

Research on Evaluation System of Teaching Chinese as a Foreign Language Based on Chaoxing Learning Platform

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Abstract: With the development of online and offline mixed teaching mode, several new changes have taken place in the examination and evaluation of TCSL. On the one hand, the change of the ratio between the usual grade and the final grade reflects the rise and fall of this, and teachers pay more and more attention to the formative evaluation of the courses they teach. Second, due to the reality that international students cannot go to school, the traditional offline exam to the online exam changes. How can the evaluation system of TCSL based on Chaoxing learning platform reflect students' actual learning situation and learning results in a more fair and just way? This paper intends to analyze the existing problems and countermeasures of the current online examination from the aspects of examination question design and technology, through the form of multi-channel data collection such as questionnaire and interview.

Key words: Chaoxing learning platform, teaching of Chinese as a second language, assessment and evaluation system

1. Introduction

With the deepening and promotion of the online and offline mixed teaching mode, the construction and improvement of the online assessment and evaluation system has attracted the attention of teachers and students. The learner-centered teaching concept that has been discussed for many years has become a reality (Zheng Y., 2006). It is the common goal of teachers and students to strive for fairness and security in the course evaluation, they are considering how to make the final evaluation results objectively reflect learners' participation and learning results in the whole semester.

2. Research Background

In April 2017, our university signed the “Strategic Cooperation Agreement on in-depth Integration of Informatization and Teaching” with Chaoxing Group. According to the agreement, general education core courses and other brand courses will be jointly developed by the university and Chaoxing Group. By 2020, the development of online courses has accumulated a lot of experience, but also formed a certain teaching result. Therefore, at the beginning of the pandemic, most teachers in our university adopted the teaching mode of “publishing courseware on e-learning platform + video recording and broadcasting on Chaoxing platform + online discussion and answering

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questions with auxiliary software”. After a few weeks of online courses, teachers and students expressed the opinion that “network lag affects the teaching effect”.

With the passage of time, under the joint efforts of many teachers and students, plenty of problems such as: Too many different teaching platforms, internet lag, inadequate teaching preparation, not being used to web tools, students access to resources problems encountered difficulties, students can't get help promptly, etc. has been solved or optimized continuously. The process of online Chinese teaching is more smooth and mature, and students are also significantly more satisfied with their classes than before. However, as an important part of teaching is the exams, an important question to ask is “How can we carry out these exams in a systematic, safe and fair way, with the help of network platform”. This is an urgent problem to be solved. This paper intends to analyze the existing problems and countermeasures of the current online examination from the examination question design and technical level through the form of multi-channel data collection such as questionnaire and interview.

3. In This Study

3.1 Construction of Assessment and Evaluation System Based on Chaoxing Learning Platform

3.1.1 New Changes in the Form and Weight of Assessment

Halfway through the spring semester of 2020 online courses, the number of COVID-19 cases worldwide is rising, and the dream of international students returning to China for offline study is far from reality. Traditional offline exams have to be conducted online instead. Chaoxing Group organized a large number of technical personnel to research and develop the platform examination function, and build the platform examination and evaluation system in a very short time.

In terms of test paper composition, the platform flexibly supports two methods of paper group: 1) Manual group: select question type and manually add questions. 2) Intelligent group: fill in the information of the test paper according to the prompts, select the composition of the test paper bank and randomly select the number of questions. Centralized management of test paper data information, including test paper preview, edit, export, copy, release test, delete. Select examination papers and release, you can carry out relevant setup, including object Settings, basic Settings, anti-cheating Settings, advanced Settings. In the examinee management, you can manage the examinee list centrally, including managing candidates manual import, batch import, delete, add from the network course, but also can initiate examination notice, send face recognition collection notice (guide examinee face recognition collection); enter the invigilator interface to view all examinees' test information, including entry time, IP, region, test method, face recognition, screen cutting times and total screen cutting duration; In the course of examination, you can view the examinee's examination records, including answer records, capture records, screen cutting records, face recognition matching degree; Also can refresh the real-time examination situation and according to the student violation of the student to remind the examinee; The system will remind the invigilator if the examinee has abnormal behavior, such as changing people or reading books in the middle of the exam. Teachers are generally concerned about the safety of exams, although high-end technologies such as “face recognition”, “camera monitoring” and “screen cutting” can serve as warnings against cheating. We carried out a questionnaire survey in our school. The data showed that 32 out of 66 undergraduate courses changed their examination forms. In fall 2020, 17 of 69 undergraduate courses have changed their assessment format. Specific data are shown in the following two figures.

