Practice and Consideration on the Reform of Teaching Evaluation System with Information Platform--Taking Moso Teach as an Example in the Teaching of International Trade Practice

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Abstract: How to use information technology to reform teaching evaluation methods is a hot and difficult point in the current teaching reform in colleges and universities. With the help of Moso platform, this paper elaborately designs the various links of the teaching process. This design can achieve full interaction inside and outside the classroom, and complete recording of the teaching process, and effective feedback of teaching information. It can not only fully mobilize students' learning enthusiasm, objectively and truly evaluate the learning process, but also objectively reflect teachers' teaching energy input, teaching design and teaching organization through detailed data of class implementation, thus forming the evaluation of teaching quality. This paper takes the teaching data of a class of International Trade Practice as an example, through multi-dimensional analysis and demonstration, fully demonstrates the role of improving the teaching evaluation system with the help of Moso platform, and through reflection, puts forward suggestions for further improvement of the informatization construction of teaching evaluation.

1. Introduction

Teaching evaluation is a process of studying the value of teachers and students' learning. It mainly includes the evaluation of students' learning effect and teachers' teaching process. It generally includes the evaluation of teachers, students, teaching content, teaching methods and means, teaching environment, teaching management and other factors in the teaching process. It is an important means to promote students' growth, teachers' professional development and improve the quality of classroom teaching. There are two main methods of teaching evaluation: quantitative evaluation and qualitative evaluation. But in the past, qualitative evaluation was the main method of teaching evaluation. Previously, the more common method was to evaluate teachers' teaching design, teaching organization and teaching implementation through the form of expert lecture, teaching supervision, peer lecture and students' evaluation of teaching, and to evaluate students' learning effect through examinations and tests. Although these evaluations may contain some quantitative elements, they mainly focus on the results of evaluation, and in many ways have the subjectivity of evaluation and a certain degree of irrationality. Therefore, to a certain extent, it also affects the role of teaching evaluation in promoting teachers' teaching and students' learning.

Blue Moyun Class is a brand-new mobile teaching tool under the condition of mobile Internet. With the help of this information platform, teachers use mobile phones as teaching tools in classroom teaching, push various teaching resources such as pictures, videos, audio, PPT, courseware, lesson plans, homework and web links. Students can view and learn by mobile phones at any time. Teachers can track and evaluate each student. Teachers can use mobile phones to carry out voting, questionnaires, brainstorming, discussion, answering questions, timing tests and group assignments at any time in and out of class. Especially, Blue Moyun class platform can record students' learning situation and the whole process of teachers' teaching. It has the functions of "exporting summary data", "exporting detailed data" and "viewing teaching reports". It can automatically generate "resource report", "activity report", "learning situation analysis" and students' total scores, and realize the omni-directional record and multi-dimensional analysis of students' learning process and teachers' teaching process. Thus, it can not only realize the evaluation of

students' learning process, but also record teachers' teaching process completely and truly, and then provide teachers' teaching work. The evaluation provides detailed data support.

2. Appraisal of Teachers performance in the Implementation of International Trade Practice Course by Using Blue Moyun Class Platform

The School of Economics and Management of Jilin University of Chemical Technology used the blue-ink cloud class in the international trade practice teaching of the international economy and trade major of Grade 2015. In the 56-hour teaching, the advantages of the hybrid teaching method, which combines online and offline teaching tools, are fully utilized. A series of teaching trajectories, such as teaching activities, interaction with students, assignment of assignments, answering questions, organizing tests, paying attention to students, recording attendance, questioning in class and publishing teaching resources, are fully recorded, and a series of teaching trajectories are obtained. A large number of teaching process data, from which we can clearly see the time and energy teachers put into teaching, teaching design, teaching organization and teaching management in teaching, which provides a detailed data support for the evaluation of teachers' teaching work.

