Analysis of the Effectiveness of Autonomous Learning in College English under the Blended Learning Mode

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Abstract: This paper aims to explore the design of an online learning assessment mechanism and its impact on teaching effectiveness under the blended learning mode. Through various assessment methods and personalized differentiated assessment content, the learning situation of students can be effectively understood, teaching effectiveness can be improved, and students' comprehensive development can be promoted. Research shows that an effective online learning assessment mechanism can help teachers better guide students, adjust teaching strategies in a timely manner, improve students' learning effectiveness and satisfaction. Therefore, designing an effective online learning assessment mechanism is of great significance for optimizing the blended learning mode.

1. Introduction

Blended learning mode refers to a teaching method that combines traditional face-to-face teaching with online teaching. With the rapid development of information technology, blended learning mode has been widely used in college education. In this teaching mode, students can engage in autonomous learning through online platforms. At the same time, students will interact with teachers and classmates in the classroom, discuss and solve problems. This teaching mode aims to improve students' learning effectiveness and participation, and promote the development of their autonomous learning ability and critical thinking skills. However, research on the effectiveness of autonomous learning in college English under the blended learning mode is still relatively limited. Some scholars believe that the blended learning mode can stimulate students' interest in learning and improve learning effectiveness. However, there are also studies showing that the use of online learning platforms may reduce students' learning enthusiasm and participation, affecting learning effectiveness. Therefore, this paper aims to explore the design of an online learning assessment mechanism and its impact on teaching effectiveness under the blended learning mode, in order to provide a reference for educational practice.

2. Characteristics of Autonomous Learning in College English under Blended Learning Mode

2.1 Combining the Advantages of Traditional Teaching and Online Learning

Traditional teaching emphasizes face-to-face interaction between teachers and students, enabling

timely clarification of students' doubts and delivery of knowledge and skills. On the other hand, online learning can provide personalized settings based on students' learning progress and needs, offering a more flexible learning approach. The blended learning mode organically combines these two teaching methods, allowing students to fully experience the advantages of traditional teaching and online learning, thereby improving learning effectiveness and efficiency. The blended learning mode also effectively promotes students' autonomous learning ability. Traditional teaching often centers around teachers, with students passively receiving knowledge. In contrast, online learning emphasizes students' initiative and autonomy, requiring them to possess self-management and learning abilities. Under the blended learning mode, students need to autonomously learn course content, complete online assignments, and participate in discussions through online learning platforms[1]. This learning approach can stimulate students' interest in learning, enhance their enthusiasm and initiative in learning, and cultivate their independent thinking and problem-solving abilities.

2.2 Promotion of Students' Autonomous Learning Ability

The blended learning mode, by integrating the advantages of traditional teaching and online learning, provides students with a more flexible and autonomous learning environment. In this environment, students can not only select learning content according to their own learning progress and needs but also engage in repeated learning and practice through online platforms to improve learning effectiveness. The blended learning mode also encourages students to actively participate in the learning process by engaging in online discussions, completing online assignments, etc. This participation can stimulate students' interest in learning, enhance their learning motivation, and thereby promote the development of their autonomous learning ability. Through autonomous learning, students can not only improve their English proficiency but also cultivate their self-management, problem-solving, and innovation abilities, laying a solid foundation for their future learning and work.

2.3 Potential to Increase Student Engagement

The blended learning mode has the potential to increase student engagement. Traditional teaching is often limited by classroom time and teacher resources, leading to limited student participation and difficulties in achieving personalized teaching. In contrast, the blended learning mode provides students with more opportunities to participate in learning by introducing online learning platforms. In this mode, students can engage in autonomous learning outside the classroom and interact with teachers and classmates through online discussions, assignments, etc., actively participating in the learning process. The blended learning mode can also stimulate students' interest in learning and increase their engagement through innovative teaching methods and tools. For example, teachers can design interesting and challenging online tasks to guide students to explore and think, thereby stimulating their learning motivation. Additionally, students can communicate and collaborate with students from around the world through online platforms, broaden their horizons, and enhance the enjoyment and significance of learning[2].

