

# **RESEARCH ON TEACHING QUALITY EVALUATION OF BLENDED COURSES IN LOCAL COLLEGES**

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## **Abstract**

In the process of regional economic development, local colleges have direct economic contribution as a huge economic entity besides providing intellectual support. Teaching quality of colleges and universities has always been one of the core issues of higher education research in China, and is also a centralized expression of the level of operation and overall competitiveness of colleges and universities. Using the evaluation of teaching quality of blended courses can better reflect the practical application level of teaching and reflect the effectiveness produced by teaching.

This paper reviews and composes previous research literature on courses teaching quality evaluation and blended courses teaching evaluation in colleges and universities at home and abroad, and analyzes the current situation of courses teaching quality in local colleges using research methods such as theoretical deduction method, empirical investigation method, Delphi method, hierarchical analysis method, interview analysis method and mathematical statistics method, taking into account policies and characteristics of local colleges. The variable design and measurement, questionnaire design, and data collection process were carried out scientifically and rationally to ensure that the questionnaire had good reliability and validity. The data were analyzed by descriptive statistical analysis, reliability analysis, validity analysis, correlation analysis, regression analysis and other statistical methods on the samples of teachers, students and administrators. Summarize the existing problems and reasons, try to put forward optimization suggestions.

**Keywords:** Local college, Teaching quality, Blended courses

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## Introduction

Regional higher education is the result of the development of higher education in China to a specific period. The inclusion of regional higher education in the regional development plan can not only improve the quality of higher education, but also promote the orderly development of regional education science in many fields such as scientific and technological development, investment-driven, talent, and scientific research. At the same time, local higher education relies on the platform given by regional economic development to become increasingly prominent, so as to truly achieve the mutual promotion and development of local higher education and regional economy, and the two promote each other and grow together. Local higher education not only provides financial, scientific and technological and environmental support, but also promotes new growth points for local economic development, and also plays a positive role in promoting the transformation of local industrial structure. College teachers regard quality evaluation as one of the main ways to improve the quality of higher education, and as early as 1985, it has become the key assessment content of national higher education assessment.

Blended teaching refers to an "online" + "offline" teaching method that integrates the advantages of online education and traditional classrooms. At present, in the major universities, although class teachers and education administrators pay more attention to the aspects of the quality evaluation system of college teachers, and have achieved certain results, but the specific practice and government requirements are still quite different, this paper intends to select six Local colleges in Yunnan Province as a sample, select undergraduates, class teachers, education management personnel as the main body of research, from the micro level, to study the development and problems of the quality evaluation system of college teachers in Yunnan Province, and through cooperation with students, class teachers, supervisors, Exchanges between various participants, such as educational administrators, reflect on the problems of the existing system itself, the requirements of various stakeholders, the evaluation procedures and the problems of the evaluation subject, and strive to provide ways to solve problems or communicate.

## Research purpose

Teaching quality evaluation is indispensable in the education system, which is not only related to the macro-control of teaching, the scientific nature of teaching management, but more importantly, it is a key measure to ensure and improve teaching and cultivate more outstanding talents. Although there are still many theoretical research results and practical experience worth referring to in China, the exploration of the quality evaluation system of local college teachers is still in the process of exploration and development. It is undoubtedly of great significance to explore the influencing factors of the teaching quality of hybrid courses in Local colleges, find the real crux of the problem, and provide a reliable basis for further evaluation of course teaching quality.

## Literature review

Teaching quality evaluation is a brand-new subject area, and its basic theoretical framework, guiding ideology, evaluation basis, and teaching assessment development process are constantly improving and developing. At present, the research results of teaching assessment can be tracked and analyzed in teaching quality evaluation. As a relatively unique category of education and scientific research, teaching quality evaluation originated from American companies in the thirties of the twentieth century and developed from the teaching measurement movement that emerged in the early twentieth century. In the forties of the twentieth century, Professor Taylor of The Ohio College W. Taylor, sponsored by the Carnegie Foundation, conducted the famous "Eight Years of Research" in the history of American education, as well as the Smith Taylor Scientific Research Report, which first explicitly proposed the term "higher education evaluation", first clarified the definition of higher education evaluation system, and pointed out that assessment is "the step of determining the level to which goals are recognized in practice." That is, educational evaluation must revolve around the goal, and the social responsibility and learner's requirements must be reflected in the goal, and educational evaluation is the degree of the process of being realized in social practice.