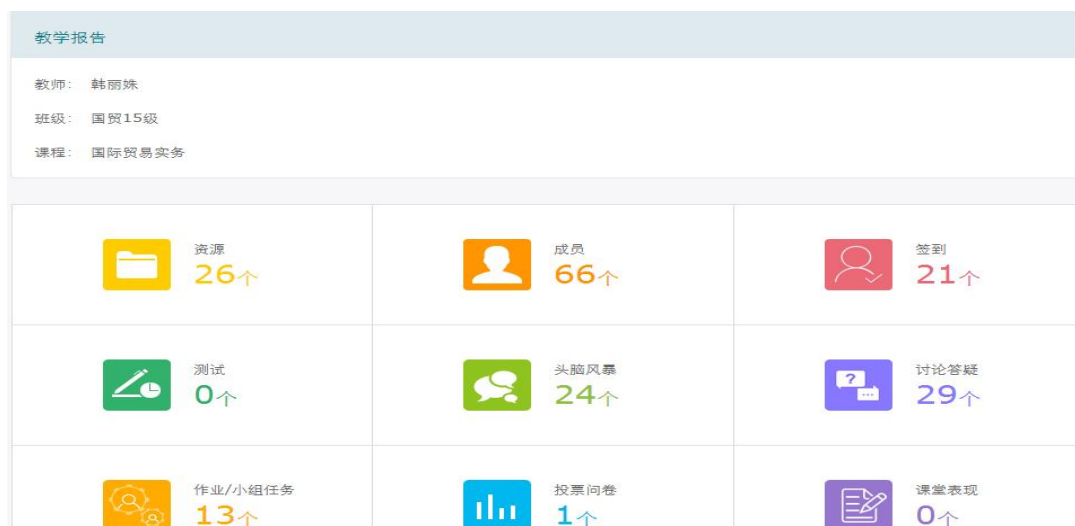### 2.1 Evaluation of Teachers Performance

Figure 1 Overall teaching report chart

Fig. 1 is an overall teaching report of the teachers in the course of International Trade Practice, which is derived from PC. It can be seen that there are 66 students in this class. During the teaching process of a semester, the teachers upload 26 teaching resources, initiate and sign 21 times, carry out 24 brainstorming activities, arrange 29 discussions and answer questions, assign 13 group tasks, and conduct one vote questionnaire. Organized testing activities and classroom questioning. Through these records, it clearly and truly reflects the time and energy that the teacher spent in the whole teaching process, as well as the thoughts spent. Including in order to cultivate students' autonomous learning consciousness and ability, building a certain number of teaching resources timely released to class, arranging students to study before class; paying attention to student-teacher interaction in teaching, designing a number of brainstorming and voting questionnaires and other activities, adjusting classroom atmosphere, attracting students' attention; actively reforming teaching methods and methods, adopting participatory teaching, organizing multiple classes Case discussion, fully mobilize the enthusiasm of the vast majority of students; pay attention to the cultivation of students' sense of teamwork, organization and arrangement of multiple group work tasks.

However, it can also be reflected from the records that the teacher did not pay enough attention to the stage assessment and testing in the teaching process and did not arrange the test activities for the students' stage knowledge and ability mastery, which may affect the understanding of students' knowledge and ability to a certain extent, and further affect the effectiveness of follow-up teaching.

