students in the mixed learning evaluation. The following is a preliminary model construction of the learning evaluation of mixed classroom teaching. Figure 1

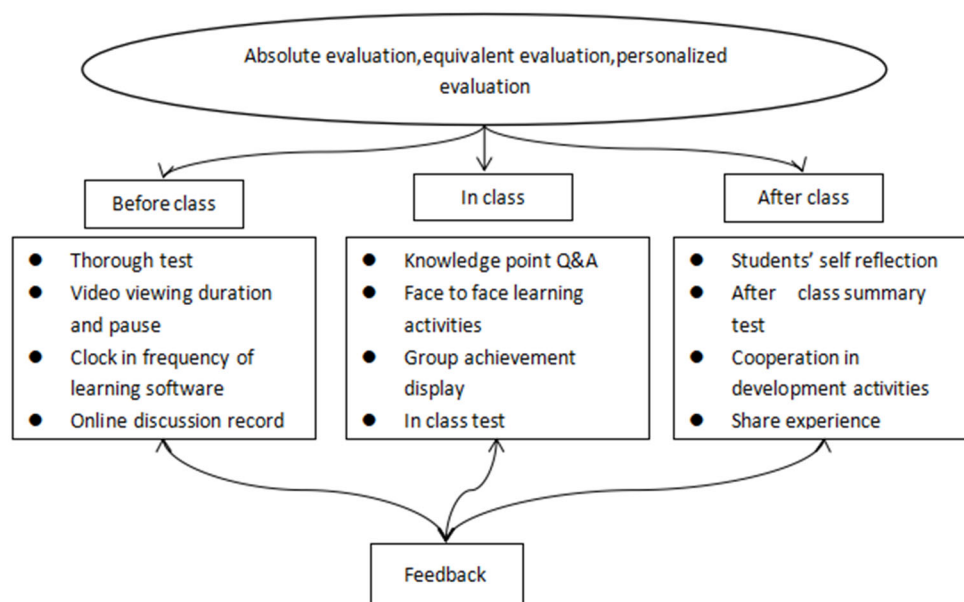


Figure 1. Learning evaluation model for mixed classroom teaching

##### 4.1. Study and Evaluate Before Class

In the pre-class learning stage of mixed teaching, it is mainly to watch and learn the video resources and other learning resources released by teachers' online learning software in advance. After self-study watching, online small test exercises for the pre-class learning content to test their learning effect.

In the pre-class learning and evaluation stage, teachers should first conduct a thorough test of students according to the learning content in advance, clearly understand the current cognitive level of students, and then make the corresponding pre-teaching video resources and other learning resources combined with the teaching target content and students' cognitive level. After students study online, teachers should apply the corresponding recording tools to record the length of students' video viewing, the repeated pause time and the punching frequency of the learning software, and analyze the students' knowledge points, the difficulty of the teaching content and the important and difficult parts. At the same time, the absolute evaluation standards are used to evaluate and analyze the students' small test exercises for machine automation. Finally, use the electronic file bag to record each student's pre-class study. Set a good foundation for each student's subsequent study, and also make a good record and analysis for the evaluation and feedback.

#### 4.2. Study and Evaluate in Class

The in-class stage of mixed teaching is mainly about conducting face-to-face teaching activities. Each stage is the link that students deeply grasp the core content of learning and internalize the core content, and at the same time plays the role of the two stages before class and after class. Therefore, in the "participatory" link, teachers can construct the "I-you" relationship between teachers and students' cognitive resonance, thinking synchronization and emotional resonance by means of important and difficult knowledge explanation, deep interaction between teachers and students, and collaborative learning between students and students [8].

As class learning evaluation, teachers to the students' classroom performance, in questions, group collaboration activities examine students' learning attitude, understanding of knowledge, classroom participation and language expression ability using diversified, standard, qualitative and quantitative learning evaluation, the end can use the appropriate number of questions test students' learning. At the same time, students conduct mutual learning evaluation in group activities, and make each other understand learning evaluation between groups and groups. At the same time, students can also create opportunities for interaction, cooperation and cooperation, so as to improve students' critical thinking, language communication ability and learning autonomy. Throughout the whole process, the teacher needs to record all the evaluation results, and also make personalized evaluation records for each student. The evaluation results will be timely feedback to the students, and the corresponding suggestions will be given according to the learning situation of different students, to help the students to further improve and adjust.

#### 4.3. After-school Study Evaluation

In the after-class stage of mixed learning, after-class evaluation and summary are mainly conducted, guiding students to self-evaluate and reflect on their own learning situation, and arrange some cooperation activities on the core content of learning, so as to encourage students to share the experience after mixed learning and learn from each other.

In this stage of learning evaluation, teachers need to make a summary evaluation of classroom learning through standardized tests, and evaluate the comprehensive degree of students' grasp of learning content. Students should make their own evaluation of their learning process and learning results combined with the feedback given by the teacher, summarize their own learning gains and their own shortcomings, so as to have a more comprehensive understanding of themselves and find a more suitable learning methods for themselves. Cultivate your own metacognitive ability and improve your learning motivation. Peellow should also summarize and exchange experience to achieve the effect of helping each other and complement each other, but also increase the emotion between students.

#### 4.4. Learning Evaluation Feedback

Learning evaluation of mixed teaching is a dynamic cycle process, and the structure of each learning evaluation will serve as a reference and starting point for the next learning evaluation [9]. Therefore, teachers need to analyze the results of learning and evaluation, find out the problems in time, and make an effective adjustment and improvement of the mixed teaching. At the same time, the evaluation results will be timely feedback to students, and to explain and provide help to the results feedback, so that students can give more feedback information to timely reflect on their learning situation, and grasp and adjust their learning state. So as to better invest in the next stage of learning, to make progress.

#### 5. Conclusion

This paper mainly thinks about the learning evaluation in mixed teaching in the information age, and thinks about how to construct the learning evaluation in combination with the latest development trend of learning evaluation in mixed teaching. We first analyze the characteristics of mixed teaching, then summarize the latest trend of learning evaluation, and finally construct the learning evaluation in mixed learning initially combined with the new trend of learning evaluation.

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