Exploring Evaluation Strategies for the "College English Listening, Speaking, and Viewing" Course in the Era of Big Data

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Abstract: University education is an important stage in everyone's educational journey, and the curriculum offered in universities is crucial for cultivating talent. Therefore, how to evaluate university courses effectively has become a topic that must be studied in order to improve the quality of teaching. Curriculum quality evaluation is an important aspect of the teaching system for college English courses. Establishing a comprehensive, objective, scientific, and accurate evaluation system is crucial for achieving the teaching goals of college English. With the progress of the times and the development of technology, especially the rapid advancement of digital technology and artificial intelligence, new course content and teaching methods are constantly changing. Correspondingly, the evaluation standards and methods for assessing the suitability of these new content and methods should also be improved. This paper will explore the effectiveness and adaptability of curriculum evaluation for the "College English Listening, Speaking, and Viewing" course in the context of university education and propose feasible teaching strategies based on the evaluation results.

Keywords: Big Data Era; University Education; Curriculum Evaluation; Teaching Strategy

1. Introduction

Curriculum evaluation is a crucial aspect of university education. It serves as an important basis for teachers to gather feedback, improve teaching management, and ensure teaching quality. It also provides an effective means for students to adjust learning strategies, improve study methods, and enhance learning outcomes. Additionally, it plays a significant role in the assessment of teachers' teaching performance by educational management departments. In many prestigious universities, curriculum evaluation results even influence the teaching certifications of educational researchers. In 2013, the Department of Statistics at the University of California, Berkeley, adopted standardized practices to conduct a more comprehensive evaluation of courses and discussed the relationship between student evaluation of teaching (SET) scores and the effectiveness of curriculum evaluation. Similarly, England established its curriculum evaluation system early on and has continuously revised and adjusted it over the years. Through years of development, a relatively complete and contextually appropriate curriculum evaluation system has gradually taken shape [1]. In China, the exploration of higher education curriculum evaluation originated in the 1980s. Most universities refer to the national quality curriculum evaluation indicators when researching the indicator system for curriculum evaluation. The national high-quality curriculum evaluation indicator system in 2010 consisted of six aspects: teaching team, content and conditions, methods and approaches, outcomes, policy support and sharing [2]. Wang Jinsong highlighted some issues present in China's curriculum evaluation system and suggested several aspects to be emphasized and valued in the evaluation process [3]. This paper aims to explore the quality evaluation indicator system for the "College English Listening, Speaking, and Viewing" course by focusing on these core issues and incorporating the characteristics of the current era.

2. Education in the Era of Big Data

In the era of big data, it is necessary to make corresponding adjustments to teaching models.

We should fully utilize the opportunities brought by multimedia and internet technology development, and improve the traditional teacher-centered single classroom teaching model. The new teaching model should be supported by modern information technology, especially network technology, to develop English teaching towards personalized learning, learning without time and location limitations, and active learning. In this era of big data, a wide variety of complex data is generated and collected at an unprecedented speed. This includes data from various sources such as social media platforms and mobile devices. Big data has had a significant impact on various fields such as education, healthcare, finance, and government. It provides valuable insights and innovative opportunities, as well as unprecedented efficiency and precision in data collection and processing. The advent of the big data era has also brought about significant changes in people's thoughts, concepts, and behaviors, necessitating corresponding adjustments and reforms in educational concepts and methods according to the demands of the times. With the application of big data technology in China's higher education industry, the management model of higher education has greatly improved and developed. In such an environment and context, establishing a fair, objective, and rigorous curriculum evaluation system has become a topic of exploration for researchers, school decision-makers, academic administration managers, and teachers alike. While China's higher education informatization started relatively late, it has shown overall rapid progress. Big data possesses a dynamic data system, fast processing speed, massive data scale, and tremendous information value [4]. The informatization construction of higher education has begun to yield results and plays a significant role in teaching, research, management, and other areas.

