

## A Probe into the Mixed-mode Assessment of Teaching Achievements

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**Abstract:** In order to make the blended teaching smoothly applied to classroom teaching, Method of assessment methods must be matched with it. Because in actual learning, the way of student assessment is closely related to the initiative of the student learning director, however, the relationship between the Method of assessment and the students' ability under the existing assessment mechanism has become weaker and weaker, exploring the means of assessment of Method of assessments will contribute to the development of blended learning towards a more scientific and fair way and the improvement of the quality of undergraduate education.

### 1. Introduction

In recent years, blended teaching comes into being with the strong sound of teaching students according to their aptitude. Its principle is a kind of "on-line" + "off-line" teaching and learning which combines the advantages of online teaching and traditional teaching. It can not only play the leading role of teachers in guiding, enlightening and monitoring the teaching process, but also fully embody the initiative, enthusiasm and creativity of students as the main body of the learning process. It can be said that blended learning is the product of the reflection on online learning and the return to traditional classroom learning, through the organic combination of the two forms of teaching organization, it can lead learners' learning from shallow to deep to deep learning. In order to make the blended teaching smoothly applied to classroom teaching, Method of assessment methods must be matched with it. Because in actual learning, the way of student assessment is closely related to the initiative of the student learning director, however, the relationship between the Method of assessment and their ability under the existing assessment mechanism has become weaker and weaker, exploring the means of assessment will help the development of blended learning towards a more scientific and fair way, and will contribute to the continuous improvement of the quality of undergraduate education.

### 2. The Significance of the Reform of the Conventional Examination Method of Undergraduate Teaching Achievement

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#### 2.1. The General Method of "Ordinary Grade" Assessment in Undergraduate Teaching

At present, colleges and universities in the country use the same method in the assessment of students' scores, that is, the weighting of the results of ordinary and final examinations, the differences are mainly reflected in the content of "peacetime performance", access means, as well as in the overall assessment of the proportion of results. In practice, the content of "ordinary grades" is generally made up of 2-3 items in the content of students' attendance, homework, experiments, classroom performance, group work, etc., more college teachers are opting for attendance and homework (engineering courses with lab work plus lab work). In terms of the means of obtaining "ordinary grades", the performance is relatively single. The vast majority of university teachers basically rely on teachers to give marks to students by themselves. For example, at the beginning of each class in person to the student roll call to give attendance results, personally grading student assignments or lab reports. "ordinary performance" in the general assessment of the proportion of 20% ~ 50%.

## **2.2. Problems in the Examination and Evaluation of "Ordinary Grades" in Undergraduate Teaching**

From the above-mentioned undergraduate teaching "ordinary results" examination and evaluation of the operation of the status quo, it is inevitable to have drawbacks, as follows:

### **2.2.1. The Composition of "Ordinary Achievement" Cannot Fully Reflect Students' Comprehensive Ability**

The assessment of students' achievements in peacetime focuses on the assessment of knowledge-based contents, the proportion of theoretical knowledge to memorizing knowledge is relatively large, and the examination of students' ability to analyze and solve problems is ignored, resulting in the students paying attention to mastering only theoretical knowledge in their study, neglect the cultivation of practical ability.

### **2.2.2. The Main Body of Evaluation is Limited and the Means of Performance Evaluation is Complex**

The evaluation of the course is usually completed by the teachers in charge of the course, which is not conducive to the cultivation of students' independent education ability. Moreover, the work of "assessment" is called by many management as one of the most complicated work in the world, which fully illustrates the complexity and complexity of the work, "assessment" has occupied a lot of teachers' time and energy. However, the focus of teachers' work is teaching, "assessment" is an auxiliary means of teaching, complex and cumbersome assessment just goes against this natural law.

### **2.2.3. The Purpose of Examination Is Utilitarian**

The teachers' understanding of examination tends to be task-oriented and formal, and more students take examination as the final result of study. In practice, one of the important tasks for university teachers is to meet various teaching inspections, teaching supervision and teaching evaluation. These tasks are to introduce the "third party" in the teaching process to help evaluate the teaching effect, the "traces of work" in undergraduate teaching has become the basis of "post-supervision" by the "third party". Therefore, the university teachers need to seek the balance between "the original teaching work" and "the trace work".

