Design of the Comprehensive Evaluation Model for Teaching Quality of Undergraduates' Practice and Training Courses under Mixed Teaching Mode

Yunfeng Shang [*], Jie Chen

Department of Hospitality Management, Zhejiang Yuexiu University of Foreign Languages, Shaoxing, 312000, China

Abstract: In China, the evaluation system for the teaching quality of colleges and universities is basically established by means of examination papers, classroom tests, curriculum design, and the proportion of evaluation by examination papers is relatively large. Any test method is basically composed of two parts, which are test paper scores and general scores, or other test methods and general scores. In the process of building the evaluation system, the evaluation form of the test paper has not changed. The reconstruction of the mixed teaching evaluation system is to use other methods to improve the practice ability and theoretical knowledge of students in application universities. It is suggested that students should pay more attention to practice and improve their practice ability during practice and training, which can help improve the quality of practice teaching.

Keywords: Mixed teaching; Practice teaching; Evaluation model

1. Introduction

1.1. Evaluation of undergraduates' practice and training courses

Social practice is an effective way for students to understand the society, to cultivate their professionalism and to cultivate their sense of social responsibility, which is an important part of talent training. Social practice includes teaching practice, professional practice, military and political training, social surveys, productive labor, voluntary service, public welfare activities, and schools integrate social practice into school teaching programs and provide credit for it. But the expansion of scale does not mean the improvement of quality and efficiency. Improving the quality of higher education through connotative development has become the guiding ideology for the development of higher education. Practice teaching has played an irreplaceable role in training practice talents. They should maintain a coordinated and complementary relationship in teaching and related courses.

The basic requirement for practice training is to choose activities that are closely related to actual production and society, should have appropriate difficulty and workload, and reflect the theme of appropriate guidance and scientific evaluation. The main purpose of conducting practice training is to explore whether the school can work closely with the industry, establish a stable practice teaching base, whether the funding for internship and training is suffi-

cient, and what measures have been taken to ensure the time and effect of practice training. It should be emphasized here that the implementation of practice training not only requires sufficient time, but also needs to formulate scientific practice training programs, be equipped with competent instructors, and reform existing evaluation methods. Because practice training is mainly tested by time, measures, and effects, effective measures must be taken to ensure the time, funding, and results of practice training. It is necessary to establish a perfect teacher selection system, a practice training evaluation, strengthen the construction of a practice training base, and actively explore a unique and effective practice training system to meet the needs of training talents. Comprehensive co-operation and education are very important, and practice training is the key to training applied talents. Time, funding and guidance should be sufficient.

2. Composition of Practice and Training Courses Teaching

2.1. Experimental teaching

Experimental teaching plays an important role in practice teaching, which requires that the opening rate of experiment should reach 90% of the requirement of teaching syllabus. In order to improve the effect of experimental teaching, the number of students in each group should be limited. At the observation point, there is no rigid regulation for the design of synthesis and experiment, but atten-

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tion should be paid to the comprehensive application of knowledge. It should investigate the scope, time, content and coverage of open laboratories. The adjustment of the reasonable structure of laboratory lecturers means that the structure of academic qualifications and professional titles should be allocated reasonably, while the experimental lecturers should have certain professional knowledge. In order to reform the content of practice teaching and improve the methods of practice teaching, schools should attract senior teachers to practice teaching through the guidance of policies. Schools should check the scope, time, content and coverage of the laboratory for students, pay attention to the number and structure of laboratory lecturers, and improve the efficiency of the laboratory.