2.2 Evaluation of teachers' teaching resources

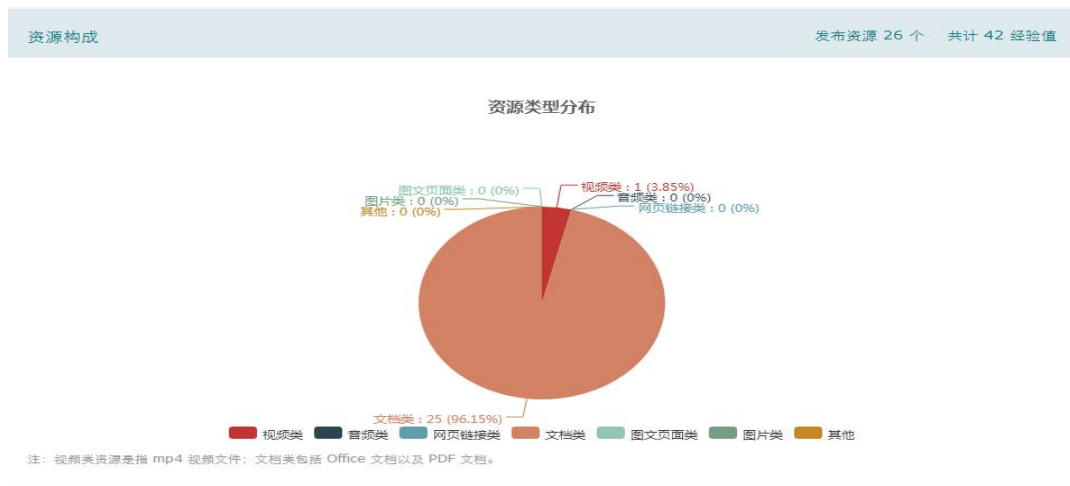Figure 2 A list of teaching resources
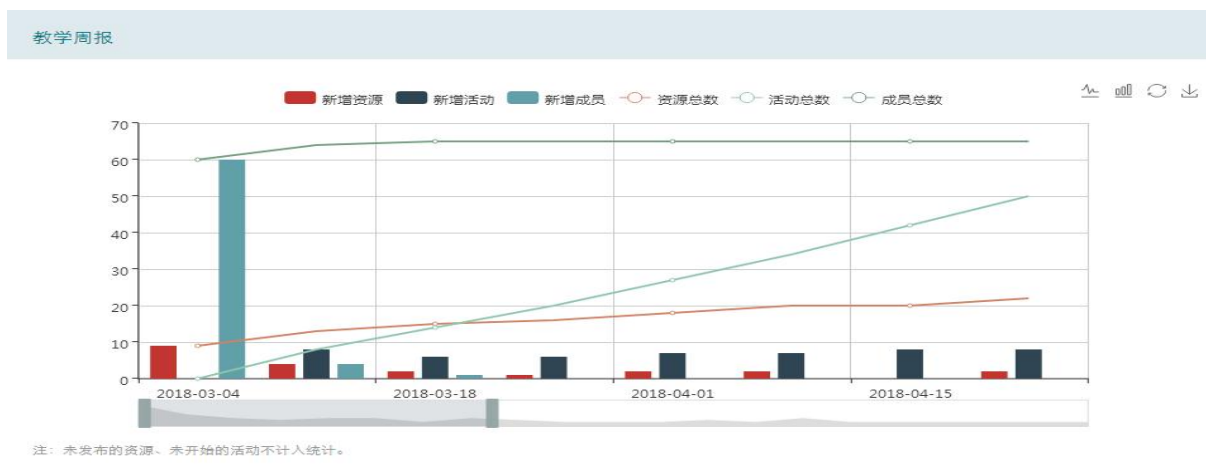

Figure 3 Composition of teaching resources

Figure 4 Teaching Weekly Report

Figure 2, Figure 3 and Figure 4 are the details of teachers' uploading resources, the structure of uploading resources and the weekly teaching newspaper. It clearly records the total 26 teaching

resources provided by the teacher to students in the course of one semester's teaching. Documentation resources account for the vast majority, mainly 25 teaching PPT, assignments arranged in each chapter, teaching plans, syllabuses and so on, accounting for 96.15%; 3.85%. There is no audio, web links, graphics and text pages, pictures and other resources. This reflects that although the teacher's uploaded teaching resources basically meet the needs of conventional teaching, the number is not very rich and the types are relatively single. In particular, the video teaching resources such as micro-classes are relatively small, which is not conducive to the effective development of open teaching, and the construction of teaching resources urgently needs to be improved. It can be seen from the weekly teaching newspaper that the teacher pushes some new teaching resources and designs and organizes some new teaching activities, which reflects that the teacher has spent a lot of energy in the organization of classroom teaching, which is called attentive teaching.

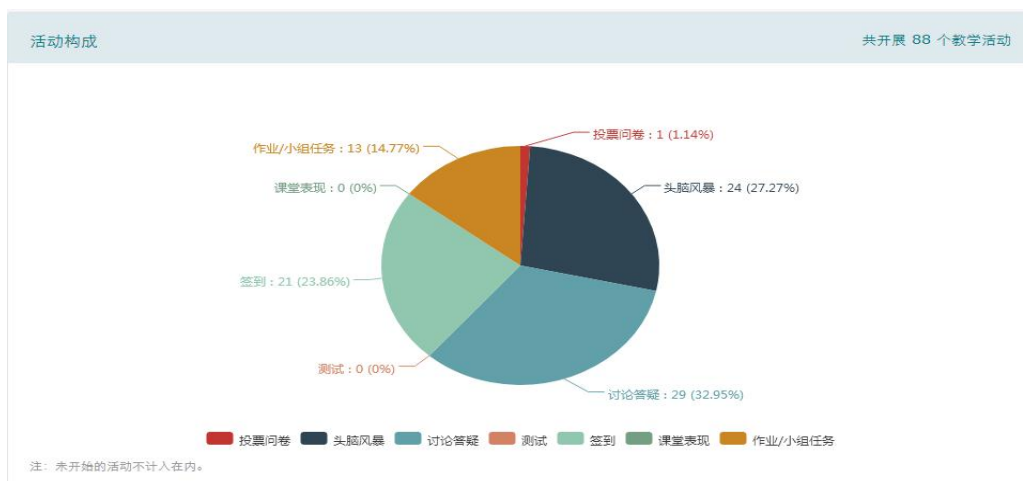**2.3 Evaluation of Teachers' Classroom Design and Organizational Development**

