

# Construction and Practice of Online Open Course Group of Applied College English and Assessment Data Analysis Based on Online Platform

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**Abstract.** In recent years, various new types of online open courses and platforms have risen rapidly, and the effective integration of College English teaching and online open courses has become necessary means of teaching reform. This paper describes the construction and practice of the online open course group for applied College English from the perspectives of teaching content, teaching resources, teaching models, assessment and teachers' development and assessment data analysis based on these online platform.

**Keywords:** Open Course; Applied College English; Teaching Reform; Assessment Data Analysis

## 1 Introduction

In recent years, various new online open courses and platforms have risen rapidly with the information age, continuously promoting changes in teaching contents, methods, models and managements. As a basic course in universities, the effective integration of College English and online open courses has become necessary means of teaching reform. *College English Teaching Guidelines (2020)* clearly states : "College English should vigorously promote the integration of the latest information technology and curriculum teaching, continue to play an important role in modern educational technology, especially information technology in foreign language teaching, allow students to choose materials suitable for their own level and needs to learn anytime and anywhere, record and monitor students' learning process, and provide feedback in a timely manner." [9] To realize this goal, College English teachers need to make full use of information-based teaching technology to create a more diversified and personalized teaching environment to guide students to carry out independent learning and personalized learning.

In order to better serve the goal of applied talent cultivation, as well as the needs of students' personalized development, since 2010, we have carried out College English teaching reform and innovation from the aspects of educational philosophy, teaching content, teaching mode, assessment, independent learning effect and teachers team. On the basis of the existing College English online teaching system, a group of applied College English online open courses with school-based characteristics has been further constructed. [12] At present, it has systematically completed the construction of four online open courses of *English Pronunciation*, *Critical Reading and Writing of College English*, *IT English* and *Special Training for College English*

Test, and put them into use, striving to solve the following five problems prevalent in the current College English teaching through the construction and practice of the online open course group:

#### 1) The Applicability of Course Content

At present, most of the existing online open courses in College English in China are mainly in General English and their target students mostly are those in research-oriented universities, and the content is mostly limited to the supporting teaching materials of offline courses. Its positioning, content, etc. cannot meet the diversified needs of higher education.

#### 2) The Scientificity of Teaching Model

At present, the teaching mode of existing online open courses in College English in China is mostly in the more traditional resource sharing mode or MOOC mode, which is characterized by peer reference or public learning, rather than university teaching, and it is difficult to form an effective connection with offline courses.[8]

#### 3) The Effectiveness of Evaluation

The dimensions and means of the existing College English teaching evaluation system are relatively single, and it is impossible to effectively monitor and analyze the online and offline learning processes and results connected by the flipped classroom, and cannot adapt to the new blended learning model based on SPOC(Small Private Online Course).

#### 4) The Effectiveness of Online Self-learning

The existing College English network teaching is relatively complete, but with the accumulation of massive resources, due to the lack of effective cross-platform resource integration and scientific guidance assistance, it is difficult for students to effectively build personalized learning paths in massive resources.

#### 5) The Differences in Teachers' Development

The number of College English teachers is large, and the problem of uneven ability development is more common: most teachers' information-based teaching ability has not yet been effectively popularized, and there is a shortage of English teachers for special purposes. These factors place great constraints on the teaching of the curriculum.

## 2 Methods

In order to solve the problems mentioned above, we carried out a series of reforms:

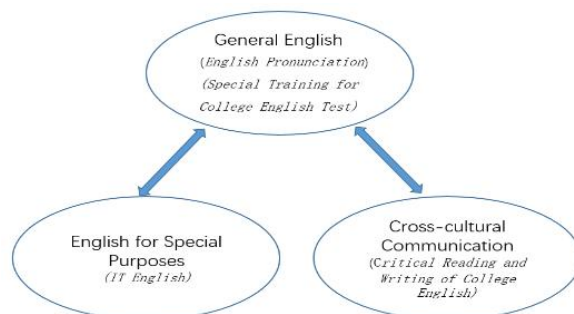
### 2.1 The Innovation of College English Education Concept