2.2. Graduation design (Thesis) and comprehensive training

Graduation design (thesis) and comprehensive training are the result of comprehensive practice of student knowledge. Students should have the ability to solve practice problems, apply comprehensive knowledge, apply foreign languages and computers, use tools, and write and express themselves. Graduation projects (thesis) include graduation reports from different disciplines, work demonstrations, clinical practice in medicine, social survey reports and so on. The quality of graduation thesis or graduation project not only reflects the quality of students' study in school, but also reflects the teaching level of teachers and the management level of schools. To check graduation thesis or graduation project, students should first do a good job in selecting topics, evaluate whether the nature, difficulty, weight and comprehensive training of topics can meet the requirements of training plan, and whether topics are combined with reality. Experts should also assess whether the selection of research topics is up-to-date and whether there are obvious mistakes. The school also evaluates whether the lecturer has the background of scientific research and practice work and whether it is suitable for the number of students under the guidance of each teacher, which can ensure that the teacher has enough time and energy to guide the students. Secondly, the school should evaluate the quality of graduation thesis and graduation project. In addition to studying the academic level and application value of graduation thesis, the university should also improve the students' ability to solve practice problems, analyze and solve problems with comprehensive application knowledge, use foreign languages and computers, use various tools (including literature review and information acquisition) in the workplace, engage in economic analysis of some disciplines, write scientific research reports, design papers and presentations, and cultivate students' communication skills and sense of teamwork.

2.3. The construction of three-dimensional teaching system in practice courses for undergraduates

The mode of the three-dimensional teaching system in the practice curriculum is the framework of the organic combination of teacher-student interaction in the teaching process and the teaching elements established by the combination of theory and practice in the teaching process. The model uses three-dimensional teaching content, three-dimensional interactive carrier, three-dimensional display, three-dimensional application and service to provide teachers and students with a set of teaching solutions, which can give full play to the role of the overall teaching activities and integrate the internal functions of various elements. The model of the three-dimensional teaching system in the training course includes e-learning plans, practice teaching materials, online courses, online courseware, simulation training platforms under the Internet and Lan environments, a library of online tests, and an examination management system. The three-dimensional teaching mode combines theory with practice, which is beneficial for students to obtain relevant theoretical knowledge and professional skills. To achieve this goal, the model provides a series of effective teaching means and methods to keep the internal unity of teaching mode and teaching goal. In the model of the three-dimensional teaching system in the practice course, the teaching method which is composed of multiple combinations can help teachers to teach students according to their own abilities, explore their autonomy and creativity, and cultivate their cooperation spirit. Interaction between teachers and students and student self-help can help solve different students' problems.

3. Design of Comprehensive Evaluation Model for Teaching Quality of Practice and Training Courses

The evaluation of learning is an important method to improve the quality of learning. According to the characteristics of mixed online and offline teaching courses, schools should combine formative evaluation with diagnostic evaluation, combine online learning evaluation with offline training evaluation, and emphasize evaluation in process and evaluation in practice. In the mixed teaching evaluation scheme of online and offline, the score distribution of the online and offline evaluation scheme is discussed. In the process of online and offline evaluation, attention should be paid to program and grade requirements, and student initiative should be fully utilized. Enthusiasm and creativity are the main subjects for improving learning. Compared with the traditional teaching mode, mixed teaching has three main characteristics: the flexibility of learning resources, support for individual learning and the improvement of teaching efficiency.

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The most basic feature of the credit system is the flexible study duration and independent course selection.

Schools should attach importance to the reform of teaching mode and integrate various teaching resources to make them more integrated into the combination of learning content and methods, which can achieve the teaching goals. In online classrooms, teachers can guide students to learn in depth through methods, and the realization of students' offline learning depends on online resources designed by teachers, which will directly affect students' learning interests and understanding and use of information knowledge. Based on the learning characteristics of students, teachers should integrate online teaching resources according to the learning needs of learners. Implementers of mixed education in schools should be responsible for formulating and implementing professional training programs, providing learning resources for various courses, and organizing centralized counselling. As the main body of the construction and maintenance of online learning platforms, schools should conduct teaching management and quality control.