3. Issues in Blended Learning Mode

3.1 Low Student Engagement

In traditional teaching, students are accustomed to passively receiving knowledge, while in blended learning mode, students need to actively participate in the learning process. This can be a

challenge for some students, who may lack the motivation and ability for autonomous learning and may face obstacles in using online learning platforms. Low student engagement may also be related to course design and teaching methods. Some courses may rely too much on traditional teaching methods, lacking sufficient online learning content and task design, leading to low student interest in online learning. Low student engagement may also be influenced by individual differences among students and their learning motivations. Different students have different learning abilities, styles, and motivations, leading to varying degrees of acceptance of blended learning mode. Some students may prefer traditional face-to-face teaching methods and lack interest in online learning platforms. To improve student engagement in blended learning mode, comprehensive considerations and improvements are needed in course design, teaching methods, teacher training, etc. Teachers can design more attractive and challenging online tasks to guide students to actively participate in learning. Additionally, there is a need to strengthen the cultivation and guidance of students' autonomous learning abilities and online learning platforms, helping students better adapt to the learning methods of blended learning mode.

3.2 Difficulties in Evaluating Learning Effects

Difficulties in evaluating learning effects may be related to the learning environment of blended learning mode. In traditional teaching mode, teachers can assess students' learning effects more intuitively through classroom exams, assignments, etc. However, in blended learning mode, students' learning activities are more dispersed, involving online learning platforms, classroom teaching, and other aspects. This makes it challenging to comprehensively evaluate students' learning effects in different aspects. Difficulties in evaluating learning effects may also be due to inadequate assessment tools and methods. Traditional exam and assignment assessment methods may not fully reflect students' learning situations in blended learning mode. Diverse and comprehensive assessment tools and methods need to be developed to better evaluate students' learning effects. Difficulties in evaluating learning effects may also be influenced by students' own learning attitudes and abilities. Some students may lack interest or not attach enough importance to online learning platforms, leading to insufficient investment in online learning processes, which affects the evaluation of learning effects. Additionally, students' own learning abilities and habits also affect the evaluation of learning effects. Guiding students to establish correct learning attitudes and cultivate good learning habits is also a problem that needs to be addressed. To address the difficulties in evaluating learning effects in blended learning mode, comprehensive considerations and improvements are needed in assessment tools and methods, students' learning attitudes and abilities, etc. Teachers can introduce more diverse assessment methods, strengthen tracking and guidance of students' learning processes, improve students' learning engagement and the accuracy of effect evaluations[3]. It is also necessary to strengthen the cultivation of students' learning attitudes and abilities, guide students to establish correct learning concepts, cultivate good learning habits, and improve the ability to evaluate learning effects.

3.3 Lack of Training and Support for Teachers in Online Teaching

The lack of training and support for teachers in online teaching may be related to the qualities and abilities of teachers themselves. In the traditional teaching mode, teachers mainly need to have the ability to master and impart teaching content. However, in the blended learning mode, teachers also need to have the ability and skills to use online teaching platforms, understand the characteristics and rules of online teaching. However, some teachers may lack relevant training and support, leading to certain confusion and obstacles in practice. The lack of training and support for teachers in online teaching may also be related to the uneven distribution of school education

resources. Some schools may lack support and investment in online teaching, leading to a lack of relevant training and support for teachers. Teachers' own understanding and acceptance of online teaching will also affect students' demand for training and support in online teaching. The lack of training and support for teachers in online teaching may also affect the quality of teaching and students' learning effects. If teachers lack understanding and mastery of online teaching, they may not be able to effectively use online teaching platforms for teaching, affecting teaching effectiveness. The uncertainty and confusion of teachers may also affect students' acceptance and engagement in online teaching, reducing students' learning effects[4]. To address the lack of training and support for teachers in online teaching, schools and education departments need to increase support and investment in online teaching, provide more and better training and support resources for teachers. Teachers also need to continuously improve their teaching level and abilities, actively participate in online teaching practice, constantly summarize experiences, improve teaching effectiveness. Only in this way can the development of blended learning mode be better promoted, teaching quality be improved, and students' learning effects be enhanced.