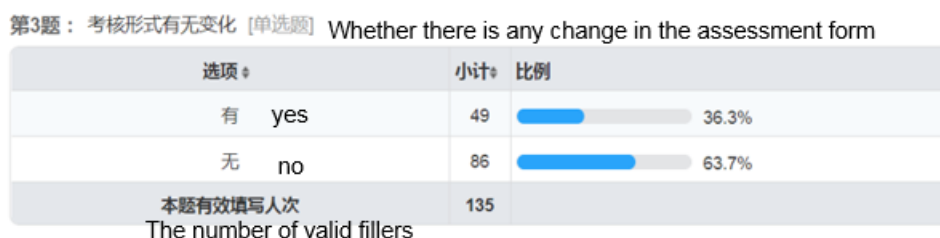


Figure 1 Questionnaire Survey on Whether the Assessment Form Has Changed

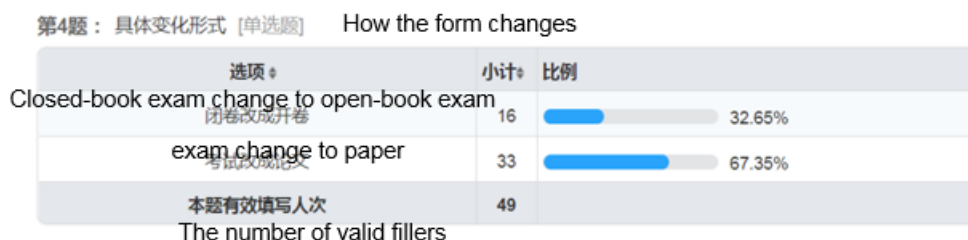


Figure 2 Questionnaire Survey About the Specific Change Form of Assessment

By checking the specific course names in the online questionnaire, we find an interesting phenomenon: most of the courses with changes in the assessment form are in the higher grades, while the assessment form of the lower grades is basically unchanged except for the professional elective courses or general elective courses. We interviewed many teachers to explore the real reasons for these changes, we concluded that since the professional courses of lower grade are mostly Chinese listening, speaking, reading and writing classes, compared with the senior professional class, they pay more attention to practical application. If we change the form to paper or report, it is difficult for students to complete tasks, because their practical Chinese ability is limited, they cannot write high-quality papers in Chinese, making the assessment a formality, as they cannot reach the established evaluation effect. For this reason, they overcame numerous difficulties, retained the original form of closed-book examination. On the other hand, since the senior students have a strong Chinese foundation, and in recent years, the school has paid more and more attention to formative evaluation, in daily professional learning, they can complete small tasks based on independent discussion and group discussion. And writing course papers and reports is no longer a difficult task for them. Practice has also proved that the final course paper submitted by students reflects innovative thinking and viewpoints, and can better present the learning effect, which is commendable.

In terms of the weight of assessment, there are two obvious changes: 1) the ratio of usual performance and final score is changed from the original 3:7 to 4:6, 5:5, 6:4 or even 7:3. 2) The criteria of the evaluating usual performance is more detailed. Take a general specialized course for international students as an example: class performance appraisal content is changed from the traditional attendance + class performance + final test to online learning, video watching and feedback, online discussions, offline learning (attendance), group discussion, Chinese academic training, final paper, specific proportion is as follows.

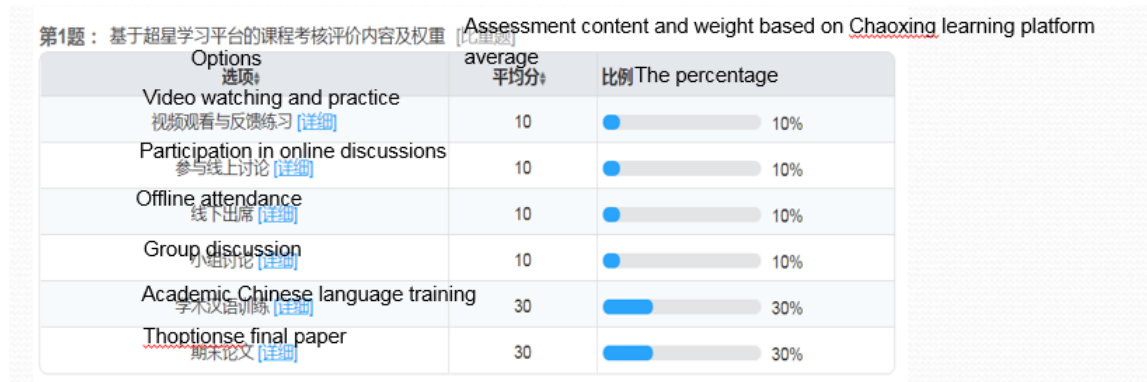


Figure 3 Questionnaire Survey of Course Assessment Content and Percentage Based on Chaoxing Learning Platform