Figure 5 Composition of Teaching Activities

Figure 6 Teaching Activities

Figure 7 Activity Participation

Teaching activities in the classroom are the key to ensure the effectiveness of the classroom, and to do a good job of teaching activities in the classroom, the teaching design before each class is very important. Fig. 5, 6 and 7 are the details of the design, organization and student participation of trade practice teachers' classroom teaching activities. They clearly show the track of teachers' and students' learning in the course of teaching. It can be seen that the teacher has carried out a total of 88 teaching activities, including 24 brainstorming activities, accounting for 27.27%; 1 questionnaire survey, accounting for 1.14%; 13 homework/group tasks, accounting for 14.77%; 29 discussion and answering questions, accounting for 32.95%; which is rich in teaching activities. Moreover, from the perspective of the development of teaching activities, various forms and contents of teaching activities have been designed and organized in each class, reflecting the teacher's dedication to teaching and teaching. And from the figure 7, it can be seen that the participation of students in almost every teaching activity is 90%, which reflects the situation of students' attendance and the organization of teaching in this class is very good.

2.4 Evaluation of teachers' correcting homework and teaching supervision after class

Figure 8 Class Notice

It is a part of teaching work to urge students to learn and correct homework after class. It is also a teacher's duty. It is also an important link to ensure the quality of teaching to know the students' knowledge points by correcting homework and to promptly feedback the questions to urge students to improve. Figure 8 is the details of teaching announcements issued in the course of trade practice. It can be seen that in one semester, teachers use the system to issue 13 teaching announcements, 11 of which are pre-class announcements and reminders to students, and 2 are feedback announcements after correcting homework. It can be seen that teachers pay more attention to

teaching supervision in the course of teaching, and have a strong sense of responsibility, but not for one time. The reminders of some or some students who did not attend and complete the activities in time indicate that the work of teaching supervision is not very detailed and targeted; there are feedback information after homework correction to remind students of the awareness of error correction and improvement, but only two times, the work is not enough, and further work in this area needs to be strengthened in the future.

3. The Evaluation of Students' Learning Process in Blue Moyun Class in International Trade Practice Teaching

In the past, most of our evaluation of students' learning is summative evaluation, which only pays attention to the results of learning. This is not comprehensive and scientific. We should combine summative evaluation with process evaluation. While focusing on the results of learning, we should also pay attention to the evaluation of students' learning process. The so-called process evaluation is to evaluate the students' learning process and effect quantitatively. It has a strong pertinence. It can understand the students' learning process more comprehensively, stimulate students' learning, adjust and improve teachers' teaching in time, and is more conducive to achieving teaching objectives. The use of cloud class teaching can better complete the process evaluation of students' learning. With the help of blue cloud platform for teaching, diagnostic evaluation and formative evaluation run through the whole process. Pre-class test can test the effect of students' preview; by systematically recording students' online learning time, students' content, overall progress, downloading and learning teaching resources, and by tracking and recording the data of students' participation in brainstorming, question-answering and discussion, voting questionnaire, testing and group activities, teachers can fully grasp the whole process of students' learning; Each learning activity is endowed with a certain empirical value, which is used to evaluate students' learning behavior, participation in classroom activities and learning effect comprehensively, and unit test is used to test students' stage learning results. Diversified teaching evaluation not only evaluates students' learning scientifically and reasonably, but also gives teachers real feedback on students' learning effect, and also provides effective reference for teachers to revise teaching content and improve teaching methods in the future.

