

Research on Process Assessment of Ideological and Political Theory Course based on Cloud Class Platform

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Abstract. In view of the problems existing in the current traditional assessment model, a process-based assessment model of "dual-subject, three-stage, task-driven" is constructed. Under the background of "Internet + education", through the implementation of the whole process assessment mode of blue ink cloud class platform ideological and political theory course, the traditional assessment mode is changed. In his article in People's Daily, Minister Chen Baosheng sounded the trumpet of "classroom revolution". He mentioned that the classroom is the main battlefield of education. One end of the classroom connects students and the other end connects the future of the nation. Only when the educational reform enters the classroom level can it really enter the deep-water area. Classroom remains unchanged, education remains unchanged, and students remain unchanged. Classroom is the core area of education development. Therefore, the paper discusses the process evaluation instead of the result evaluation, through the realization of real-time data feedback of the assessment results, timely improvement of classroom teaching effect. Intensive assessment and coherent assessment are combined. Teachers make appropriate evaluation of student's attitudes and actual performance to participate in practice through cloud classes, and form a process evaluation mechanism combining quantitative and qualitative assessment. With the development of mobile interconnection technology, the examination mode is reformed and innovated to overcome the limitations of separation of teaching and examination and large-scale classroom teaching assessment, combining theoretical assessment with practical assessment, and replacing result assessment with process assessment. Through real-time data feedback of assessment results, classroom teaching effect can be improved in time. It is an effective way to solve the current examination dilemma to combine intensive assessment with coherent assessment.

Keywords: Process assessment, interconnection technology, cloud class.

1. The Current Situation and Problems of Traditional Course Assessment Model.

1.1 Emphasizing Results Over Processes, Knowledge Assessment Over Value Assessment, and Incomplete Assessment Results.

At present, most of the College Ideological and political examinations are conducted by closed-ended final examinations, supplemented by the usual results (60% or 70% of the final papers and 40% or 30% of the ordinary results). The final examination questions are usually composed of choice questions, short answers and discussion questions. In fact, this relatively single assessment model is only a one-time investigation of students' knowledge memory, and it is difficult to complete the accumulative test of students' internalization and ability improvement, thus weakening the function of the examination, reflecting the characteristics of Ideological and political courses and their teaching rules, and deviating from the educational objectives of the course. As far as the new textbook curriculum system requires students to cultivate, the current examination of Ideological and political theory course still lags behind, and there are various situations that are not suitable for the cultivation of innovative talents, affecting the educational and teaching effect of Ideological and political course. The traditional exam method of final exam results has many disadvantages, such as emphasizing knowledge assessment, neglecting value evaluation, emphasizing theoretical mastery and neglecting individual practice. This deficiency results in the separation between student's cognition and practice and the separation between teachers and students' dual subjects.

1.2 The Communication between Teachers and Students is Limited, and the Feedback can not be Monitored in Real Time, Resulting in the Gap between Teachers and Students.

The most prominent teaching feature of Ideological and political theory course in Colleges and universities lies in that the shaping of student's values is higher than the imparting of knowledge. Students' theoretical study investigation should be combined with their daily practice assessment. A person's good ideological and moral character is the result of sublimation in learning, perfection in introspection, self-discipline and practice. Obviously, the real test of whether this particular teaching goal can be achieved requires teachers to pay attention not only to the static results of student's examination and knowledge point assessment, but also to the dynamic process of students' formation from Externalization to internalization.

1.3 The Lack of Learning Resources is not Conducive to the Accumulation of Students Knowledge and Affects the Construction of Teaching Style and Style of Study.

The traditional assessment model is limited by many factors such as classroom teaching methods, assessment workload, time and place. The process assessment is not comprehensive and timely enough, and the result assessment is dominant, so it cannot really improve the participation of students. To assess students, we should attach importance to practicality, knowledge accumulation in peacetime, ability assessment and scientific process assessment to continuously improve student's self-study ability, professional ability and innovation ability. In the second semester of the 2017-2018 academic year, we use cloud classes to study and assess in a task-oriented way. We use this platform to realize the dynamic tracking of the process assessment and evaluation model, change the traditional boring teaching model and assessment model, and make students change from "I want to learn" to "I want to learn". In the process of interaction with teachers, students actively carry out self-education from Externalization to internalization through sharing their thoughts and communicating with each other, and ultimately enhance their knowledge, abilities and qualities through their own dynamic role, thus forming a virtuous circle of mutual benefit in teaching.