3.1.2 New Changes of Assessment Standards and Assessment Subjects

Modern educational theory advocates learner-centered education and emphasizes the cognitive role of learners, so the object of teaching evaluation must turn to learners and evaluate their learning. Such as: students' learning motivation, learning interest, learning ability and so on. The evaluation criteria for teachers are made around learners. The starting point of the evaluation is whether it is conducive to students' learning, whether it creates an environment conducive to learning and whether it can guide students to study independently. For the learner-centered teaching evaluation, the evaluation standard has shifted to students' ability of autonomous learning. From the perspective of assessment practice, front-line teachers are exploring new assessment standards that are more conducive to reflecting students' performance throughout the whole course and overall learning results. According to the data of students' evaluation of teaching, those courses that teachers have reasonable classroom teaching design, fully respect students' wishes, can mobilize and stimulate students' interest in inquiry, and improve students' learning ability and overall grades and are fully recognized by students.

In the learning-oriented teaching mode, teachers are no longer the only participants in the course evaluation, and students' self-evaluation and students' mutual evaluation begin to take a certain proportion in the overall learning evaluation. Teachers can set up multiple learning task points and assign learning tasks at different stages according to the course content on the Chaoxing platform, and choose the form to stimulate students' interest in trying and challenging as much as possible. Online learners have a degree of autonomy in learning methods, content and pace. The content of personal self-evaluation includes the ability of independent learning, the spirit of cooperative learning, the participation of group discussion, etc. Teachers can set qualitative and quantitative evaluation indicators to make evaluation data more objective and real. The advantage of including students' self-evaluation and students' mutual evaluation into the main body of evaluation lies in that learners can ignore the adverse effects caused by the evaluation results, so the evaluation can more objectively and accurately reflect the actual situation of learners.

There is no denying that the examination based on the network platform has incomparable advantages over the traditional paper based examination. Firstly, the examination efficiency is greatly improved. It can save us a lot of time, whether it is the setting up of test papers before the exam or the marking after the exam. Compared with manual marking, the accuracy of the online examination system for objective questions such as selection and judgment can reach 100%, and there will be no misjudgment caused by manual marking fatigue.

Secondly, it effectively reduces the cost of examination. In the traditional paper-based examination, each examination part needs a lot of manual work, and the completion of this work needs human resources and other

costs. The examinee is also saved the hard work of rushing around in the examination room.

Thirdly, it is more flexible. In addition to the normal examination function, the online examination system also provides a lot of other auxiliary functions. For example, the paper topic and the multiple-choice option is arranged in random order. Through this setting, it is more difficult for the examinee to cheat.

Fourthly, clear and intuitive statistical analysis of data. Teachers need to reflect on the teaching effect through data analysis and statistics. The system can not only collect the data, but also intelligently calculate the core key data, such as the knowledge points that students spend the longest time learning, the discussion topics with the highest participation and so on. Students can also check their time spent in learning various courses, teachers' and students' comments and other information on the platform. Due to the increase of paper assessment forms, Chaoxing system also launched a "free paper duplicate checking" function.

A survey on the satisfaction of the current assessment based on the Chaoxing learning platform shows that 45.9% of students are "satisfied", 24.59% are "very satisfied" and no students are dissatisfied. This shows that the existing assessment system is relatively reasonable.

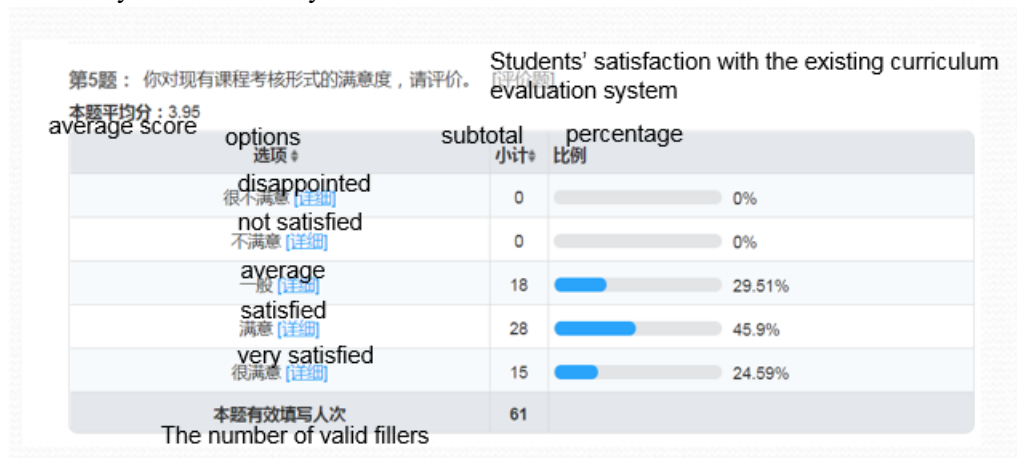


Figure 4 Evaluation of Students' Satisfaction With the Existing Course Assessment