In order to improve the time-consuming and inefficient situation of College English teaching, in accordance with the requirements of *the College English Curriculum Requirements*, based on the educational positioning of applied talent training, we have set up a scientific and reasonable College English teaching content system; and the new blended learning model SPOC (Small Private Online Course) is introduced into the design of College English courses, giving full play to the characteristics of SPOC niche (restrictiveness and intensification) to solve a number of issues, such as the single means of College English teaching, backward evaluation system, the

disconnect between in-class teaching and after-class learning, etc. to promote the improvement of teaching effect. This initiative reflects the transformation and innovation of College English education concepts in the information age, and promotes the systematic reform of English teaching content, teaching methods, teaching models and management of applied universities and colleges.

## 2.2 The Applicability of Course Content

Combined with the talent training positioning of the school's University of Applied Technology, with reference to the guidance of the Ministry of Education's *College English Curriculum Requirements*, we have carried out the construction of the College English online open course group from three modules: General English, English for Special Purposes, and Cross-cultural Communication. With the primary premise of following the principle of language learning, it focuses on the cultivation of core abilities such as the overall input and output of language, critical thinking and innovative thinking, and industry English application. Through the analysis of the needs of teachers, students and industry enterprises, the teaching objectives, specific content, and teaching requirements of the first batch of construction courses were rationally designed. The teaching content of each online course can not only match and complement each other with offline courses, but also get rid of the limitations of supporting teaching materials, reflecting more flexible applicability. The structure of the Applied College English Online Open Course Group is shown in the following **Figure 1**:



**Fig. 1** Structure of the Applied College English Online Open Course Group

In terms of General English, we carry out the corresponding online course content design and resource construction represented by the two courses of *English Pronunciation* and *Special Training for College English Test*, and provide students with online learning resources from the aspects of language foundation and comprehensive skills, which, to a certain extent, helps to solve the problem of limited number of English courses in universities and large differences in the basic level of students.

In terms of English for Specific Purposes, we make full use of the rich and perfect teaching contents and high-quality online resources of the Sharing Course of Liaoning Province *IT English* to provide students with English-related learning materials for special purposes to meet students' personalized learning needs, cultivate students' English communication skills in professional fields, and highlight the cultivation of application-oriented talents.

In terms of Cross-cultural Communication, we cultivate students' cross-cultural communication awareness and critical and innovative thinking ability through the Sharing Course of Liaoning Province *Critical Reading and Writing in College English*.

### **2.3 The Scientificity of Teaching Model**

At present, the teaching mode of the existing online open courses in College English in China is mostly in the more traditional resource sharing mode or MOOC mode, but they all have the disadvantages of insufficient interaction between teachers and students and disconnection from classroom teaching.[6] After comparative demonstration, we have adopted a SPOC (Small Private Online Course) model based on a blended learning environment. This model is an effective integration of online education and physical classrooms. It not only shows the advantages of flexible and autonomous learning of the MOOC model, but also retains the teaching characteristics in traditional classrooms (teachers and students can communicate face to face.), which can achieve a reasonable connection between online and offline learning, effectively expand the learning space and time of College English, and thus ensure good learning effects.

Before class, students master the basic teaching content through online self-learning, and through the self-diagnosis system, under the guidance of personalized learning suggestions, they strengthen the mastery and training of relevant knowledge and ability, which not only effectively balances the basic differences between students, but also makes up for the shortcomings of the large density of learning content and insufficient learning hours in the course. In class, the flipped classroom mode is adopted, which is task-driven and project-driven, and the consolidation and reinforcement of knowledge and skills are realized through classroom display and interaction. After the class, through online outward training, independent or collaborative learning, self-testing, interactive evaluation, etc., the application and internalization of knowledge and ability are realized.

