Evaluation Mechanism of Learning Achievement Based on Intelligent Learning Platform

Xiqiang Gong*

1Shandong University Finance & Econ, Jinan, 250014, Peoples R China
*Corresponding author's e-mail: 94760405@qq.com

Abstract. In recent years, blended learning has received widespread attention in the field of college teaching. However, how to effectively evaluate the blended learning has not yet formed a mature theory. For this reason, on the basis of clarifying the current status of blended learning evaluation, this paper combines the individual achievement goals of students, and uses the analytic hierarchy process to explore a set of learning performance evaluation systems that use smart learning platforms as auxiliary tools. After years of teaching practice, the evaluation system is scientific and feasible, and it can effectively improve students' learning results.

1. Introduction
With the rapid development of high-tech, major changes have taken place in China's industrial structure, and intelligence has become an unquestionable future trend. Many universities have opened online classrooms and advocated a blended learning model combining traditional learning methods with computer-assisted learning, but the corresponding educational evaluation systems and examination methods have not undergone corresponding reforms. The traditional test methods have problems such as result-based evaluation, lack of objectivity in the assessment of usual performance scores, and distortion of evaluation results due to non-standardized performance evaluation. Different from the traditional curriculum, the blended learning curriculum is a dynamic and open system that needs constant adjustment and improvement [1]. Colleges and universities must develop a new performance evaluation system suitable for blended learning to identify and measure students' true learning Level and promote the all-round development of students.

The author decomposes the overall teaching goals into the individual goals of the students, and uses the intelligent learning platform to make structural adjustments to the traditional course evaluation methods and content in order to reflect the true learning effect of students [2]. Finally, the final evaluation result of the course is used as the data support for adjusting the teaching process, and the effectiveness of the performance evaluation system is tested according to the evaluation result.

2. Problems Existing in College Student Performance Evaluation
In recent years, the reform of student performance evaluation has achieved initial results. The evaluation concept has changed from result-based evaluation to process-based evaluation, and the evaluation method has changed from a single roll-up assessment to the multiple evaluation methods. Scholars have thoroughly explored the basic issues of student evaluation in colleges and universities, including the concept, function, development process, and system construction of student evaluation. However, there are still many problems to be solved in the specific operation of student performance evaluation. The main performance is as follows:
2.1. Results evaluation is still based on results evaluation
In developed countries, a process of combining procedural evaluation with result-based evaluation and taking procedural evaluation as the norm has been formed. However, most domestic universities still use examinations to replace evaluation, and process evaluation has not yet developed. This single evaluation mode makes students tired of dealing with exams, unable to systematically master the subject knowledge framework and skills, and form a complete knowledge structure. It inhibits the development of non-intelligent factors such as thinking ability, creative ability, motivation, and interest [3]. At the same time, at present, most colleges and universities evaluate students from the perspective of inheritance, and rarely evaluate students ability to form new ideas and perspectives based on their existing knowledge and experience. The final assessment method for some courses is to use the course thesis instead of the roll test. The evaluation standard is determined by the teacher. It is difficult to have uniform and specific specifications. Because the teacher's time is limited, it is difficult to determine whether the student is plagiarizing, which will make some students "picked up the missing ones". Only one plagiarized article can get a higher score, making the assessment lose fairness.

2.2. The lack of objectivity in the assessment of usual scores
Universities and teachers generally accept the importance of process evaluation, but there are still major problems in practical operations, such as no detailed provisions on the composition, proportion and specific requirements of evaluation projects, which are basically given based on experience; Teachers mostly assess students usual grades through attendance and homework. There is no uniform and standardized basis, and few written materials are left when assessing students' usual grades.

2.3. The performance evaluation does not achieve standardized management, which causes distortion of the evaluation results
Due to the large number of majors in the university, it is difficult for the school to manage it uniformly. Teachers basically independently evaluate the performance of the courses they teach. Moreover, most college teachers lack knowledge in assessment and evaluation. Assessment and evaluation items are basically unrelated to curriculum learning content. Designing and arranging assessment methods based on experience lacks norms and standards. Some teachers give students a lot of homework, some teachers have few, some teachers have strict requirements on students, and some teachers basically do not care about the students. Therefore, many students choose courses based on whether they are named or assigned by the teacher. They do not care what the course teaches and whether it is related to their major.