3. Methods of Evaluating the Course "College English Listening, Speaking, and Viewing" in the Era of Big Data

Integrated teaching of listening, speaking, and viewing refers to the approach that combines the intrinsic connection and linguistic principles between listening and speaking in language learning. It aims to integrate the input and output of language organically, breaking down the traditional separation of these two skills in teaching methods. Through this innovative teaching model, which aligns with the principles of language acquisition and meets students' practical needs, teachers are required to design diverse and engaging language activities that create an authentic language environment. Students, in turn, must actively participate in listening and speaking practices, leveraging their initiative and creativity to truly develop their listening and speaking abilities. To achieve this goal, the course "College English Listening, Speaking, and Viewing" must have its unique system for monitoring and assessing teaching quality. Evaluation of the course should focus on assessing students' overall English proficiency, particularly in listening and speaking skills, as well as their self-directed learning abilities and comprehensive cultural literacy. The purpose of this evaluation is to enable students to effectively communicate in English in their future studies, work, and social interactions, to adapt to the needs of China's social development and international communication. Teaching evaluation serves as a window through which teachers can understand how students' thinking, interests, and learning styles are stimulated and deepened. It acts as a ladder, allowing teachers to assess the gap between students' actual performance and objective standards and analyze the strengths and weaknesses in their learning process [5]. In the context of multimedia and online-supported teaching in college English listening, speaking, and viewing course, a combined formative and summative evaluation system should be adopted. In the information age, learners' study behaviors are predominantly autonomous and collaborative. Traditional summative evaluation, which only focuses on reflecting learning outcomes, is limited by its own shortcomings and cannot effectively evaluate network-based autonomous learning and teaching processes. Therefore, it is crucial to establish a diversified evaluation system, leverage the advantages of the information age, prioritize formative evaluation, and comprehensively assess students, thereby making evaluation results more instructive for real teaching activities. The advent of the big data era has demonstrated the presentation of various

aspects of educational management in the form of data information and has the potential to positively facilitate data collection, governance models, educational teaching, and resource regulation in higher education [6].

3.1 Leveraging Online Platforms for Evaluation

In the current era of information, authoritative teaching materials are often equipped with highly interactive and comprehensive instructional platforms. These high-quality platforms enable specific recording and evaluation of students' autonomous learning processes, reflecting the effectiveness of their independent learning. Curriculum evaluation requires the integration of various evaluation tools and methods to comprehensively assess students' overall abilities [7]. For instance, the publication "College English Listening, Speaking, and Viewing" has developed a highly practical and high-quality app called "U Classroom" for teachers and students to use. This platform meticulously records students' self-study progress, learning duration, accuracy in exercises, and other detailed information. It provides accurate information for teachers to evaluate students' achievements in autonomous learning. Online platforms based on students' day-to-day autonomous learning address the limitation of conventional summative assessment by capturing the learning process. By establishing online learning portfolios and scoring mechanisms through the internet, it effectively stimulates students' self-awareness, flexibility, and initiative in learning. It not only allows teachers to gain valuable insights and monitor students' learning progress but also enables students to understand their own growth, fostering good study habits.

3.2 Assessment of Learning Behavior

It is crucial for evaluation to focus on students' learning processes and strategies, rather than solely on their final achievements [8]. The combination of summative and formative evaluations in the course's final evaluation system is widely applied, as this multi-level evaluation approach more accurately reflects students' learning situations. Formative evaluation, which is integrated throughout the entire teaching process, stands out with its attention to detailed evaluation, enabling timely identification of issues that arise during the learning process. By utilizing formative evaluation during course implementation, one can understand their own shortcomings, students' learning difficulties, and various problems that may surface in teaching, thereby providing a basis for enhancing teaching quality. Formative evaluation aims to promote student learning and primarily relies on students' day-to-day learning performance, rather than solely depending on their final exam grades. Formative evaluation pays more attention to the effectiveness of teaching activities, involving both teachers and students as key participants [9]. Currently, formative evaluation frameworks based on classroom teaching, such as the Classroom Interactive Evaluation Model, are gradually being implemented in higher education [10]. In the process of college English listening, speaking, and viewing instruction, learner behavior serves as an important indicator for evaluation. Evaluating learner behavior includes assessing students' participation levels in both classroom activities and extracurricular listening, speaking, and viewing projects [11]. Teachers can establish corresponding teaching logs, meticulously recording students' classroom participation, including their attentiveness in answering questions, accuracy in homework, and comprehensiveness of class notes. Specific measures may include organizing group discussions, simulating dialogue performances, and conducting peer evaluations, all aimed at evaluating students' participation and language proficiency. By enhancing students' engagement in the classroom, a practical and detailed objective evaluation of learner behavior can be achieved. Quality evaluation of a course should be constructed collectively and involve active participation from all stakeholders. In the college English Listening, Speaking, and Viewing course, both the instructing teacher and the evaluated students should be regarded as contributors and participants in the course evaluation. Collaborative communication between teachers and students, as well as among students themselves, plays a significant role in accelerating the construction of meaningful knowledge [12]. The evaluated individuals should be given the opportunity to express their viewpoints. In this regard, teachers can facilitate self-evaluations by students on their