## **3. A Tentative Plan for Improving the Means of "Ordinary Grade" Assessment in Undergraduate Teaching**

### **3.1. The Assessment Should Be Based on Humanism**

No matter what educational idea or means, everything is based on the idea of people-oriented. We value people's self-realization, emotional function and intrinsic motivation, dignity and value, sense of achievement, cognitive structure of learners, and development of individuality and creativity, advocates the freedom of learning and the opportunity of self-selection and self-

discovery for learners, and believes that effective learning should be carried out in an atmosphere of ease, cooperation, warmth and security, the author thinks that the best learning situation should reduce the threat of collective personality to the lowest point, and advocates that the teaching process is the process of gradually giving up control over the learners' learning process. This is conducive to providing an open and exploratory learning environment for learners, and developing their thinking and problem-solving abilities. Edgar, American scholar. In 1946, Edgar Dale came up with the Cone of Learning theory, as shown in figure 1.

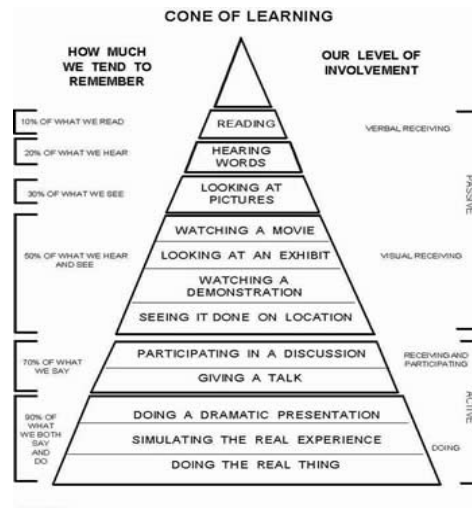


Fig 1.Cone of Learning

Dyer argues that the traditional forms of learning that yield less than 30% are individual learning or passive learning, while those that yield more than 50% are group learning, active learning, and participatory learning. We need to change the knowledge giver into a guide, a guide, a collaborator, a supervisor and a consultant. Teachers should guide learners to study independently and cooperatively in an equal and open environment, guide learners to learn and satisfy their thirst for knowledge. In the mixed teaching environment, teachers and students become the relationship of two-way participation, two-way Communication, equality and mutual assistance. The formation of this kind of interpersonal relationship also reflects the human dignity, democracy, freedom and equality that humanism advocates.

### 3.2. Optimize the Curriculum Setting, Accurately Locate Curriculum Resources, Reform and Enrich the Teaching Content

We will use the interactive strategy between the teacher and student and the interactive strategy between the students. According to the characteristics of the students in our department, we insist on the teaching contents of inheritance, advance, comprehensiveness, dynamics and applicability in the course of CAD teaching. Among them, inheritance: refers to the removal of knowledge points in the application of the content is not big, continue to continue to inherit ruler drawing, freehand drawing, computer drawing and three-dimensional modeling; Advanced: teaching content should always be in line with the goal of talent cultivation and the Development Direction of engineering graphics education, introducing the international information of the frontier of subject development; Dynamic: The content of education should meet the needs of modern society and the development of Science and technology; Applicability: The content of education should be consistent with the actual production needs of society.

Pinpoint course resources. The construction of teaching resources is an important link in hybrid teaching. The production of resources should not only be based on the course content and teaching requirements, but also take into account students' reading habits and interests, in the new media era, students have become a new characteristic — A fragmented reading habit, a tendency to choose videos, and a higher demand for exciting points. The most remarkable characteristic of the

fragmented reading habit is the intermittent and random reading, the reader has the habit of paying attention to the material at any time, but each reading time is short and the reading place is not fixed, and the reading behavior is random, its advantage lies in can make full use of time, carry on reading at any time; its disadvantage lies in reading cannot be sustained and hard to concentrate. In view of this reading habit, the following methods can be adopted in preparing and setting curriculum resources in the hybrid teaching reform: Firstly, the resources are mainly micro-lessons, and the duration of curriculum resources is short. Second, turn the chapter into knowledge points, make the resources around the knowledge points, enhance the pertinence and purpose of the resources. Third, the resource content is concise and easy to understand. In this way, we can make full use of the advantages of students'fragmented reading habits and avoid their disadvantages. Fourth, the audio method can be reasonably used to deal with the data, using the accompaniment of listening to improve the proportion of the selection of materials.