The construction of teaching informationization should be strengthened. Through online learning, students can not only obtain a large amount of dynamic learning information, but also obtain synchronous or asynchronous quizzes from teachers, as well as check, learn and consolidate knowledge. Through online learning, students can promptly ask their own questions in personal messages and other interactive sessions. Teachers can answer questions regularly and guide students to discuss them. Students can enhance emotional communication and improve learning ability. The design of online mixed teaching is based on the three processes of online courses, namely front-line learning (content prediction), mid-line learning (mastery of knowledge and skills), and after-school learning (expansion and application). Before class, teachers can use the online platform to publish learning materials, including PPT, videos, micro-lessons, exercises, experimental training instructions and so on, and arrange tasks and answer students' questions in real time. Students complete the understanding of the content, the operation of experimental training content and the training of practice ability. After class, students can use the open training room and its online learning platform, and expand the knowledge through the collective learning of students. Teachers can provide guidance and answer questions online and offline.

4. Design of Evaluation Model for Teaching Quality of Practice and Training Courses

4.1. Design of mixed teaching

The design of mixed teaching is always student-centered, and online and offline teaching resources should be fully utilized. Before and after class, based on the establish-ment and promotion of knowledge, the mixed teaching mode should build a comprehensive evaluation system by implementing self-study, interaction, cooperation, and inquiry-based teaching activities, and using progressive teaching. The school needs to track the entire teaching process in order to mobilize students' initiative and cultivate their innovative ability. By establishing a study group, students can focus on the knowledge discussed in the group, which can enhance students' ability to work in teams and discuss issues. After class, students' abilities are enhanced through online and offline guidance from teachers. Teachers should reflect on teaching and optimize teaching plans. For students' special problems, teachers provide personalized guidance. After class, the teacher designs and develops themes of practice and training, and conducts inquiry activities with students as a group to improve students' ability to practice and innovate.

4.2. Reform of evaluation methods

The traditional evaluation method should be reformed, and a comprehensive evaluation system with process tracking should be established. In the entire teaching process, the course evaluation can be implemented either by using the MOOC platform of Chinese universities or by performing multi-dimensional offline evaluations in the classroom and during the follow-up process of each link. The characteristics and innovation of curriculum design are to optimize the combination of teaching modes by investigating the effects of mixed teaching. The teaching effect is remarkable, which can improve students' ability of independent learning, innovation, teamwork, scientific inquiry and so on. Reform and practice have improved student initiative and enthusiasm. Secondly, the purpose of students 'learning has been improved, and the speed of students' operations has been improved. Thirdly, there is more interaction between teachers and students, and the relationship between teachers and students is closer. Fourthly, the utilization of online teaching platforms has been improved. This requires schools to be supported by special policies and financial resources, and teachers can dedicate themselves wholeheartedly to the reform of mixed curriculum.

4.3. Reform of teaching materials

The reform of teaching materials should be carried out in combination with the requirements of innovative education and the actual situation of students, and in combination with the teaching contents, teaching methods and teaching resources of mixed teaching. It should reflect the direction of the reform of higher education in the world and the development trend of mixed teaching, meet the needs of talents in the information age, and adapt to the fierce competition of talents in today's society. Therefore, the reform of mixed teaching should be

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based on the construction of the teaching material system matching the talent training plan, reflecting the integration of students' needs, technology, resources and support.

4.4. Scientific and reasonable learning platform

The online learning platform of higher education under the mixed mode is not only a simple, narrow sense combination of online and offline, but should start from the learning needs of students. Students can make full use of the learning platform for learning (examination, homework, monitoring, evaluation, and so on), including various online learning activities. The mixed teaching mode is a new type of learning platform based on the concept of mixed teaching. A scientific and reasonable learning platform can effectively support teaching, and realize a variety of teaching methods, and realize an effective combination of learning methods and management methods. In short, it reflects the integration of multilevel and diverse teaching modes.

5. Conclusion

Scientific and effective evaluation of academic performance is an important way to carry out innovation. The evaluation of scientific and effective academic performance is an important way to carry out innovation, which can promote students to consolidate their learning results through practice, incentives and measures, and share learning experiences with other students. In short, the mixed teaching method has gradually integrated into various subject areas, but it is still in the stage of exploration and development. The development is based on the mixed teaching mode, which helps students to study steadily and look forward to the future, so we can find the way of mixed learning.

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