The further improvement and deepening of the ideas and concepts of course teaching quality evaluation, in the research and practice of educational evaluation theory, a large number of novel teaching quality evaluation concepts have emerged, for the specific definition of teaching quality evaluation theory, there are mainly such views in foreign countries: the first educational evaluation is a main means to evaluate students' ability level and teaching effectiveness; Classroom teaching evaluation is a method that provides a comprehensive understanding and explanation of the development, process and results of classroom teaching behavior, and provides improvement methods; Teaching criticism is an important process for obtaining data and research results, the purpose is effective educational practice, and the key in teaching is to have critical theoretical thinking; Finally, the "Fourth Generation of Teaching Review" proposes that educational evaluation should become a channel for all those involved in the evaluation, especially between the educational critic and the assessee, to exchange opinions and form an overall view. Education review has been a key area of China's national education assessment, and significant progress has been made in the process of reforming and implementing China's education system. From the early 90s to the present, the national development evaluation system has been gradually introduced and implemented from abroad, and a system of rewarding and developmental evaluation systems has been gradually established.

Through the study of the teaching quality evaluation of blended courses in domestic and foreign literature, it is found that the academic community has made blended courses and course teaching quality evaluation from different angles, and empirical evidence provide important theoretical and empirical references for this paper. However, based on the background of China's special system, there is still room for further exploration in the evaluation of teaching quality in local colleges.

The main research of education evaluation is more inclined to the diversified education evaluation model based on student evaluation, through which the current education evaluation system can be viewed from the dimension of different education beneficiaries, thereby giving teachers and education the greatest equality, and at the same time, focusing on student evaluation also shows that the main role of schools is becoming more and more prominent, and the interaction between teachers and school students is becoming more and more equal. Most of the problems in teaching quality evaluation are caused by simplification,

and the single evaluation subject, method and index system are easy to make the evaluation conclusions lack reliability and validity.

The development of blended curriculum teaching depends most importantly on two perspectives: educational orientation and users. Among them, the perspective of curriculum teachers focuses on key factors such as the quality of teachers, the planning and setting of classroom teaching projects, and the organization of teaching content. The user perspective focuses on important factors such as the user's knowledge maturity, self-learning ability, and expectations and needs for the course. Blended classroom teaching is not only about a pure mix of skills, but also about providing learners with a truly highly engaged and humanized classroom experience. The most prominent point of this level of blended education concept is learner-centeredness. Goodyear (2015) mentioned that the so-called hybrid is not simply a mixture of face-to-face education and online education, but also a mixture of education methods and tutoring methods in a learner-centered education environment.

## Research method

The index deduced by the empirical survey method and the theoretical derivation method is used as a questionnaire, experimental research is carried out, and the index is adjusted in combination with the interview method, and the evaluation index is finally determined. Empirical research refers to a series of methodological processes under the guidance of Marxist scientific theory, purposefully and systematically reviewing relevant literature on scientific research, scientifically analyzing the current status of scientific research and providing relevant research opinions. Through experimental research, the practical level of understanding can be deepened to the theoretical level. Empirical investigation has completed scientific research methods and operation processes, complete methods for collecting and analyzing data, and a large number of investigation reports as an important form of scientific research.

The local higher education teaching quality evaluation questionnaire system will also be established using the Delphi method, and with the initial formation of the questionnaire, a number of experts and scholars from Local colleges can be selected to carry out consultation in the form of face-to-face, email, WeChat and so on.