3.1 Evaluation of students' autonomous learning before class

资源学习

查阅资源获得经验值报表

60%以下：1 (1.52%)
60%（含）至 80%：0 (0%)

80%及以上：65 (98.48%)

■ 60%以下　■ 60%（含）至 80%　■ 80%及以上

注：图中表示的是查阅资源获得的经验值占总发布资源总经验值的百分比超过 80% 的、60%（含）至 80% 的以及 60% 以下的学生的数量以及占比。
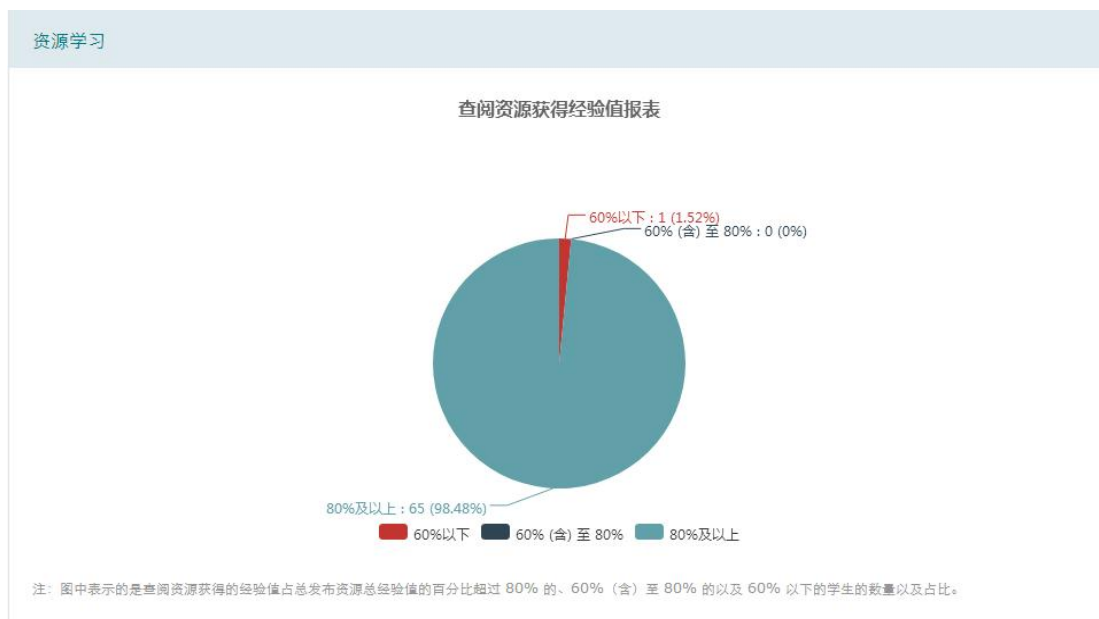
Figure 9 Report on the Empirical Value of Student Learning Resources

Figure 9 is a report of students' experience value obtained by viewing learning resources in the course of teaching international trade practice. It can be seen from the report that 65 students who

accounted for 98.48% of the total experience value obtained by viewing resources accounted for more than 80% of the total experience value of published resources, and only one person was below 60%. It reflects that most students in the class can check the learning resources released by teachers in time before class and study independently. Relevant content has made full preparations for better participation in teaching in the classroom.
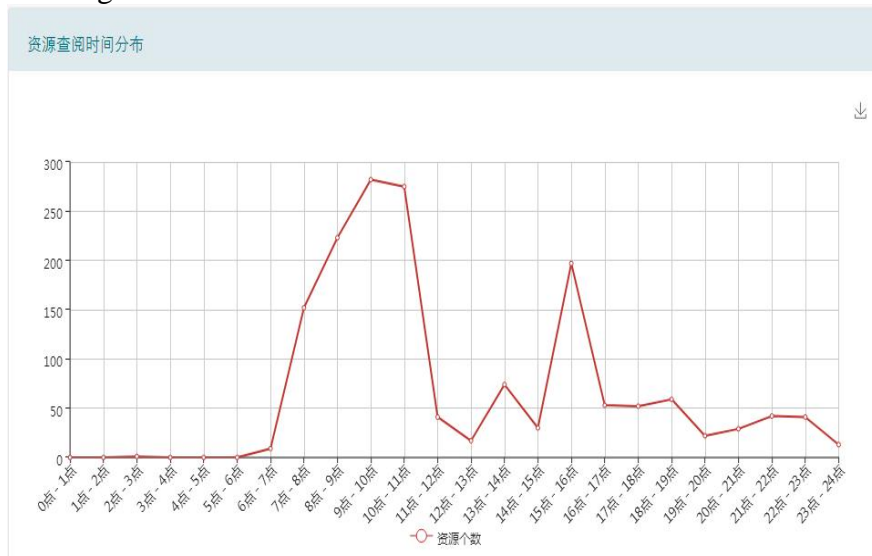

Figure 10 Time for Students to Consult Resources

Figure 10 shows the time distribution of students' access to various teaching resources. Statistical analysis shows that the most time for students to use blue clouds class to study independently is between 7:00 and 8:00 before class and 18:00 to 24:00 at night when students use blue clouds class to consult teaching resources. Although the frequency is not very high, it can reflect the content of students' learning on the second day of active preview, reflecting a more active master. Active learning.