3.2 Limitations of the Existing Evaluation System for Teaching Chinese as a Foreign Language

As for the survey of satisfaction with the examination form, 29.51% of the students gave a "general" evaluation. We made a further investigation for these students. As for the online assessment, students' feedback focuses on the following problems: 1) Although Chaoxing platform has set up anti-screen cutting and anti-cheating measures through technology, there is no way to absolutely eliminate it. 2) It requires the network and equipment to meet higher standards. If the examinee's network is not stable, there will be no smooth completion of the exam, affecting the course results. 3) Some questions are inconvenient for candidates to answer. For example, it is very difficult for students to answer questions in computing, drawing and analysis, whether they use a computer or a mobile phone. It is not as convenient as writing by hand. Although the online exam system solves this problem by introducing a photo-uploading function that allows students to upload their answers by hand, since the answers are already written by hand, the process of taking a photo is obviously a bit troublesome. 4) In addition, the interview data of teachers about the existing evaluation system shows that teachers are most worried about the security of online test questions and the fairness of test results, and most of the improvement of the online test system expected from the platform is focused on this (Wang Q. & Li B., 2020).

3.3 Analysis of Countermeasures to Improve the Existing Curriculum Evaluation System

With the rapid development of educational digital technology, the following countermeasures can be adopted to analyze the limitations of the existing evaluation system.

First of all, from a technical perspective, the existing network examination platform still has room for improvement. In addition to upgrading technology and adopting more reliable means to prevent cheating, Chinese teachers, professionals and technical personnel may wish to work out a more scientific and reasonable assessment and evaluation system that combines summative evaluation with procedural evaluation and takes procedural evaluation as the leading. In addition to the final evaluation, students can also set up pre-school self-test, stage evaluation, etc., to realize the objectivity and fairness of course evaluation. Test questions should be as varied as possible. In the question type design of the examination, besides considering question format, reaction action, media introduction, interactive level and scoring method and other innovative dimensions, we should also consider examinee's emotional attitude to the computer examination and computer operation proficiency, to achieve the goal of "friendly examination interface".

Secondly, about the construction of the question bank. The construction of the question bank is a long-term and systematic process, and the questions in the question bank should involve all the contents of the course, which should not only examine the comprehensive language use ability of students, but also reflect the stimulation of students' creative thinking. It is necessary to carry out long-term construction and renewal through the joint efforts of teachers and students. Continuous improvement of question banks can effectively promote the development of teaching and cultivate innovative international talents with cross-cultural vision.

Thirdly, other auxiliary software can be used for problems that cannot be overcome by the platform itself. For example, in class group discussion, since Chaoxing learning platform does not have the function of online meeting, students can only participate in the discussion by voice or text. Due to the limitation of internet speed, or the lack of proficiency in typing speed, and the inability to see the facial expressions of group members, various constraints affect the enthusiasm of students to participate in the discussion. At this point, if with the help of Tencent conference function, it can be perfect to solve such problems.

Fourthly, the teachers need to respond to student's needs promptly. If they are unable to provide timely assistance due to personal time limitation, they can form teachers' team, also they can recruit TA. Try their best to give periodic feedback and suggestions by considering to students based on all aspects of learning data, so that the students can feel the teacher's support in terms of knowledge, technology and emotion, which will maintain their high learning motivation, and master and improve the ability of self-management while learning professional knowledge, improve their ability of communication and cooperation, thinking innovation and problem solving.

4. Conclusion

Zheng Yanqun (2019) pointed out that educational technology has become an important factor that has a profound impact on the study of Chinese acquisition. As Chinese online teaching becomes more and more important, teachers are also more and more aware of the importance of scientific quantitative assessment index, and stimulating the students' learning motivation. They continue to invest more time and energy to improve the quality of curriculum. We believe that the future of online examination will also break the boundaries of time and space, and the exam content will be more actualized and personalized and the technical means will be more intelligent, online evaluation system will be more objective and mature.

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