In order to further enrich the source of data, the interview analysis method conducted interview analysis of students, teachers and teaching administrators from the perspective of comprehensively sorting out and summarizing the teaching quality of hybrid courses in local colleges. Combined with the questionnaire survey data, it can more comprehensively reflect the current situation and existing problems of the teaching quality of hybrid courses in local colleges.

Mathematical statistics, in order to test the effectiveness of teaching quality evaluation in local institutions, through publication, acceptance of questionnaires, data analysis using SPSS software, and descriptive methods of relevant results to study the comprehensive performance of schools participating in teaching quality evaluation; The independent sample T-test and one-dependent ANOVA can then be used to test overall differences in learners' educational evaluation and instruction.

## Questionnaire design

Based on the existing research scale, this paper finally determines the relevant questions of each dimensional measurement table through survey visits to the objects. In the evaluation of the teaching quality of school courses, school leaders, administrators, teaching supervisors, peer teachers, students, etc. may participate as the evaluation subject, but the main source of information for statistical analysis of the results into the evaluation system is the evaluation of students and experts (including teaching supervisors, peer experts inside and outside the school, etc.). This paper will take these two evaluation subjects as examples to propose a method for constructing an evaluation index system.

Through literature research, the initial evaluation scale was generated by referring to the existing evaluation system and evaluation model. Through the distribution of the first draft of the questionnaire, after the questionnaire is collected, the questionnaire is screened one by one, invalid questionnaires are eliminated, and 50 valid questionnaires are obtained. Through a trial test of the initial questionnaire, the reliability and validity of the questionnaire were analyzed, and after expert validity testing, item analysis and exploratory factor analysis of the questionnaire, the questionnaire was revised and a formal questionnaire was formulated.

The formal questionnaire evaluation items include three major dimensions, namely: "course construction", "course learning process", and "course learning effect". The questionnaire also includes 12 secondary dimensions and 54 questions. Respondents had five options after the question, namely "1=very dissatisfied", "2=dissatisfied", "3=fair", "4=satisfied", and "5=very satisfied".

**Table 1** Questionnaire and results of teaching quality evaluation of blended courses in local colleges

Level 1 indicators	Level 2 indicators	Level 3 indicators	Sample size	average value	standard deviation
Course building	Course objectives	It's in line with the school's positioning and <u>training goals</u>	722	3.983	0.807
		It meets the requirements of professional orientation and training objectives	722	4.006	0.781
		It meets the needs of local governments, enterprises and industry talent training	722	3.885	0.832
		It reflects knowledge, abilities and qualities	722	3.975	0.798
	Course learning content	It meets the requirements of the syllabus	722	4.118	0.733
		Course materials are generic and help to achieve learning objectives	722	4.022	0.767
		Course materials are generic and help to achieve learning objectives	722	3.934	0.815
	Course learning design	It's theoretical and practical, and the application is strong	722	3.928	0.818
		Online and offline learning content is reasonably arranged	722	3.909	0.834
		Online and offline learning activities are closely linked	722	3.860	0.845