At present, the teaching reform of colleges and universities is at the exploratory stage. For some colleges and universities, due to lack of experience and other reasons, the performance evaluation only pays attention to the form, and cannot reflect the training goals for students. For example, Liu Baoquan (2011) found that "the academic requirements of most teachers' courses for students in professional colleges are normal distribution of the overall course evaluation results at the end of the semester" [4]. In order to reduce trouble, teachers strictly grade the indicators given by schools. Even if there are discrepancies with the real situation, the results must be limited to a fixed frame.

These problems have caused the final scores of students to not accurately reflect the actual learning situation of the students and their true qualities and abilities. The assessment items flowed into the form, which seriously discouraged students' enthusiasm for learning.

3. Construction of learning performance index system
Based on Kirkpatrick's performance evaluation principle, this paper decomposes teaching goals into individual goals of students, and combines the results of years of practical teaching work to conclude a new set of learning achievement evaluation models suitable for blended learning. On the basis of recycling questionnaires and consulting experts, adhere to the principles of comprehensiveness, simplicity, clarity, independence, and feasibility, and comprehensively evaluate students'
comprehensiveness from the four aspects of knowledge mastery, course participation, personal contribution, and teamwork ability. Grades. The highest layer is called the target layer, the middle layer is called the rule layer, and the lowest layer is called the scheme layer. The measure layer is subordinate to the rule layer or has influence on the rule layer, as shown in Table 1.

This model aims to provide a teaching performance evaluation tool for college teaching evaluation departments and individual students, which can more realistically and objectively reflect the academic achievements and learning potential of students during school, and has more social use value. With the help of the intelligent learning platform, the applicability and effectiveness of the performance evaluation tool will be greatly improved.

When designing the weighting system, the author gave corresponding weighting to the assessment purpose and course characteristics of different courses. Taking into account the applicability and operability of the performance evaluation tool, a simple and easy experience estimation method is used to determine the weight ratio, and the following principles are followed: for courses with high students' knowledge mastery, in the criterion level indicators, the knowledge mastery degree The corresponding weights of the total participation should be more than 70% of its total, and for courses that place more emphasis on students' participation in the learning process, the sum of the corresponding weights of course participation should be more than 70% of their total. In the evaluation process, teachers should evaluate according to the corresponding weight indicators of different courses. In the same way, the weight ratio corresponding to the secondary performance indicators should also reflect this principle.

| Target layer | Criteria layer (weight) | Measure layer (weight) |
|--------------|------------------------|------------------------|
| Mastery of knowledge (50%) | Case study results (15%) | Test results (5%) |
| | Final test score (30%) | |
| Course participation (20%) | Class performance, answering questions (5%) | Online discussion (5%) |
| | Class attendance (5%) | Knowledge point browsing (5%) |
| Personal contribution (10%) | Find relevant information, theoretical preparation (5%) | Presenting ideas, unique methods, and innovation (5%) |
| team work (20%) | Further research ability, knowledge development ability (5%) | Active participation, communication skills, and collaboration skills (5%) |
| | Task completion and problem solving ability (10%) | |

4. The practical significance of the application of academic performance evaluation system
According to the results of many years of teaching practice, the system can produce a significant positive guiding role in the teaching process, which embodies the following aspects:

4.1. Combining assessment goals with student career planning to improve student motivation.
Research in management psychology has proven that human behavior is caused by motivation. When goals and motivations are consistent, motivations motivate goals [5]. With clear goals and tasks,
students and teachers will work to find a reasonable way to achieve the goals. Teachers set teaching goals according to the characteristics of different students, and at the same time actively provide corresponding training methods and evaluation standards for students with different professional tendencies, and combine assessment content with students' career planning, thereby motivating students to improve their ability to adapt to school and society. In the teaching process, teachers put forward corresponding requirements to students according to their needs, and students actively seek out the correct way to achieve the evaluation goals.

In order to adapt to the characteristics of different students, this grade evaluation system comprehensively uses classroom questions, homework assignments, in-class tests, case analysis, course essays, and other means to allow students to participate in the teaching process and assign different scores to each test. For most students, the main purpose of participating in the course is to obtain high performance points. If the results of various assessments are not included in the final results, it will hurt the enthusiasm of the students and weaken the learning effect of the students [6]. After a period of implementation and feedback, students can gradually understand what to learn in this course, what can be gained through one semester of study, improve students' problem awareness, and guide students to form a good initiative to learn, think independently, actively explore and try. Habits can change the motivation of utilitarian learning that students learn to "score".