intermediate accomplishments. Such dynamic evaluation prompts the evaluated individuals to continuously self-regulate, self-analyze, and self-improve, while also providing useful insights for teachers in evaluating student performance.

3.3 Staged Testing

The assessment of students' learning outcomes through periodic evaluations is imperative for teachers. These evaluations can be enriched with the advantages of the digital age, employing diverse assessment methods to holistically appraise students' proficiencies in listening, speaking, viewing, and more. In this era of technological advancement, teachers can capitalize on the opportunities provided by online testing platforms, seamlessly incorporating instructional content. By harnessing the inherent objectivity of certain software, the efficiency and neutrality of test grading can be significantly amplified. It is advisable to conduct two to three periodic assessments throughout each academic term, as they constitute an integral component of the overall evaluation. Moreover, teachers can express recognition for students' efforts and achievements based on their individual learning journeys and personal growth. This approach ensures that even those who initially faced challenges but have exhibited remarkable progress receive the commendation they deserve, fostering a heightened motivation for learning.

3.4 Summative Evaluation

The summative evaluation serves as a significant means to assess students' comprehensive language skills in listening, speaking, and viewing. It primarily includes mid-term and final exams. As teachers, it is imperative to uphold the scientific and comprehensive nature of test design, encompassing a wide range of examination topics that are practical and operationally feasible. This approach ensures that the assessment of the listening, speaking and viewing course is authentic, reliable, and particularly emphasizing the application of language skills in practical contexts. Such exams greatly contribute to guiding students' attention towards a comprehensive understanding of knowledge and its practicality, with special emphasis on their

ability to effectively utilize language skills in real-life situations. Therefore, the evaluation fulfills its intended purpose with utmost effectiveness

4. Conclusion

Curriculum evaluation is an indispensable component of higher education, playing a crucial role in enhancing the effectiveness of the education system and teaching quality. It enables teachers to assess the efficacy of their instruction and make timely adjustments to the content and methods to meet students' needs. Furthermore, it aids students in evaluating their own progress, allowing them to effectively modify their learning approaches and objectives. Additionally, curriculum evaluation is significant for policymakers as well, as it provides them with essential information and support to formulate optimized policies and educational reform measures, thereby enriching the effectiveness of education and supporting student development. In the era of big data, it is essential to leverage technological advantages and establish a scientifically effective curriculum evaluation system. By utilizing the results of the evaluation, teachers can have a more comprehensive understanding of pedagogical principles, ensure that students progress in the right direction, identify the strengths and weaknesses of courses and teaching methods, and fully capitalize on the decision-making power of data resources. Through data analysis and capturing teaching experiences, continually refining curriculum evaluation methods and principles can actively contribute to educational and teaching reforms, promoting the development of teaching science. In conclusion, a complete, scientific, standardized, and efficient system for monitoring and evaluating teaching quality is a crucial means and essential source for safeguarding educational quality. Therefore, establishing a sound quality monitoring and evaluation system for the "College English Listening, Speaking and Viewing" course holds significant practical significance in promoting continuous improvements in teaching quality.

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