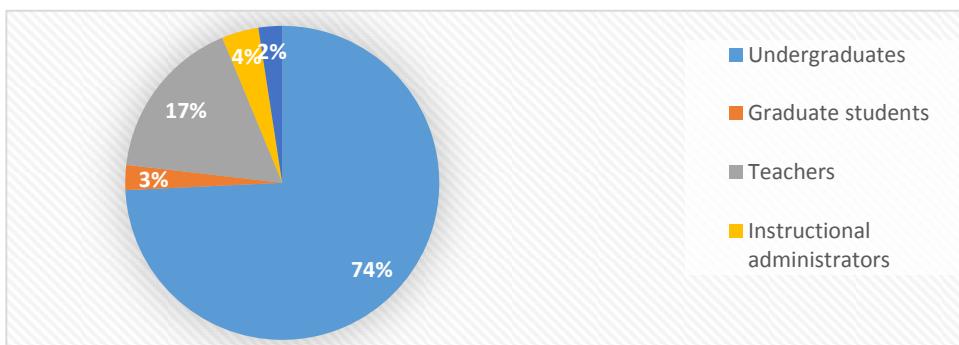
Level 1 indicators	Level 2 indicators	Level 3 indicators	Sample size	average value	standard deviation
Course learning resources		Provide personalized learning options	722	3.828	0.872
		Organically integrate into the ideological and political aspects	722	3.972	0.791
	Faculty team	It's well structured	722	4.010	0.789
		It has a clear division of labor and coordinates	722	3.990	0.803
		It carries out effective teaching and research activities	722	3.953	0.846
	Course learning resources	It meets the learning requirements, and teachers and students have the learning environment and conditions	722	3.954	0.832
		In order to meet the learning needs of different students, it's presented in different forms	722	3.906	0.832
		It's easily accessible and up-to-date	722	3.946	0.825
		Cooperation with local governments and enterprises	722	3.760	0.927
		The course learning platform has perfect functions to support learning, teaching, assessment, evaluation and other needs	722	3.970	0.798
		Platform is easy to operate, and teachers and students can use it proficiently	722	3.988	0.787
		Platform runs safely and stably	722	3.957	0.824
Course learning process	Online sessions for students	Students complete learning tasks as required	722	4.026	0.745
		Study group cooperative learning	722	3.928	0.797
		Student learning effectiveness tests	722	3.975	0.735
		Students themselves participate in learning discussions	722	3.950	0.772
	Offline sessions for students	The level of student satisfaction with the designed learning model	722	3.997	0.743
		The degree of integration of online and offline learning content	722	3.935	0.779
		The study group has a clear division of labor to achieve the learning goals	722	3.931	0.804
		The learning effect test is well designed	722	3.993	0.751
	Online session for teachers	Schedule online learning tasks clearly	722	4.021	0.755
		Online guidance is timely and in place	722	3.899	0.819
		Optimize learning arrangements in a timely manner according to the learning effect test	722	3.965	0.790
		Effectively organize online discussions, exchanges, Q&A and other activities	722	3.958	0.782
	Offline session for teachers	Student-centered organization (course) of learning activities	722	3.993	0.766
		Explain and answer key and difficult questions	722	3.999	0.755
		Train students to collaboratively solve comprehensive, complex problems	722	3.967	0.773

Level 1 indicators	Level 2 indicators	Level 3 indicators	Sample size	average value	standard deviation
		Guide students to summarize and reflect	722	4.008	0.754
		Each student in the group plays their full role	722	3.904	0.826
Course learning effectiveness	Course learning objectives achieved	Students know the course learning requirements and clarify the course learning tasks	722	4.043	0.728
		Students are highly motivated and motivated to learn	722	3.922	0.791
		Achieve course learning objectives and complete course learning tasks	722	4.018	0.729
		Students' knowledge, ability and quality have <u>been improved</u>	722	3.997	0.739
		Typical examples of teachers' words and deeds and organic integration sublimate <u>values</u>	722	4.037	0.718
		Course learning objectives measure learning outcomes and align with course levels	722	4.032	0.724
	Adaptability to the learning style of the course	Clarify course rules, purpose, content, methods, and assessments	722	4.066	0.723
		The course offers a variety of learning pathways for students to choose from to achieve their learning goals	722	3.996	0.753
		The course learning style adapts to the student's own learning	722	3.958	0.766
		The division of labor among student groups is reasonable and fully reflects their own characteristics	722	3.952	0.784
		Through online consultation, group discussion, offline teacher Q&A, etc., students solved the problems and confusion in the process of self-learning and group	722	3.968	0.776
	Course assessment and evaluation	Course assessment clarifies evaluation standards and scoring rules	722	4.076	0.705
		Course process evaluation and summary evaluation are organically combined	722	4.042	0.725
		The course assessment and evaluation design at different learning stages is scientific and <u>reasonable</u>	722	4.001	0.742
		Through assessment and evaluation, the learning effect of the course was tested	722	4.044	0.727

