The Exploration and Practice of the Formative Assessment Model Based on Cloud Class

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Abstract. Break the traditional concepts and methods, based on the information teaching environment, reform the examination contents, methods and means, the depth of integration of the mobile classroom, from display before class, in class and after class multiple dimensions in the process of students' learning attitude, professional skills and comprehensive ability of evaluation and assessment, will focus on gathering in the learning process, pay attention to the management and control of the learning process, formative evaluation model has interest, participation and incentive system of exploration and practice.

Introduction

There are many reasons for evaluating students: selecting students, managing students or inspiring students, but the two most critical reasons are "formative feedback" and "summative score". Formative feedback corresponds to formative assessment, also known as process evaluation, which is used for feedback in learning process, so that students and teachers can understand the progress of learning. Summative scoring, or summative assessment, is used for performance evaluation at the end of the course or certification after professional training, usually in the form of final exam.

In traditional teaching, the student learning evaluation mode usually consists of summative assessment and process evaluation. The total proportion of summative assessment in total evaluation is no less than 60%. Among them, the content of the process evaluation is more common because it is easier to record and count the names. And this traditional evaluation model, based on the summary evaluation, is often the source of various problems in our education and teaching. From a teacher's point of view, the summary evaluation is the end of a series of teaching activities, but from the perspective of the students, evaluation is the beginning of the teaching activities. "From the point of view of our students, the evaluation always determines the actual course." What they think will be done by the students. Such a result is not the original intention of our teaching. Especially for higher education and vocational education, it is much more important for students to learn than students.

More and more educational theories have pointed out that we should use a greater proportion of process evaluation rather than conclusive evaluation in our teaching. In formative evaluation and process evaluation, errors play the role of guidance; and in the summary evaluation, the error indicates punishment. What students learn and what to learn largely depend on how they look at their own evaluation. In the teaching design, the teaching evaluation plays the role of the baton in the whole teaching, and it is more important to apply the process evaluation more.

1. The purpose and Significance of Formative Assessment

The concept of formative evaluation was first proposed by Michael Serivenin the methodology of evaluation in 1967. Formative evaluation is made on the development of students' daily performance of the learning process, the achievements and reflection of emotion, attitude, and strategy and so on, is made based on the evaluation of the development of continuous observation, recording and reflection on the students' learning process. The purpose is to motivate students to
learn, to help students to effectively control their learning process, to achieve a sense of achievement, to enhance self-confidence and to foster a spirit of cooperation. The formative evaluation makes the students change from passive acceptance to evaluation to the subject and active participant of the evaluation.

The significance of formative assessment, first, the assessment throughout the learning process, the learning process of students have a certain degree of tension, promote the students' learning initiative, inspire students' creative thinking, strengthen the knowledge comprehension and application of the learning process, and gradually cultivate comprehensive ability of professional basic skills and to solve practical problems. Second, teachers can also understand the situation of students' knowledge in time and adjust the teaching methods. Learning and assessment are combined to carry out efficient classroom and effectively attract students to participate in the process of learning. Third, practice the whole process assessment model, so that the curriculum results are more fair and impartial.

2. Implementation Plan of Formative Assessment Model

2.1 Reconstruction Evaluation System

The traditional evaluation model pays attention to the theory to ignore the application, think highly of the result despise the process, lack of communication and feedback, the exam only become students to obtain credits in the form of a large extent stifle the enthusiasm of the students, the passive analysis and problem solving thinking ability and innovation ability, can not reflect the goal of cultivating high qualified talents. We think that we need to break through the traditional ideas and methods, reconstruct the examination process, and examine the whole process from three dimensions before class, after class and after class.

The first stage of learning—information transmission before class is carried out before class. Teachers provide micro lessons, courseware for students to learn, and pass knowledge points test to detect students' learning trajectory and learning attitude. The second stage of learning is to absorb the internalization in the class. The traditional classroom interaction is usually a question. Only a student who has been ordered by a hand or a teacher can have an opportunity to interact. This project provides each student with the opportunity to participate in the interaction. The third stage of learning—further expansion after class, through after class homework, to inspect the students to complete the quality and timely submit the situation.