The SPOC model based on the blended learning environment replaces the original MOOC model and effectively integrates the advantages of online learning and traditional teaching. Through the integrated design of learning spaces, learning resources, learning methods and other elements, the effective connection between online learning and offline courses has been realized, which is more suitable for the teaching needs of College English courses in the new era.

### **2.4 The Effectiveness of the Evaluation**

In order to avoid the situation that the traditional College English evaluation system is relatively single and the evaluation results are relatively one-sided, in the SPOC teaching mode, we have strengthened the monitoring and analysis of online and offline learning processes and results. We optimize from the two aspects of evaluation form and evaluation subject, guide students to adjust learning strategies through self-assessment and improve their independent learning ability and help teachers improve teaching design in a timely manner to improve teaching effectiveness.[7]

In terms of evaluation form, we have added diagnostic evaluation based on automatic system review and big data analysis, and combined with real-time evaluation of teachers in class, written delayed evaluation after class, network delayed evaluation and other forms.[10] The evaluation includes teachers' evaluation, students' self-evaluation, mutual evaluation among students and systematic evaluation, etc. The optimized evaluation system can reflect the

student's formative and final learning effect more completely. The refinement of the evaluation form and evaluation subject provides teachers with evaluation data based on online and offline learning, which is conducive to the formation of more scientific evaluation results.

With the support of the blended learning environment, the evaluation chain of College English teaching is more complete, and the evaluation methods and subjects tend to be diversified and three-dimensional. Through the comprehensive and objective evaluation and feedback of the learning process and learning effect, it has played a positive role in teaching design and teaching methods, as well as students' learning motivation and learning strategies.

### **2.5 The Effectiveness of Online Self-learning**

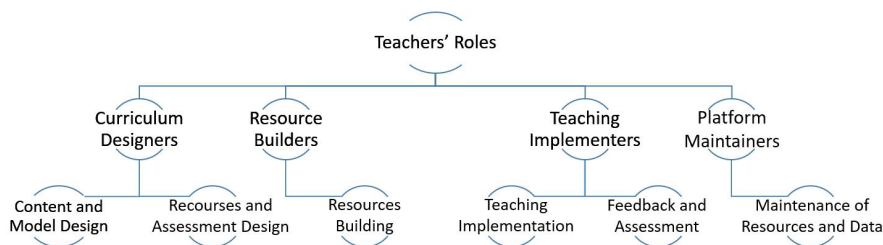
In order to help students effectively and independently build personalized learning paths in online learning, we have cross-platform integration between the online open course platform and the original College English online learning resource library, and laid a good foundation for personalized learning and smart learning through the effective integration of the new online education model and the existing resource library. Based on diagnostic evaluation and learning data analysis, it provides students with guidance suggestions and supporting resources that meet their individual needs, effectively avoiding the blindness of online independent learning.[11]

Under the premise of respecting students' individual differences, based on the big data analysis of students' language foundation and phased learning effect, it provides students with directional learning suggestions and learning resources with strong adaptability, guides students to make more targeted use of massive learning resources, improves learning effects, and builds their own personalized learning paths.[5]

### **2.6 The Differences in Teachers' Development**

Combining the characteristics of SPOC teaching model, on the one hand, by training, we help teachers understand the process and standards of the construction and application of online open courses; on the other hand, according to teachers' teaching and research expertise, we integrate teacher resources scientifically and allocate teachers' work roles, and optimize the combination of "difference". At the same time, through the blended learning mode of online and offline integration, teachers are promoted to reflect on teaching designs, teaching methods and teaching effects, as well as the further mastery of information education technology, and effectively promote teachers' professional development.[1]

