Research on the teaching effect evaluation system of "mixed teaching" from the perspective of educational ecology

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Abstract: With the continuous deepening of education and teaching reform, new teaching methods are gradually derived. The effective application of hybrid teaching method in the teaching process has achieved good teaching effect and is accepted by the majority of teachers and students. This teaching method involves many aspects of content, and the introduction of the concept of educational ecology makes the teaching effect evaluation system of "mixed teaching" more targeted and effective. Based on the concept of educational ecology, this paper discusses the teaching effect evaluation system of "mixed teaching", hoping to solve the problems in the teaching process and establish a more suitable learning effect evaluation system.

Keywords: Educational ecology; blended teaching; teaching effect; evaluation system

Since the birth of hybrid teaching model, it has greatly promoted the innovation and reform of teaching methods. Blended learning is a mixture of face-to-face teaching and specific advantages in E-Learning. Under the influence of eco-education, the online and offline mixed teaching mode of the Internet gives students more autonomy in the learning process and stimulates their initiative in learning. It is an important way to improve the teaching quality that teachers can also master the students' learning situation. Different disciplines with mixed teaching activities also have different content design and the corresponding evaluation system will also show some differences. In the future development, we need to consider more factors in a more comprehensive, dynamic evaluation system to improve the quality of teaching and learning efficiency.

1. Educational ecology

Educational ecology is a fringe discipline of education that analyses and studies the laws of education and human development on the basis of balance of nature, population distribution, interpersonal relationships, environment and adaptation. It can make the ecological environment in and out of the school more reasonable and the learning process more efficient, and provide guarantee for the healthy growth of young people. Educational ecology originated from the Teachers College of Columbia University in the 1940s. Later, from the perspective of natural ecology, psychologists discussed the developmental characteristics of children's behavior and its relationship with education, which has been flourishing since the late 1960s. In essence, educational ecology is the result of the qualitative change of knowledge and information in the process of evolution. With the infiltration of political and economic reforms, further changes are needed at every level of the educational structure, and the combination of educational ecology and educational theory is conducive to the absorption of new ideas within the educational system, strengthening the scientific basis of relevant

theories.

2. The teaching effect evaluation system of "blended teaching"

Blended learning combines the advantages of traditional teaching method and E-Learning. The whole teaching process not only emphasizes teachers' guidance, but also students' learning state.

The evaluation of learning effect is a process that takes the development of students as the teaching goal, scientifically evaluates the learning quality of students, and provides the corresponding value evaluation result. The idea of hybrid teaching pays more attention to team building and problem solving ability. "Blended teaching" teaching effect evaluation system, is the summative evaluation, including the learning process of individual students as well as the actual team learning results. Specifically, team learning is a learning process that explores learning resources and is shared by team members. Students in the group can share the results of the discussion through full communication and communication, and the assessment of group learning achievement is the final result after teachers compare the performance of each group.

In order to establish the teaching effect evaluation system of "mixed teaching", we should adhere to the principle of selecting indexes, and regard scientific, easy to operate, reasonable and comprehensive contents as the important basis in the process of selecting indexes. According to different evaluation objects, new principles such as difference principle and synthesis one should be added.

3. The development of hybrid teaching effect evaluation system

The establishment of the mixed teaching effect evaluation system has created the conditions for the efficient comprehensive education reform, and it needs more comprehensive consideration to promote the development and perfection of the system.

3.1 The evaluation system indicators should be refined and the evaluation methods should be diversified

To promote the development of hybrid evaluation system, it can be divided into the second and third grade indexes by the way of index, and enrich the evaluation methods. The diversified evaluation methods mainly aim at the five contents: the growth of students in different stages, teaching information, equal treatment of formal and informal evaluation, and students as the main body of self-evaluation. According to the aim of the course and the way of blended learning, we can evaluate it from knowledge, ability and attitude. The indicators of the evaluation system are shown in **Table 1**.

Evaluation element	Evaluation index	Evaluation content	Evaluation subject
Knowledge	Academic achievement	Online homework	Teacher, Student
		Teacher, Student	Student
		Team report	Teacher, Student
		Essay	Teacher, Student
		Chapter testing	Teacher, Student
Ability	Autonomic learning	Course video completion rate Completion rate of advanced learning process test Number of questions answered	Teacher, Student
	Collaborative learning	Number of group discussions Number of peer evaluations Number of questions and statements	Teacher
	Information processing	The ability of acquiring, analyzing, integrating and applying network course information	Teacher
Attitude	Level of participation	Number of times you've logged on to the site Online video learning time Whether the job is submitted on time Number of questions exchange, response rate Whether the offline group discussion is active or not	Teacher

Table 1. Index table of mixed teaching effect evaluation system

By using the method of setting the weight, quantitative and qualitative of each index, we can get the change of students' knowledge, ability and attitude, which can be used as the important resources for the further learning process. The teacher can optimize the teaching plan and improve the teaching effect, and the students can find their deficiencies in the course learning in time and stimulate their learning interest.

3.2 Introducing third-party teaching data and using teaching achievements to promote education and teaching reform

At present, it is a common phenomenon that the educational platform is diversified and the learning status of courses is different. The teaching reform in schools can be promoted by means of the third-party evaluation and more intuitionistic data. At the same time, the further improvement of the mixed teaching effect evaluation system can involve teachers and students in the teaching reform and enhance the rationality and effectiveness of the whole teaching process.

3.3 Conducive to fostering innovative talents

According to the national education reform and development plan, the school teaching process pays more attention to the inspiration guidance, the cooperation discussion, the widespread participation and so on, which causes the student to be able to study truly and to like the study. The whole process emphasizes students' independent and creative ability. The establishment of hybrid teaching effect evaluation system fully reflects the various elements of innovative talents training, and also provides some references for the talents training in schools.

To realize the diversification and dynamic transformation of the evaluation system is an important expression of the influence on education and teaching in the application and popularization of big data and Internet + era. The system insists on the theme of student-centered and process-oriented evaluation, and fully stimulates students' learning enthusiasm in the dynamic evaluation of students' autonomous learning process, and promotes students' autonomous learning. However, teachers' innovation of subject teaching mode and perfection of mixed teaching effect evaluation system are the important directions of further exploration in the future education and teaching.

4. Conclusion

The evaluation of learning effect of blended instruction is based on the implementing object, therefore, the selection of the corresponding indicators will be different. From the perspective of educational ecology, the quality of hybrid classroom teaching has been improved continuously and more teachers and students have participated in it, which has stimulated students' independent thinking ability and innovative development spirit. The evaluation of learning effect of blended teaching is an evaluation method aiming at blended teaching, which takes the concrete discussion situation as the evaluation index and is obviously superior to the traditional classroom teaching. Moreover, it can significantly enhance students' level of participation in the classroom along with students' learning ability.

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