With the help of computer technology, mobile phones have become a tool for assisted learning. Students can download courseware, submit assignments, and participate in course discussions through mobile phones. The learning process is more convenient. At the beginning of the class, students looked down at mobile entertainment and changed their attitudes, focusing more on the course itself.

4.2. Increasing the proportion of usual performance and improving the self-discipline of students' learning behavior

Peter Drucker proposed that goal management is a management method that combines personal needs with organizational goals. McGregor's theory of Y states that people need motivation to use their talents.

Students are lazy, and there are not a few students who are absent from class and not paying attention. They increase the proportion of their usual performance and change the evaluation model from a staged evaluation to a continuous analysis and evaluation. Can change the psychological expectation of students in exam-oriented education [7]. The performance evaluation system we designed is modeled on the actual situation of world-class universities. Students usually score about 70% of the total score and only 30% of the final exam. Although the design weights of the required scores of the compulsory courses and elective subjects are different, they are sufficient for students. Recognizing that it is not feasible to rush into the final exams, we must pay attention to the usual learning. This has fundamentally changed the student's examination-oriented learning concept, and students will no longer focus on the last exam during the normal learning process.

At the same time, the reduction in the final grade ratio can fundamentally solve the problem of cheating in exams. Speculative behaviors such as surprises before the test can no longer produce outputs that are inconsistent with the energy invested. Students who want to obtain higher final scores must pay attention to the usual learning process. They are gradually called by the teacher, supervised by the head teacher, and deal with the final exam. Bad habits change into good habits of self-consciousness, self-consciousness, and automatic learning.

4.3. Standardize the scoring mechanism and improve the validity of evaluation

We use a variety of evaluation methods for student performance evaluation, and have established corresponding standardized scoring mechanisms for different evaluation methods to ensure the authenticity and objectivity of results, thereby improving the validity of student academic performance evaluation. Teachers of each course formulate teaching plans at the beginning of the semester, and design performance evaluation methods based on the content of the teaching, such as the form of usual performance assessment, composition and weighting of evaluations, evaluation time, and evaluation
standards, and make them public to students before the course begins. If the teacher finds a more suitable evaluation method in the teaching process, he must change the designed evaluation plan after careful consideration, and it can be changed only after being filed by the school's teaching affairs office to avoid the decline of the student's performance evaluation due to teacher errors.

The intervention of the intelligent learning platform makes the assessment results more objective, and the performance indicators are evaluated by the computer such as a GPS-based sign-in system, student's need to log in to the platform at a designated place to successfully sign in, which solves the problem of signing in on behalf of them. Teachers only need to rate the completion of assignments, final exam papers, avoiding the impact of a lot of emotion-based subjective actions on the evaluation results.

4.4. Form a good feedback mechanism
Some students are not good at talking, are unwilling to answer questions in class, and do not communicate with teachers even if they have questions. Answering questions online is much simpler for them. Through the smart learning platform, teachers teach on the podium, and students can participate in discussions on the platform at any time and put forward their views. The mechanism that can get extra points by answering questions in class or participating in discussions in the zone can stimulate students' enthusiasm, change the traditional teaching mode of teacher speaking and student listening, and allow good interaction between teachers and students, so that teachers can Gain knowledge of students, answer questions and adjust their further teaching plans.

4.5. Expand teaching and evaluation content and cultivate students' self-learning ability
In today's era, the rate of knowledge update is accelerating. Textbooks need to be edited, revised, and published. Especially in the computer field, textbooks often fail to keep up with technological progress. Therefore, classroom teaching and investigation of students should not be limited to textbooks. Teachers can upload the latest research results to smart learning platforms and recommend students to research fronts and famous works in related fields. Students can download and view their own achievements Feedback on questions, teachers give extra points to students’ extra reading, which can expand students' horizons, stimulate learning interest, guide students to think independently, and improve self-learning ability.

5. Conclusions and Outlook
Due to the limitation of the designer's research direction, the performance evaluation system mostly targets computer courses, all of which belong to the field of natural sciences that are easy to evaluate the performance of learning performance. For social sciences and art courses, the design of performance indicators and the degree of professional “fitting” Couldn't get verified. The intelligent learning platform is an auxiliary tool that has significantly improved the efficiency of performance evaluation in any subject, but whether the design of the performance evaluation system proposed in this article is equally applicable to other majors needs further discussion. At the same time, in order to achieve different assessment goals, the design weights of different assessment indicators for different courses have different designs, which also increases the difficulty of the inspection.

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