2. Constructing the Dynamic Assessment Model of "Two Subjects, Three Stages and Task Driven"

With the help of App in Cloud Class, this model uses mobile phones as teaching media to carry out classroom teaching. Through questionnaires, answering questions, homework, unit capacity testing, evaluation and other forms of communication tracking (see figure), the "integration of classroom teaching and learning, online and offline integration" has been achieved. It enhances students' interest in learning, improves students' self-awareness and self-learning ability, and makes scientific assessment step by step in the process of learning.

2.1 Reconstruct the Teaching Process, Change the Past Teaching Mode of Teachers as a Single Subject, and Form a New Model of "Teachers and Students as Two Subjects" in the Flipped Classroom.

The key point of the reform is to give full play to the student's principal position. Teachers guide students to strengthen their independent learning by designing teaching contents and preparing materials. Students are no longer passively indoctrinated by knowledge, but actively participate in learning, answering, testing, group work and so on. Their enthusiasm and initiative in learning are stimulated. Finally, a new dual-subject model of "teacher-led, student-led" has been formed.

2.2 According to the Teaching Process, the Process Assessment is Divided into Three Stages: Pre-class Evaluation, In-class Evaluation and After-class Evaluation, Which Runs Through the Whole Process of Teaching.

Teachers release abundant teaching resources through the cloud class platform and upload them to the resource bank. Students store knowledge through pre-class preview and questioning, and complete pre-class assessment. In the process of answering questions in class, teachers mobilize

student's enthusiasm by rushing to answer questions, raising hands, brainstorming, classroom assignments and testing, and complete the assessment in class. After class, student's mastery is tracked through homework, questionnaires and answering questions, and after class assessment is completed.

2.3 The Knowledge Points are Classified and the Assessment is Divided into Several Items. Subdividing Tasks under the Project, Learning Assessment is Carried Out in the Way of Accomplishing Tasks, and a "Task-Driven" Assessment Model is Formed.

The project tasks in each stage are assessed and tracked to achieve dynamic feedback and real-time tracking. Cloud class teaching mode provides information-based evaluation means, through smart phones to complete the evaluation, dynamic and real-time. Teachers can see the completion of students tasks at any time, can answer questions and interact in time, understand students' learning demands and ideological reality through questionnaires in time; students can check the ranking of their experience values in the class at any time, and truly achieve dynamic feedback and real-time tracking.

2.4 Strengthen Skill Assessment by Uploading Video, Pictures or Answering Questions and Discussions.

In the platform of cloud class, the interaction between teachers and students is convenient. Teachers organize teaching data through statistical tables and charts, so that teachers can find out the regularity of students learning time, learning attitude, mastery of knowledge and the average level of the class, and help teachers adjust teaching plans and teaching objectives. To meet the needs of students, we should carry out corresponding teaching activities, improve students interest in learning, increase teachers' understanding of students, transform the relationship between teachers and students into the relationship of friends, and close the distance between teachers and students, which will help to improve the teaching effect.

3. The Practice of Process Assessment of Ideological and Political Theory Course based on Cloud Class Platform.

3.1 Preparations before Assessment based on Cloud Class Platform.

Assessment design must be combined with modules in cloud class platform. Cloud class platform divides assessment into daily check-in module, video resource learning module, non-video resource learning module, classroom performance module, voting questionnaire module, brainstorming module, group work module, discussion and answering module. The platform system records students' activities in detail by module, automatically summarizes students' experience value, and calculates percentages according to the weighted proportion of each part determined by teachers and specific scoring rules. Make achievements. Therefore, teachers need to assign appropriate assessment methods to each task, and scientifically distribute the empirical values to each module of the platform according to the proportion of the total score of this part, and finally convert the normal results by summing up the empirical values of each module.