3.2 Evaluation of students' attendance in class

Figure 11 Summary of Student Sign-in Records

姓名	学号	签到率
Antonyenglishteach	2222	0.00%
郭爽	1510608228	66.67%
孙赫	1510608211	71.43%
臧恒源	1510608233	71.43%
王再坤	1510608102	76.19%
雒璐	1510608132	76.19%
王磊	1510608107	85.71%
徐鑫	1510608122	85.71%
寇靖祺	1510608129	85.71%

注：按照签到率最低的 5 个数值，列出签到率小于等于这 5 个值的学生，所以列表中的学生数量可能会多于 5 个。

Figure 12 Student Statistics Table with Lower Sign-in Rate

Cloud Class provides students check-in function, which not only effectively solves the problem of time-consuming roll-call in large classes, but also records the attendance of each student in detail. Figure 11 is a summary of students' check-in records in one semester teaching. According to the statistics of attendance rate, after using the check-in function of Cloud Class, the attendance rate of students is higher. The total number of check-ins is 21. The attendance rate of 20 times is over 90%. Only one time because several students took part in an activity on the same day and asked for leave, the attendance rate is 68%. This reflects that the students' overall attendance status is very good. Figure 12 is a statistical Table of students with low attendance rate. Six students have attendance rate below 86%, and the lowest attendance rate is only 67%. Through these attendance records, teachers can timely grasp the students' learning status, pay attention to and remind and urge them to come to class on time. It can be seen that cloud classes can not only urge students not to skip classes, not to miss classes and not to leave late and early, but also help teachers to manage, retain traces of the teaching process, so that students' attendance can be checked.

3.3 Assessment of students' performance in various stages of learning

The Blue Moyun Class system records the performance of each student in each teaching link in detail, and forms a learning report, which provides an objective and real basis for scientific evaluation of students' learning process.
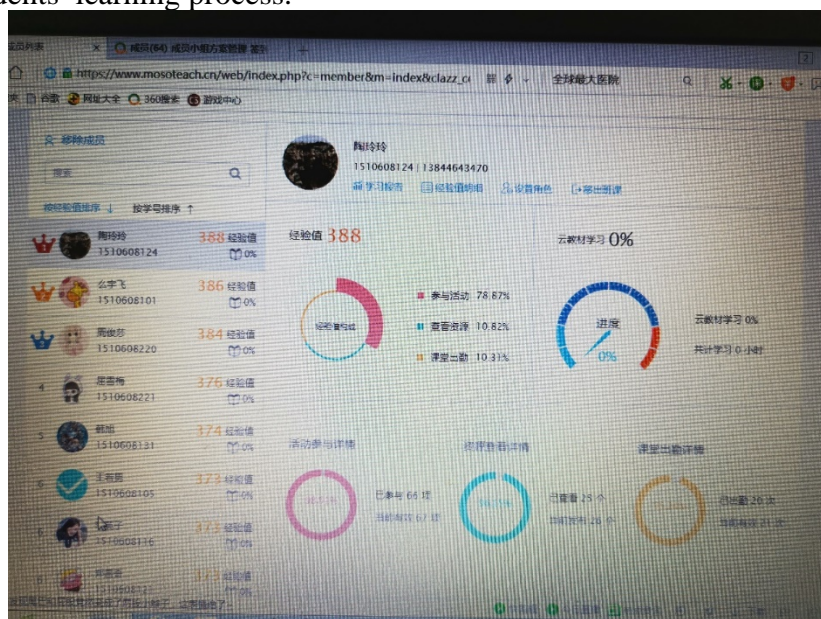

Figure 13 Student's Learning Report

Figure 13 shows a student's study report. The report details the teaching activities that the student participated in during the course of a semester's study. The student's current experience value is 388, ranking first in the class, of which 66 participated in activities (98.51% of teaching activities issued by teachers), accounting for 78.87% of the total experience value; 25 resources (96.15%) issued by teachers, accounting for 10.82% of the total experience value; 20 classroom attendances (95.74% of the total attendance statistics), accounting for 10.31% of the total experience value; and 60% received some praise. Second time. These data fully reflect that the student actively participates in various activities issued by the teacher, and the classroom performance is active. He basically learns all the teaching resources issued by the teacher. In the process of participating in the teaching activities, he completes the specified content, obtains the experience value set by the teacher, and finally obtains the excellent evaluation of the learning process.

