

The Construction of the Evaluation System of College English Autonomous Learning in Web

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Abstract

Modern information technology with the network as the core is affecting and changing our education. Exploring and improving the evaluation system of college English autonomous learning in Web is the key to education reform. Based on constructivism theory and educational evaluation theory, in the process of constructing the evaluation system, we should make the evaluation target accurate to play a goal-oriented evaluation function, carry out formative evaluation to stimulate students' learning awareness, reflect the diversification of evaluation subjects to expand the source channels of evaluation information, focus on the diversification of evaluation methods to cultivate students' self-evaluation capacity and conduct multi-dimensional, multi-directional and multi-level evaluation to improve the reliability and validity of the evaluation. Thus we can make the evaluation system more scientific and rational and can promote to realize the goals of college English teaching.

Key words: Evaluation system; Autonomous learning; College English; Network environment

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INTRODUCTION

Modern information technology characterized by network technology has been widely used in various

fields of society. It is affecting and changing our existing learning methods, working methods, lifestyles, and thinking methods, and has put forward severe challenges to education, promoting education to become more and more networked, virtualized, internationalized and individualized. Network technology provides abundant resources for college English teaching, provides a favorable environment and conditions for college students' autonomous and personalized learning English, and also opens up broad prospects for college English teaching. As an indispensable evaluation link in the traditional teaching mode, there will inevitably be corresponding new developments under the new learning mode. Evaluation should not only focus on students' academic performance, but also discover and develop students' various potentials, understand the needs of students in their development, and help students understand themselves and build self-confidence. The evaluation should take the students' comprehensive language application ability as the starting point, pay attention to the development process of students' comprehensive language application ability and the effect of learning, so that the evaluation of the learning process and the learning result can be harmonious and unified.

In order to give full play to the positive guiding role of evaluation mechanism in the whole process of college English teaching, it is necessary to establish a scientific and effective evaluation system to play the role of verification, identification and diagnosis, and more importantly, to play the improvement functions of guidance, motivation and regulation. Reasonable evaluation can enable students to understand their own learning conditions, adjust their learning strategies purposefully, effectively control the learning process, form high-quality learning activities and help teachers adjust and improve teaching behaviors, so as to promote the common development of students and teachers.

THEORETICAL BASIS

Constructivism Theory

Constructivism theory attaches importance to the learning process and emphasizes that the teaching process is a process in which teachers help students actively construct knowledge through the driving mechanism of their own learning. It emphasizes the initiative of the human subject, and its core is the learner's "self-construction" (V & A, 2016). In constructivism teaching, the content of teaching evaluation is the dynamic process of "knowledge construction". Constructivism theory believes that traditional student evaluation only examines the effects of students' primary learning and rarely examines the results of advanced learning. The constructivist evaluation view insists on real tasks as the evaluation standard, and strives to make education pay more attention to the solution of real tasks. It uses the construction of knowledge as the evaluation standard to encourage learners to actively participate in the construction of knowledge. It takes the construction of experience as the evaluation standard and emphasizes the process of knowledge construction rather than the evaluation of results and at the same time pays attention to the integration of effective evaluation and teaching. It advocates the use of diversified evaluation in evaluation methods. Learning should focus on solving practical problems in life and should be conducted in specific situations. The evaluation of students' learning results should be based on highly contextualized operational tasks, and diversified methods such as "authenticity evaluation" and "operational evaluation" should be advocated.

Educational Evaluation Theory

The educational evaluation theoretical viewpoints represented by Bloom can be summarized as follows (Bloom, 1986): (1) Teaching evaluation is only a method to obtain evidence to determine students' learning level and teaching effectiveness. (2) Teaching evaluation is an auxiliary means to briefly describe educational goals and teaching goals, and is a process to determine the degree of development of students in accordance with the ideal teaching method. (3) Teaching evaluation should be a feedback and correction system used to test whether each step is effective in the teaching process. If it is invalid, remedial measures should be taken in time to improve teaching. (4) Teaching evaluation is only a tool for educational research and teaching practice, used to determine whether a series of optional procedures are effective when a certain educational goal is achieved. In the article "The Concept of Formative Assessment" written by Carol Boston of the United States (Boston, 2002), evaluation includes teachers' observation of students' learning, classroom discussion activities, and students' academic analysis. If the information derived from this evaluation is used to adjust teaching and