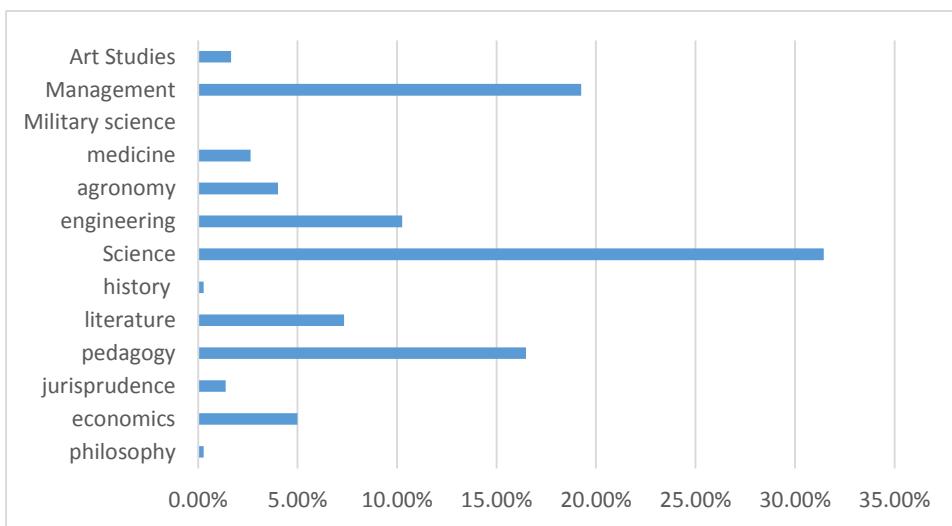
## Research result

### 1. Data Collection

A total of 781 questionnaires were collected in this survey, and 59 invalid questionnaires were removed according to the judgment criteria that the same number was greater than 70% or the missing proportion was greater than 70%, and a total of 722 valid questionnaires were recovered. Of these, 23 per cent were men and 77 per cent women, numbering 164 and 558, respectively. Figure 1 shows the distribution of the respondents' jobs in the sample, and Figure 2 shows the distribution of the respondents' professional disciplines in the sample.



**Figure 1** Respondent job distribution



**Figure 2** Distribution of professional disciplines of respondents

According to the results of the questionnaire survey, the descriptive statistical analysis of each question item was obtained, among which the lower score questions were "cooperation with local governments and enterprises", "providing personalized learning options", "online and offline learning activities are closely related", etc., and the higher score items were "the course learning content meets the requirements of the syllabus", "the course assessment clearly evaluates the evaluation standards and scoring rules", "the course rules, purpose, content, methods, and assessments are clear", etc.

Among the questions, the questions with large standard deviations were "online and offline learning activities are closely related", "teachers carry out effective teaching and research activities", "provide personalized learning options", "cooperate with local governments and enterprises", etc., and the questions with high standard deviation indicate that the question items are more dispersed and farther from the average. Questions with small standard deviations include "clear evaluation standards and scoring rules for course assessment", "typical cases of teachers' words and deeds and organic integration sublimate

values", "clear course rules, purpose, content, methods, and assessments", "course learning objectives can measure learning outcomes and meet the level of course grades", "organic combination of course process evaluation and summary evaluation", etc.

### **Reliability and validity analysis**

In this paper, Cronbach's alpha coefficient was used to test the reliability of the collected data. The value of Cronbach's alpha coefficient is between 0 and 1. If the coefficient is less than 0.7, the internal consistency reliability of the questionnaire can be considered to not meet the standard; between 0.7 and 0.8 indicates that the questionnaire has a certain degree of reliability, and between 0.8 and 0.9 indicates that the internal consistency index of the questionnaire is very good. In this paper, the CITC value is used to improve the questionnaire items, the critical point of the CITC value is 0.5, if the value is greater than 0.5, it indicates that the design of the questionnaire items meets the requirements, and no items need to be eliminated.  $KMO=0.903$ , greater than 0.7, indicating that these variables are correlated and valid, and Bartlett's spherical test value is significant, that is,  $Sig. <0.001$ , indicating that the questionnaire data meet the prerequisites for factor analysis.