The teachers' role is mainly divided into curriculum designers, resource builders, teaching implementers and platform maintainers. Among them, the curriculum designer is a teacher with rich experience and good teaching theory, who is mainly responsible for the design of course content, implementation mode and assessment; the resource builder is a teacher who knows teaching content and students very well, and is mainly responsible for the overall design and construction of the teaching resources of SPOC model;[2] the teaching implementer is a teacher who has rich teaching experience and is good at using new flipped classroom teaching methods such as task and project-driven methods. He/She is mainly responsible for guiding students to complete the effective connection between online and classroom teaching under SPOC mode and the timely evaluation of the students' tasks; the platform maintainer is mainly a teacher who is more skilled in information technology, responsible for the maintenance and analysis of platform data.[3] All these roles are shown in the following **Figure 2**:

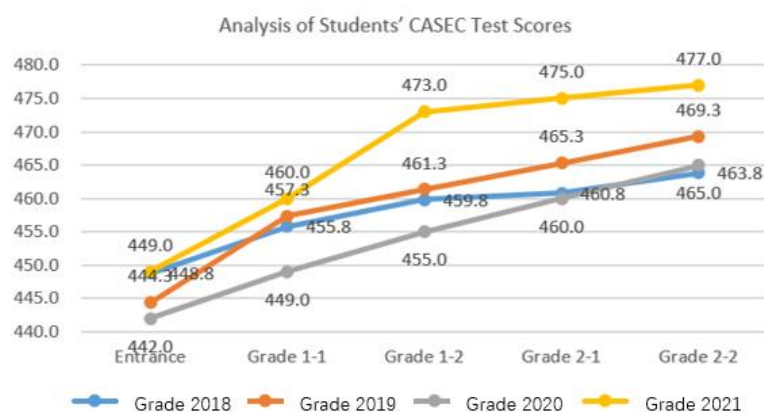


**Fig. 2** Teachers' Roles in SPOC Mode

Under SPOC model, teachers' role has been expanded and the division of labor has been refined, which is conducive to the optimization and integration of College English teachers. Teachers undertake tasks such as knowledge system construction, teaching resource construction, teaching guidance and supervision, teaching evaluation and effect analysis of online and offline learning in multiple capacities, which promote the transformation of teachers' teaching concepts and the improvement of teaching ability.

### 3 Conclusion

The Applied College English Online Open Course Group has been open to non-English major students for nearly 4 years, and more than 20,000 students have participated in the use of it. In terms of implementation effect, from the analysis of CASEC test (English Communication Ability Test) score and the questionnaire feedbacks from English teachers and supervisors, it can be seen that students' English level and self-learning ability have been improved to a certain extent (coursework scores, CASEC test scores **Figure 3**, etc.), laid a more solid language foundation for students' further study of bilingual professional courses, and played a positive role in supporting the improvement of the quality of talent training in various majors.



**Fig. 3** Analysis of Students' CASEC Test Scores

Under the background of the reduction of English hours in colleges across the country but the increasingly rich connotation of the curriculum system, the practice of the online open course system has also better overcome the difficulties of insufficient College English hours and intensive content, and improved the utilization rate of in-class hours. At the same time, taking the advantages of online open courses and classroom teaching into account, the blended learning model of SPOC online learning and classroom teaching helps students develop good learning habits, independent learning and collaborative learning under the guidance of teachers.[4] As Sharing Courses in Liaoning Province, two courses, *IT English* and *Critical Reading and Writing in College English* have been released on the Liaoning Undergraduate Teaching Network for students in other colleges and universities to apply for cross-school credits or self-study. In addition, thanks to the mature curriculum system design and perfect teaching resource support, these two course have been adopted by other schools, which is used for the teaching resources of College English auxiliary courses or follow-up courses, and also strengthens the communication and exchange between teachers in various colleges and universities.

Through the construction and practice of the online open course group of applied College English, teachers have a deeper understanding of information teaching and its application in the new era, strengthen their own research, information teaching level and teaching skills, and achieve certain achievements in teaching and scientific research and various information teaching competitions.

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