learning to meet the needs of students, then evaluation becomes formative evaluation, which is the opposite of summative evaluation. Dr. Lorna Earl from Canada, who has conducted research in the field of evaluation, pointed out that evaluation can be "assessment of learning", "assessment for learning" and "assessment as learning" (Earl, 2003). The three concise phrases outline the relationship between evaluation and learning, and endow evaluation with more abundant significance.

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Making the Evaluation Target Accurate to Play A Goal-Oriented Evaluation Function

The evaluation target is the concentration of the teaching goal. A good test should be able to effectively measure the realization of the teaching goal. The design of the evaluation goal and the test content should always be carried out around the teaching goal. Under the new model of college English teaching and learning based on the network environment, the purpose of educational evaluation is not only for identification and assessment, but also for promotion and development. The evaluation goal should be able to guide the entire process of college English teaching and learning. Therefore, the evaluation goal should be transformed into a specific, measurable, behavioral and operational standard system, and then the relative importance of each indicator in constituting the goal should be determined. Finally the evaluation index system is determined. When formulating an evaluation plan, it should include the guiding ideology, objectives, tasks, content, standard requirements, weight indicators, method steps, organization and management, result forecasting, etc. In the evaluation process, students should be made aware of the items, forms, and content and degree of difficulty. It can provide a rich and colorful educational resource environment and powerful learning tools for the development of students' independent learning of college English and the development of comprehensive abilities, and can provide them with the direction of learning. Under the guidance of teachers, students need to formulate specific learning goals at different levels and stages, so as to strengthen their self-transformation process from unknown to knowledge, from unskilled to proficient. College English teaching goals and learning goals should be hierarchical, staged, visualized and individualized.

Carrying Out Formative Evaluation to Stimulate Students' Learning Awareness

The main function of evaluation in online learning is to provide timely feedback, monitor learning, and ensure learning quality. Constructivism believes that we

should focus on the analysis and evaluation of learners' learning process, support and encourage the cultivation of innovative thinking and ability, so as to correctly evaluate learners' final learning effects. Since formative evaluation is carried out in the formative stage, every effort must be made to use it to improve the process. Therefore, it is necessary to establish an evaluation method based on formative evaluation. By using the Internet technology, through the data recorded in the system database, students' research-based learning, classroom communication, homework situation, examination results, learning time, resource utilization and online discussion with teachers are collected to form students' personal learning whole process file, which provides conditions for continuous formative evaluation. Teachers should evaluate the students' performance and achievements in their daily English learning process, meet the needs of students' learning feedback in the process of autonomous learning English, encourage students to learn, help students effectively control their learning process, make students gain a sense of accomplishment and enhance their self-confidence. Continuous learning evaluation will become a motivation to promote students' autonomous learning, which can dynamically guide and continuously improve students' learning, play the developmental function of evaluation, form an effective college English learning mechanism embodying "student-oriented", and establish a virtuous learning power cycle.

Reflecting The Diversification of Evaluation Subjects to Expand the Source Channels of Evaluation Information

The subjects in teaching include teachers and students. Every teacher, learner and learning partner is a vital element of the learning community. Intersubjectivity means that subjects are equal and related. According to their mutual relationship, evaluation types between different subjects can be formed: student self-evaluation, peer evaluation, teacher evaluation, and a combination of human evaluation and computer evaluation (Swan, Shen, & Hiltz, 2008). Evaluation is based on mutual knowledge and consensus between subjects, and is carried out through the coordination of self-organized relationships. It can take the form of college English classroom activity evaluation, extracurricular homework evaluation, extracurricular activity participation and review, and self-evaluation of learning effects. It is necessary to reflect the teacher's guiding role in the evaluation, as well as the process of students' self-recognition and independent development. Evaluation can give full play to the subjective role of students in college English learning, promote the coordinated development of the dual subjective role of teachers and students in evaluation, improve the richness of evaluation information, comprehensively evaluate students' English learning, explore students' subjectivity Initiative, and form good values.