3. Methods of Innovation Assessment

3.1 Before Class

Based on the informatization teaching environment, teachers will upload the teaching resources to the cloud class and push to the students’ mobile phone before class, every teaching resource can be set "experiences", the students will be able to get these resources "experiences", no learning cannot obtain "experience value". For special teaching resources, such as video class resources, it can be set not to drag learning, and the students who have not finished learning cannot get "experience value". Coursewares, reference cases and practical training materials can be given to students in the curriculum resources. Students are required to study independently before class. By monitoring the completion of pre class learning, the accuracy of pre class test and the mastery of knowledge, we can analyze each student's learning trajectory, accurately get the dynamic of learning and give results.

3.2 In Class

There are many ways of interaction in classroom teaching, such as brainstorming, questionnaire, answering questions, testing, homework/group tasks, classroom performance (including raising
hands, answering, selecting, and group evaluation). Each activity can also set "experience value". After participating in activities, students can get the corresponding "experience value" according to their participation. For example, the test is to get experience value according to the proportion of answer. Such an instant classroom activity scenario, such as raising hands, answering, shaking, and answering questions randomly, can also support teachers to give "experience value" incentives quickly. In brainstorming and answering questions, teachers can also immediately give students an extra bonus of "experience value", which can greatly improve students' participation enthusiasm.

3.3 After Class

After the traditional correction, the homework pays attention to the quantitative evaluation and emphasizes the appraisal function. However, a large number of teaching practice shows that the evaluation results can not accurately reflect the students' learning, which can not reflect students of knowledge and practical ability, but cannot tell them how the day after the learners to improve. The formative evaluation of students focus on the use of the professional knowledge and skills of job analysis and application and creativity, make full use of the guiding function evaluation, timely evaluation of students' personal learning state, exposed in the operation of knowledge and skills as well as their general ability, to remind students to be improved in the future learning. The teacher should seize the opportunity and give feedback in time. Do not wait for a long time to feed the results to the students. Feedback can also enable students to gain a sense of achievement and understand their own shortcomings in order to improve the effectiveness of the evaluation.

4. Establishing the Detailed Evaluation Rules

Based on the nature of the curriculum and the characteristics of the students, the formative evaluation system could be like the table 1.

<table>
<thead>
<tr>
<th>Achievement</th>
<th>Before class (20%)</th>
<th>In class (30%)</th>
<th>After class (50%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Video learning (5%)</td>
<td>Attendance (10%)</td>
<td>Assignment (20%)</td>
<td></td>
</tr>
<tr>
<td>Test of knowledge (5%)</td>
<td>Question (10%)</td>
<td>Testing (10%)</td>
<td></td>
</tr>
<tr>
<td>Discussion (10%)</td>
<td>Brainstorming (10%)</td>
<td>Presentation (20%)</td>
<td></td>
</tr>
</tbody>
</table>

5. Analysis and Evaluation Effect

The students in the learning process have data records, and according to the learning situation of students to give the corresponding experience, all kinds of activities experience value according to a certain weight equivalent in student achievement evaluation, so the evaluation of students is not a single result assessment, but the process of multi-dimensional evaluation. Students can understand their learning status and other students' status at any time on mobile phones. Most students are concerned about experience value. They will compare the difference between students' experience values, think about the causes, and clearly understand their strengths and weaknesses. When attending class interaction, the teacher's praise can increase experience value. Students often explore their own learning in order to get extra rewards, which greatly stimulate students' thinking depth and scope. This multi-dimensional process evaluation not only examines students' knowledge of knowledge, but also examines students' learning attitude, personal time management ability, cooperation ability and autonomous learning ability. The result is more authentic and comprehensive.
Conclusion

With the transformation of higher vocational education concept and the reform of curriculum, the traditional examination method is no longer able to meet the needs of curriculum reform and development, and even hinders the pace of curriculum reform. Through the research on the theory and method of evaluation model, relying on the "cloud class" formative evaluation model, has important significance for the reform of examination mode in higher vocational colleges; the innovation of this paper lies on the specific curriculum assessment system, assessment methods and assessment rules and other details of, presented to the assessment mode of Higher Vocational Curriculum in our scheme.

References