A total of 3 factors were obtained through factor analysis, and the total explanatory ability reached 78.224%, which was greater than 50%, indicating that the 3 factors screened out were well representative. The CMIN/DF is 3.328, which does not meet the criteria below 3, but is less than 5, indicating that the model fit is ideal. CFI, NNFI, TLI, IFI all reached the standard of 0.9 or more, GFI, NFI, AGFI, PGFI, PNFI slightly lower than the ideal value of 0.9, but greater than 0.85, indicating that the model fit is good. An RMR of 0.025, less than 0.05, and an RMSEA of 0.068, less than 0.10, indicate that the model fit is also very good. It can be seen that all the fitting indicators meet the general research standards, and it can be considered that this model has a good fit.

## **Summary and Discussion**

College teachers should give full play to their respective advantages in actual teaching according to the characteristics of graduates' own situation and personality, so that each graduate can fully exert his or her own expertise in his or her professional field. In addition, it attaches importance to the cultivation of students' interest in learning, changes the traditional teaching methods, and pays more attention to cultivating and motivating them to "find difficulties and solve them", so that they can develop good academic norms and study habits during their studies, and finally achieve the ability to solve problems independently. Many teachers and students have recognized this phenomenon, for example, in the interview, it was proposed that "the teachers in our universities are more conservative, and the universities have implemented a form of flipped courses and MOOCs, but no one in our universities is willing to try", and teachers should be guided to boldly adopt innovative teaching models and methods.

The results of the questionnaire analysis can also show that the questions related to the teaching of blended courses, such as "reasonable arrangement of online and offline learning content", "close correlation between online and offline learning activities", "providing personalized learning options", "learning group cooperative learning", "clear division of labor in learning groups, and achieving learning goals", etc., have low scores and large standard deviations, reflecting that respondents are dissatisfied with the current situation of these topics

and have large differences of opinion. To make good use of online resources in the course, learners must not only have access to excellent online teaching resources related to the main content of the class discussion, but also have targeted interactions with teachers and other learners on the corresponding topics. At the same time, because mastering the basic knowledge of artificial intelligence also requires more basic knowledge of computer science as a foundation, and because of the relative limitation of independent learning time, learners must also improve the efficiency of mastering online teaching resources.

Social needs are always growing and changing, so the discipline setting, training objectives, teaching content, course content, etc. of colleges and universities also need to be constantly adjusted so that they change with the changes in objective needs. The scores of the questions "Course objectives meet the talent training needs of local governments, enterprises and industries" and "Meet the cooperation between local people's governments and enterprises" are low and the standard deviation is large, indicating that Local colleges are still insufficient in their own school positioning and talent training needs. In an interview, a school administrator mentioned: "At present, the school blindly learns the model of running schools in provincial capitals and even double-first-class universities, and has achieved little results in the past few years." One student reflected: "The college does not cooperate with local enterprises, and we all find internships by ourselves."

Local colleges shall, in accordance with the needs of economic and social development, national economic construction, and market demand for talent training, determine the scale and speed of development of Local colleges, and promptly adjust discipline settings and add new teaching content. Due to some limitations in the experience of the construction of higher education, colleges and universities in various localities have made correct and reasonable planning for professional construction, subject opening deadlines and teaching content, etc., to ensure that higher education keeps up with the pace of economic construction. Under the current situation of relatively difficult talents, talent introduction institutions and student enterprises in colleges and universities should strengthen the connection with the talent market and enterprises and institutions, and carry out certain research and exploration, and at the same time, through the connection between enterprises and institutions and the talent market, the current talent needs have been incrementally regulated and stocked to ensure that the cultivated talents can effectively meet the needs of society and development.