4. Optimization Measures for Blended Learning Mode

4.1 Enhancing Teachers' Online Teaching Skills

The application of blended learning mode in university education is becoming increasingly widespread. However, to make it play its best role, a series of optimization measures need to be taken. One of them is to enhance teachers' online teaching skills. In the blended learning mode, teachers' online teaching skills directly affect the teaching quality and students' learning outcomes. Therefore, it is necessary to take the following measures to enhance teachers' online teaching skills. Providing professional training and support: Schools can organize teacher training specifically for the blended learning mode to cultivate teachers' abilities to use online teaching tools and platforms, design effective online teaching content and activities, improve teaching effectiveness. The training content should cover teaching philosophy, online course design, application of teaching tools, etc., helping teachers become familiar with and master the essentials of blended learning. Encouraging teachers to innovate teaching methods: Teachers can try to combine the advantages of traditional teaching and online teaching, design more interactive and interesting teaching content, stimulate students' interest in learning, and improve learning outcomes. Teachers can break the limitations of traditional teaching by using multimedia technology, online discussions, group cooperation, etc., to provide a richer and more diverse learning experience. Establishing a regular evaluation mechanism: Schools can establish a regular evaluation mechanism for assessing teachers' online teaching effectiveness, collecting feedback from students and peers, identifying problems in a timely manner, and making improvements. The evaluation can include the rationality of teaching design, the interactivity of teaching process, the achievement of student learning outcomes, etc., to comprehensively understand the teaching effectiveness and provide a basis for further optimization of teaching.

4.2 Strengthening the Cultivation of Students' Online Learning Abilities

While blended learning mode has been widely used in university education, one of the main problems is that learning outcomes are difficult to evaluate. This issue arises from the complexity and diversity of blended learning, where students' learning activities involve multiple aspects and resources such as online learning platforms, classroom teaching, and self-directed learning, making the evaluation process complex and challenging. One of the reasons for the difficulty in evaluating learning outcomes is the inadequacy of traditional assessment methods. Traditional assessment

methods mainly include exams, assignments, and papers, which are difficult to comprehensively and accurately evaluate students' learning outcomes in blended learning mode because students' learning activities are not limited to the classroom but also include online learning platforms. These activities often cannot be fully reflected through traditional assessment methods. The difficulty in evaluating learning outcomes may also be related to the lack of assessment tools and methods. In blended learning mode, more diverse and comprehensive assessment tools and methods need to be developed to better evaluate students' learning outcomes. For example, learning behavior analysis can be conducted using online learning platform data, and regular learning achievement exhibitions can be held to evaluate students' learning outcomes[5]. The difficulty in evaluating learning outcomes may also be influenced by individual differences among students and their learning motivations. Different students have different learning abilities, styles, and motivations, leading to varying degrees of acceptance of blended learning mode. Some students may prefer traditional face-to-face teaching methods and lack interest in online learning platforms, which affects the evaluation of their learning outcomes.

4.3 Designing an Effective Online Learning Assessment Mechanism

Designing an effective online learning assessment mechanism is one of the important measures to optimize teaching effectiveness in blended learning mode. This mechanism can help teachers better understand students' learning situations, identify problems in a timely manner, and take measures to solve them, thereby improving students' learning outcomes and satisfaction. An effective online learning assessment mechanism should include multiple assessment methods. In addition to traditional exams and assignments, it can also use online surveys, learning log analysis, group project evaluations, etc., to comprehensively evaluate students' learning situations in blended learning mode. This diversified assessment approach can provide a more comprehensive understanding of students' learning situations and accurately evaluate their learning outcomes. The assessment mechanism should be timely. Teachers can use regular online assignments and quizzes to understand students' learning situations in a timely manner and adjust teaching strategies based on feedback results to help students solve learning difficulties. At the same time, the assessment mechanism should also be continuous, tracking students' learning progress, identifying problems in learning in a timely manner, and providing targeted guidance and support. The assessment mechanism should also be personalized, designing personalized assessment methods and content based on students' learning characteristics and needs to help students learn better. Additionally, the assessment mechanism should consider students' differentiated needs, providing different forms and levels of assessment content to promote students' comprehensive development. The assessment mechanism should also have feedback and improvement functions. Through the feedback of assessment results, teachers can understand the problems and difficulties students encounter in learning and adjust teaching content and methods in a timely manner, improve teaching strategies, and enhance teaching effectiveness. At the same time, students can also understand their own learning situations through the assessment results, adjust their learning plans in a timely manner, and improve learning outcomes.

5. Summary

Research on the online learning assessment mechanism in the blended learning mode reveals that designing an effective assessment mechanism can help teachers better understand students' learning situations, adjust teaching strategies in a timely manner, and improve teaching effectiveness. Therefore, it is suggested that universities should pay attention to the design of online learning assessment mechanisms when implementing blended learning modes, strengthen training for

teachers and students, and improve the accuracy and effectiveness of assessment. At the same time, it is also necessary to guide students to develop correct learning concepts and cultivate good learning habits to improve the evaluation of learning outcomes. In-depth research and exploration of online learning assessment mechanisms will help improve teaching quality and promote the development of blended learning modes.

Acknowledgements

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