Focusing on the Diversification of Evaluation Methods to Cultivate Students' Self-Evaluation Capacity

Constructivism advocates independent learning and encourages students to actively participate in learning and research, give play to the spirit of initiative, and realize self-feedback. Taking the entire learning process and effects of students in the autonomous learning of college English under the network environment as the evaluation object, teachers use network means to record and track the entire learning process of students, such as portfolio evaluation, achievement evaluation, situation evaluation, etc. (Hay & Mathers, 2012). Students have more opportunities to apply what they have learned in different situations. They can form an understanding of objective things and solutions to practical problems based on the feedback of their own actions. They can understand their own knowledge in time from the feedback obtained from the evaluation. They observe, analyze and judge their own learning, and improve their college English learning plans accordingly. They monitor and adjust their own learning, adjust their learning strategies purposefully, effectively control the learning process, and form high-quality learning activities. Self-evaluation is conducive to the formation of learners' sense of accomplishment, clear goals, and individualized cultivation, so that students can become the subject of evaluation from evaluation objects. It can improve the participation of English learning, and enhance students' evaluation ability. Students can be required to write a personal self-evaluation (study summary) based on the evaluation criteria, summarize their college English learning, recognize their own advantages, surpass themselves, overcome shortcomings, and give play to personal creativity.

Conducting Multi-Dimensional, Multi-Directional and Multi-Level Evaluation to Improve the Reliability and Validity of the Evaluation

The traditional evaluation focuses on students' performance, but ignores the evaluation of learning methods, abilities and the whole process of learning. To evaluate students scientifically, rationally and comprehensively, we should not only evaluate the results of students' learning, but also evaluate their changes and development in the learning process. It is necessary to evaluate the level of students' learning as well as their practical activities. Teachers should measure each student from multiple indicators such as knowledge, ability, quality, attitude, etc., and conduct a more comprehensive, objective and scientific evaluation of students' learning activities from multiple aspects and perspectives, and continuously stimulate students' interest in learning English, and promote their comprehensive, sustained and harmonious development. Teachers should pay attention to the development of students' comprehensive English ability and overall quality, and make corresponding

evaluations of their learning process and learning effects based on the various behaviors and performances of students in college English learning activities, so as to provide students with learning support including planning, adjustment, restraint, suggestion, guidance, motivation and promotion. A student characteristic analysis system is established to collect students' learning and related background information in a comprehensive and meticulous manner, to provide data support for the system's comprehensive and objective evaluation, and finally to realize the evaluation of autonomous learning of college English in a personalized network environment. Evaluation strategies with individual development can stimulate learners' subconscious interest in English learning, give full play to their enthusiasm, initiative and creativity, and enable many more distinctive learning individuals to integrate into the environment of college English autonomous learning based on the network environment.

CONCLUSION

A scientific evaluation system is an important guarantee for achieving the goals of college English course. The evaluation system of college English autonomous learning based on the network environment should pay attention to the dynamics of the evaluation process, the comprehensiveness of evaluation principles, and the integrity of the evaluation system. A college English teaching and learning evaluation system with diversified evaluation subjects, diversified evaluation methods, and comprehensive evaluation contents should take the development of students as the core criteria of evaluation. Evaluation directly points to the learning process and learning quality. During the dynamic implementation

process, continuous support and quality assurance of learning are run through the entire process of students acquiring knowledge. It is the motivation support system for college English autonomous learning and an important means to ensure the smooth progress of learning. The comprehensive implementation of a reasonable, effective and scientific evaluation system has created good conditions for the promotion and realization of autonomous learning of college English under the network environment. Students will transform from passive acceptance to autonomous exploration, construct the knowledge structure of English learning independently, cooperate and interact with each other, and carry out self-learning in a multi-level and multi-directional way, so their learning activities can be carried out efficiently in a relaxed and pleasant atmosphere.

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