#### 4. Probe into the Assessment Method

##### 4.1. Organization Structure Design of Management Course Class

In order to train students' teamwork spirit, it is necessary to establish the organizational structure in the teaching organization management. For the sake of presentation, the number of the courses is set up in advance at 40, and the course management is divided into 4 groups + 1 section representative's organizational structure. The responsibilities of the section representatives and team leaders are set out in the table 1 below:

**Table 1.** The responsibilities of the section representatives and team leaders

Position	Duty
Class representative	Responsible for the collection of all the team's data (including homework, results, competition items, feedback, etc.) .
Team leader	(1) Be responsible for the attendance of the off-line courses and supervise the attendance of other groups.
	(2) In the process of group work, the Organization of this group to discuss the completion of the project, record the details of the group's task and the individual's contribution in the work, and complete the division of work.
	(3) In the case of experiments, other tasks, etc. , the organizing team member completes the plan carefully, the other teams and the teachers will jointly evaluate the completion of the team, and the team leader is responsible for allocating the total to the team member according to the contribution of each person, the team member must sign off on the assignment.
	(4) Be responsible for assisting the class representative to compile the results and keep the original vouchers.
	(5) Collect feedback from students and assist teachers to improve classroom management.

In order to mobilize students' participation in the management of Public Service, the section representatives or group leaders should be given some incentives in their daily performance, for example, they were given a range of bonus points in their usual grades.

##### 4.2. Diversification of Assessment Methods and Assessment Main Body

The fundamental objective of university teaching is to enhance students' professional and technical abilities and to develop their comprehensive abilities in an all-round way. Therefore, the assessment methods for courses based on this purpose mainly adopt the following types, as shown in the table 2 below:

**Table 2.** The assessment methods for courses

Projects		Achievement ratio	Mode of evaluation	Training Program
Level one	level two			
Classroom performance	Attendance	5%	Group self-assessment	Self-management, Team Spirit
	Participate in lectures	5%	Teacher grade & Students grade each other	Ability to think, analyze, and express
	Class discussion	5%	Teacher grade & Group self-assessment	Ability to learn from each other, think independently and express oneself
	Subject contest	5%	Class representative points	The ability to think, analyze, express, etc.
	Management Work	5%	Teacher grade	Management Ability, public interest
	Comments and suggestions	5%	Teacher grade	Independent thinking
Online learning	Video learning	5%	Self-evaluation	Preview knowledge, self-management
	Courseware learning	5%	Self-evaluation	Review, consolidate and strengthen knowledge
	Online discussion	5%	Teacher records	Understanding, consolidating, and strengthening knowledge
	Unit on-line testing	5%	Web Platform Record	Understanding, consolidating, and strengthening knowledge
Other items	Related competitions, Papers etc.	7%	Teacher grade & Group self-assessment	The ability to spot problems and solve them
	Group performance	3%	Intra-group evaluation	Sense of responsibility
Experiment	Experiment Preparation and operation	5%	Intra-group evaluation	Hands-on skills, teamwork
	Experiment Design and report	5%	Teacher assessment	Test students' learning
Homework	Expertise assessment	5%	Teacher assessment	Test students' learning
Final examination	Expertise assessment	25%	Teacher assessment	Test students' learning

Offline assessment includes attendance, participation in lectures, class discussions, contest, management, comments and suggestions. Online assessment includes courseware learning, video learning, online discussion, unit online testing several aspects. In addition to online and offline classes, mechanical students' ability to experiment and innovate is also important. Usually each learning process is strictly managed, a good process will lead to good results. In addition to teachers' evaluation of students, students' self-evaluation and mutual evaluation are added to the course evaluation, which emphasizes the main role of students in the evaluation. This will help students monitor each other and promote each other. It will not only enable students to adjust their learning strategies, improve their learning methods, improve their learning efficiency, and mobilize their enthusiasm, it can also help teachers to have a comprehensive understanding of each student's performance in the group, and help each student to carry out a reasonable assessment.

## 5. Conclusion

The ultimate goal of undergraduate teaching lies in the learning effect of students. Teachers should devote their main time and energy to the teaching process of students. Through the

implementation of hybrid teaching assessment method in the study of CAD course in our department, the students' study interest and efficiency have been improved to a certain extent. In the learning process, they communicate with each other and supervise each other, which has a positive impact on their language expression, coordination, organization, team cooperation, etc. , and those skills are exactly what they will need in the jobs of the future.

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