Blue Moyun class system can also record the progress of brainstorming, questionnaires, discussion and answering questions, homework/group tasks and other links in the teaching process, such as: which students are active, scores are highly praised, which students are weak in participation, and so on, which have detailed records and statistics. Figures 14 and 15 below are the list of the top five students who have discussed the number of speeches and received praise in the first semester of the course of International Trade Practice systematically recorded. Figures 16 and 17 are the statistics of the top five students who have scored and received praise in the previous assignments/group tasks, respectively. Figure 18 is the analysis of the learning situation of the students with lower experience value. These data provide objective and real basis for the final evaluation of students' learning process, and also provide effective information for teachers to mobilize the learning enthusiasm of students with lower experience value.

获赞 Top 5

姓名	学号	参与次数	获赞
么宇飞	1510608101	23	29
仝憬浩	1510608110	24	28
郑昌奇	1510608121	22	27
周春月	1510608219	22	26
王帅	1510608202	24	25

Figure 14 Statements Commended Statistics

发言 Top 5

姓名	学号	参与次数	发言
1502班左冲	1510608206	29	44
陶玲玲	1510608124	29	38
路圆圆	1510608232	28	37
彭芳	1510608130	28	34
王若男	1510608105	28	34
王远朋	1510608104	28	33

收起

注：按照发言次数最高的 5 个数值，列出发言次数大于等于这 5 个值的学生，所以列表中的学生数量可能会多于 5 个。

Figure 15 Statements

历次作业/小组任务平均分 Top 5

姓名	学号	参与次数	百分制平均分
王冰	1510608103	13	78.38
周俊莎	1510608220	13	77.42
陶玲玲	1510608124	13	77.35
韩旭	1510608131	13	76.58
么宇飞	1510608101	13	76.21

注：按照百分制平均分最高的 5 个数值，列出百分制平均分大于等于这 5 个值的学生，所以列表中的学生数量可能会多于 5 个。

Fig. 16 Top 5 Statistics Table of the Average Grading of Assignments/Group Tasks

获赞 Top 5

姓名	学号	参与次数	获赞
陶玲玲	1510608124	29	28
彭芳	1510608130	28	24
路圆圆	1510608232	28	24
郑昌奇	1510608121	29	23
王若男	1510608105	28	23
白雪利	1510608109	28	23
1502班左冲	1510608206	29	22
周俊莎	1510608220	29	22
唐娅婷	1510608229	29	22
屈雪梅	1510608221	28	22
曹艳彬	1510608127	28	22
么宇飞	1510608101	27	22
徐鑫	1510608122	27	22
白亚迪	1510608207	27	22
王远朋	1510608104	28	21

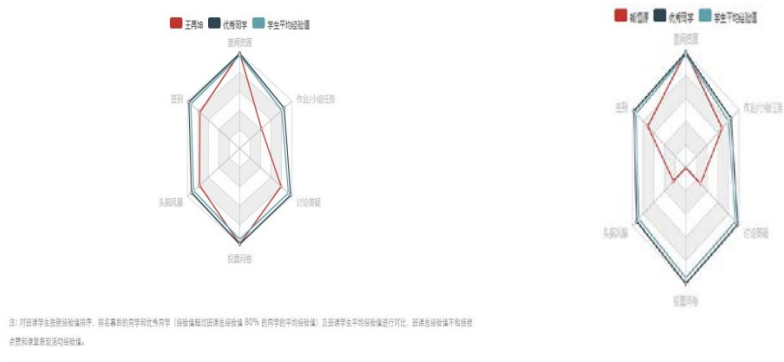Figure 17 Statistics of Achievement of Assignments/Group Tasks

Figure 18 An analysis of the learning situation of low-experienced students

3.4 Summary of student learning process evaluation

Figure 19 List and details of members' experience values

Figure 19 shows the ranking list of the total experience values obtained by the students in the International Trade Practice course, and a detailed list of the experience values obtained by each student. The detailed list of experience values clearly and completely records how many experiences values each student has gained in which teaching activities at which time. From the sorting list of students' total experience value, we can also clearly see which students in the class are more active in learning, thus obtaining relatively high experience value; which students' experience value is relatively low, which needs special attention of teachers.