3.2 The Implementation of "Three Stages" Assessment Process based on Cloud Class Platform.

The implementation of pre-class assessment. Students preview courseware, video and audio, pictures and cases, Web links and other teaching resources pushed by teachers, giving experience value.

The implementation of assessment in class. Daily check-in can be accomplished efficiently and accurately through one key check-in and gesture check-in on the cloud class platform. The students' performance in the course of classroom learning can be viewed in the classroom performance of the cloud class platform, such as raising hands, rushing to answer, selecting people and so on. Teachers

can initiate activities according to the needs of teaching content, and then students express their views through brainstorming or discussion in cloud classes. Finally, teachers give some praise and points according to the views of students.

The implementation of after-school assessment. It can take the form of homework, brainstorming, voting questionnaires or question-answering and Discussion on the platform of cloud class. Students can upload operation video, pictures, audio and so on for assessment. Teachers or students can evaluate each other, which is conducive to improving students' practical skills.

3.3 Feedback and Tracking of Assessment Results based on Cloud Class Platform.

Teachers can control student's mastery of knowledge through discussions, questionnaires, tests, and so on. They can track and analyze dynamically to truly understand each student's level and ideological dynamics, facilitate personalized counseling, teach students in accordance with their aptitude, and adjust teaching progress and methods at any time.

By replacing the result evaluation with the process evaluation, and realizing the real-time data feedback of the evaluation results, teachers can help them find out the regularity of students learning time, learning attitude, mastery of knowledge and the average level of the class, and improve the classroom teaching effect in time. Intensive assessment and coherence assessment are combined. Teachers make appropriate evaluation of student's attitudes and actual performances to participate in practice through cloud classes, forming a process evaluation mechanism combining quantitative and qualitative assessment, so that every student is always a participant, experiencer and sharer in the whole assessment process.

3.4 Based on the Final Assessment Results of Cloud Class Platform.

Cloud Class Platform records and counts the students experience in peacetime, and can transfer out the statistical data. Teachers can always export summary and detailed data from each student's assessment results in Excel form to understand the students' scores of each module. Finally, the teacher calculates the total score in peacetime according to the proportion of each module in the evaluation preparation design, and calculates the final score of the course according to the proportion of the assessment in peacetime and the final assessment.

4. Contrastive Analysis of Process Assessment Data of Ideological and Political Theory Course based on Cloud Class Platform.

Teaching data collection and analysis. Drawing and analyzing the results of the procedural assessment, roll-up and general assessment of the cloud class, we can systematically and systematically transform the data reflecting the individual characteristics of each class, class or student into comprehensive data reflecting the overall and quantitative characteristics of each group, thus laying a theoretical foundation for the more rational use of the procedural assessment of the cloud class in the future.

At the beginning of the second semester of the 2017-2018 academic year, we conducted an in-class survey of 448 students in 10 natural classes. The survey data showed that only 8% of the students disagreed with the question of "whether you like to study with teachers and classmates online and in real time". 92% of the students expressed their support; and "you have entered the ideological and political class in Lan Moyun class". On the issue of attitude in learning and procedural assessment, 78% of students welcomed it, 12% said it was indifferent, 8% even expressed surprise, and only 2% expressed rejection. In "Do you support changing the final grade to a procedural assessment (60%) and a test paper (40%)? On this key issue, 65% of the students expressed support, 20% did not support, and 15% said it did not matter. From the students comments on the course and examination reform of this semester after class, we can see that the students show support and even excitement for the Lan Moyun class to enter the examination and teaching links, and become the best attitude of the students to the examination reform of the ideological and political course.

Assessment and evaluation are the key factors affecting the quality of education in applied universities. Under the background of the "Internet + education" era, the implementation of the whole process assessment model through the cloud class platform has a reference value for the application of talents. It has changed the traditional assessment mode and has played a positive role in improving the teaching quality of Applied Colleges.

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