There are major problems in the evaluation of the teaching quality of blended courses in some colleges and universities in China: the evaluation subject is missing and misaligned, the evaluation items do not include important reasons that restrict the actual teaching efficiency of the major, the evaluation indicators do not fully reflect the basic characteristics of the actual teaching of the major, and the qualitative and quantitative evaluation methods are not organically integrated.

This paper summarizes and sorts out the previous research data on the quality evaluation of Local colleges and the teaching quality evaluation of blended courses in China, and conducts in-depth research on the quality of Local colleges by using conceptual derivation inquiry, experimental research, Delphi inquiry, analytic hierarchy, interview research, mathematical statistical analysis and other research methods according to the characteristics of national and Local colleges. Through the scientific implementation of data design and investigation, problem design and information acquisition process, the problem has high accuracy and validity. Descriptive data analysis, reliability data analysis, validity data analysis,

correlation analysis, regression data analysis and other statistical techniques were used to analyze the samples of teachers, students, and administrators. Summarize the current problems and causes, and try to make optimization suggestions.

Compared with the previous research characteristics, this study analyzes and studies the current situation and difficulties of mixed professional teaching in some institutions; Propose to improve the teaching quality evaluation method of the current blended course in local colleges; Propose improvements to the current teaching methods of blended courses in local colleges; The fuzzy comprehensive evaluation of teaching quality of blended courses in Local colleges is applied as an example. From a theoretical point of view, this study helps to enrich the current research content on teaching quality evaluation system. In recent years, the research results on teacher evaluation mainly start from the macro level, taking a country, a certain place or a certain institution as a sample, and discuss the teacher quality evaluation system, involving the selection of evaluation subjects, the selection of methods, the establishment of evaluation index system, the feedback of results and statistical analysis. A small part is to study a certain aspect of the teacher structure, such as studying the teacher subject, that is, studying the current situation and situation of the evaluation subject in the current teacher structure. Therefore, this study is based on the sample schools, from a microscopic perspective, combined with experimental research methods to describe their teacher evaluation structure, further explore the differences between the subjects in the teacher structure, the rationality of assessment indicators, the impact of the assessment process and teacher development, etc., which can enrich the theoretical research of the teacher quality evaluation framework.

From a practical point of view, this problem can gradually develop the quality evaluation system of local college teachers. Although higher education in many regions of the country has formed a quality evaluation system for college teachers suitable for its own characteristics, as pointed out above, the inherent problems and difficulties in the college teacher quality evaluation system have not been more detailed and deeply elaborated and handled. Second, because Local colleges and other types of institutions of higher learning in other regions, the characteristics of teacher quality evaluation are not well reflected. Therefore, this study will take six Chinese colleges and universities as a case study, further explore the specific implementation process of local college teacher quality evaluation methods according to the characteristics of Local colleges, and strive to study and reflect on the quality evaluation system of local college teachers itself. This study is conducive to improving the teaching level of local college teachers, and clarifies the influencing factors of the teaching quality of mixed courses in local colleges, which can help teachers better improve the teaching level of courses. From the perspective of university management, it is necessary to find out the shortcomings and shortcomings of teachers by benchmarking the influencing factors, and carry out targeted training to improve the teaching level of teachers. From the perspective of individual teachers, they can clarify their own shortcomings, which can also be made up for through self-learning, so as to improve the level of course teaching. This study will directly affect the learning effect of university learning and talent training for improving the learning effect of local college students and evaluating the quality of university teaching. Understanding and mastering the influencing factors of the teaching quality of blended courses in Local colleges is equivalent to finding a grasp and entry point to solve this problem. For schools, students can develop effective course teaching management plans to cultivate students' learning effects; For teachers, it is necessary to cultivate students' learning effect by changing classroom teaching

methods; As far as students are concerned, the quality and effectiveness of learning can be improved by changing the way the course is learned.

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