Weighting Proportion	30%	10%	15%	5%	10%	25%	5%	100%
ID	Non-Video Resource Learning	Check-in	Q&A	brainstorming	Voting Questionnaire	Homework/Group Tasks	Percentage Score by Teachers	score
1510608101	100	100	100	97.44	100	60.75	96	89.87
1510608102	100	88.89	79.31	76.92	100	26.17	63	74.34
1510608103	100	100	100	97.44	100	62.15	72	89.02
1510608104	100	100	100	100	100	54.21	78	87.48
1510608105	100	100	100	100	100	57.48	91	88.93
1510608106	100	100	100	97.44	100	57.94	71	87.9
1510608107	100	85.71	93.1	89.74	100	43.46	72	81.5
1510608108	100	100	100	100	100	58.88	76	88.52
1510608109	87.5	100	96.55	89.74	100	50.93	85	82.19
1510608110	100	100	89.66	100	100	51.4	80	85.29
1510608112	100	100	100	97.44	100	48.6	62	85.12
1510608113	100	95.24	100	61.54	100	55.61	66	84.79
1510608114	100	100	96.55	87.18	100	53.74	76	86.07
1510608115	100	95.24	93.1	92.31	100	47.66	77	83.88

Figure 20 Output List of Students' Total Achievements

By the end of the semester, this empirical value will be automatically transformed into the students' normal grades according to a certain weighting method. Teachers can quickly derive students' procedural assessment results from the PC end of the Blue Moyun class, which is very objective and true, and students are more recognized. Figure 20 is the final student process evaluation list of International Trade Practice. Blue Moyun Class provides a rigorous, convenient and flexible method of calculating achievement, which facilitates the management of teachers' achievement. More importantly, it guarantees the fairness and impartiality of students' achievement, puts formative evaluation into practice, and provides scientific and normative data support for the process evaluation of students' learning in peacetime.

4. Thoughts on the Implementation of Process Evaluation in Blue Moyun Class

It should be said that the evaluation function of Blue Moyun Class on students' learning process has been relatively perfect, whether it is the design of relevant links or the evaluation system of each link. However, for the evaluation of teachers' teaching work, it is still limited to accurately record and preserve the data of teaching process, so that the evaluation of teaching quality can be checked, but a more specific and clear evaluation system has not yet been established, and there are still many evaluation functions that need further development and improvement.

4.1 There should be a quality evaluation on the teaching design of every link in the teaching process of teachers.

At present, there is only a record of the number and type of design for each link, but there is no evaluation of the design quality for each link. For example, are the teaching design links rich in the course of a semester's teaching? Is the design of each brainstorming theme, classroom discussion theme, assignment content scientific and reasonable? Can we really assess the students' mastery of

certain knowledge and abilities? And so on, we should have a clear evaluation criterion according to the requirements of curriculum objectives, and then form corresponding quality evaluation results according to the actual design of teachers, which will further improve the teaching quality of Blue Moyun class.

4.2 Teachers' teaching organization should be evaluated accordingly.

teachers' teaching organization and implementation is the key to guarantee the teaching effect. Through the establishment and implementation of the evaluation system, teachers can be urged to do better in this regard. It is suggested that the corresponding teaching organization of teachers should be reviewed and evaluated through the learning records of students' participation in all aspects of teaching in the system, and the corresponding evaluation results should be formed.

4.3 Teachers' teaching management should be evaluated accordingly.

Teachers' management of curriculum teaching is also an important aspect to ensure the quality of teaching. An evaluation link should also be established in this system. In view of the implementation process of Blue Moyun Class, teachers should inspect and evaluate the management of students' attendance, resource learning, participation in classroom activities, and completion of homework after class, so as to stimulate teaching. Teachers pay more attention to students' learning process, especially those who are not conscious of learning, and urge them to learn more. Only in this way can they better help students adjust their learning state in time and complete their learning tasks satisfactorily.

4.4 A general evaluation result should be set up for teachers' teaching work.

At present, there are only extensive quantitative evaluations of teachers' use of blue ink system in teaching, such as Charm Value and "Mohist" title, but there is no general form of evaluation including quality evaluation. It is suggested that by evaluating the quality and quantity of teaching design, teaching organization, teaching management and other links, a general evaluation result similar to the students' experience value can be formed for teachers' teaching work eventually, so that teachers can be more encouraged to actively devote themselves to teaching design, teaching organization and teaching management, and strive to improve their teaching ability.

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