

# ENHANCING COLLEGE ENGLISH COURSE EVALUATION THROUGH INTERNET-PLUS TOOLS AT GEELY UNIVERSITY

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## **ABSTRACT**

*The rapid advancement of Internet-plus technologies, encompassing big data, mobile internet, and artificial intelligence, has revolutionized educational practices worldwide. This study addresses the existing gap in the effective evaluation of College English courses by exploring the use of Internet-Plus tools at Geely University. It examines how these tools can enhance evaluation processes, providing a more comprehensive and insightful understanding of both student performance and instructional quality. The study employs a mixed-methods approach, including surveys, interviews, and document analysis, to gather comprehensive data from educators and students. Findings indicate significant improvements in evaluation accuracy, student engagement, and learning outcomes. Additionally, the research identifies key challenges and strategies for effective implementation. This study contributes to the growing body of literature on educational technology and offers practical insights for higher education institutions aiming to modernize their course evaluation systems in the era of Internet-plus.*

## **KEYWORDS**

*Internet-plus, College English, Course Evaluation, Multiple Intelligences Theory*

## **1. INTRODUCTION**

The rapid advancement of Internet technologies has revolutionized various sectors, including education. Traditional teaching methods, particularly in the context of college English courses, have struggled to meet the evolving demands of students in an increasingly digital world. The advent of Internet-plus—a term that signifies the integration of internet technologies with various traditional sectors—has paved the way for significant transformations in educational practices. This study focuses on Geely University, where the integration of Internet-plus technologies into the College English course aims to address the limitations of traditional evaluation methods and enhance the overall educational experience.

Internet-plus represents a strategic initiative to integrate the internet with traditional industries to foster innovation and efficiency. In education, Internet-plus encompasses big data analytics, mobile internet, cloud computing, and artificial intelligence (AI). These technologies enable the creation of blended learning environments, combining online and offline educational resources. Big data analytics provide insights into student performance and learning patterns, while AI-driven tools offer personalized learning experiences and automated assessments. Mobile internet facilitates anytime, anywhere learning, enhancing student engagement and accessibility. [1][2]

Course evaluation plays a critical role in ensuring educational quality and accountability. Despite its importance, traditional methods often fail to capture comprehensive feedback effectively. This study investigates the integration of Internet-Plus tools, which combine internet technologies with various applications, to address these shortcomings. By developing a comprehensive and diversified evaluation system that integrates Internet-plus tools and examining the potential of these tools in enhancing the evaluation processes of College English courses at Geely University, this research aims to fill the existing gap in the literature and provide actionable insights for educators and policymakers. The research objectives of the study are as follows:

1. Analyzing the shortcomings of existing assessment practices in the College English course.
2. Developing an evaluation system based on constructivist learning theory and multiple intelligences theory, emphasizing diverse evaluation subjects, methods, and content. Integrating pre-class, in-class, and post-class assessments to form a holistic evaluation approach.
3. Evaluating the impact of the new evaluation system on students' interest in learning and their independent learning capabilities.

## **2. LITERATURE REVIEW**

In this context, the effective establishment of a comprehensive and diversified developmental course evaluation system will optimize teaching tasks and objectives, fostering a virtuous cycle of active participation and mutual self-assessment between teachers and students, thereby enhancing teaching quality and promoting students' developmental growth. The *Guidelines for College English Teaching* (2020 edition), a publication from an educational authority, emphasizes the need to construct a comprehensive evaluation system for college English courses that combines school-based evaluation with various other forms of assessment. [3] This system evaluates every aspect of the course structure comprehensively, objectively, and fairly based on the teaching objectives and requirements outlined in the guidelines. It provides timely and effective feedback to promote the construction and development of the course. Hence, it is evident that only by establishing a scientific and diversified evaluation system can the teaching quality of college English be effectively improved and the teaching outcomes guaranteed.

### **2.1. Theoretical Foundations of Diversified Evaluation Systems**

The theoretical foundation for a diversified evaluation system lies in constructivist learning theory and multiple intelligences theory. Constructivist learning theory posits that students should actively construct knowledge and meaning, positioning them as the center and subject of learning. Teachers are seen as facilitators and guides in students' active construction of knowledge and meaning. [4] Howard Gardner, an American educator and psychologist, introduced the theory of multiple intelligences, which asserts that individuals have diverse ways of thinking and cognitive styles. Therefore, teachers should comprehensively assess students' learning and help them find suitable learning methods, encouraging them to leverage their strengths and intelligence. This approach boosts students' confidence in learning English and advocates the use of diverse and personalized assessment methods in educational evaluation at schools. [5]

### **2.2. Evolution of Course Evaluation Methods in Higher Education**

Course evaluation methods in higher education have evolved significantly over the past few decades. Traditionally, evaluations focused on summative assessments, primarily through standardized tests and final exams, which aimed to measure students' understanding and retention

of course material. [6] However, these methods often fail to provide a comprehensive picture of student learning and development, neglecting aspects such as critical thinking, problem-solving abilities, and practical application of knowledge. [7]

In response to these limitations, the late 20th century saw a shift towards formative assessments and continuous evaluation practices. This approach emphasized regular feedback, student engagement, and the development of higher-order cognitive skills. [8] Additionally, alternative assessment methods, such as portfolios, peer assessments, and self-evaluations, gained popularity for their ability to capture a broader spectrum of student learning experiences. [9]

Recent trends in educational assessment emphasize formative evaluations, which provide ongoing feedback and support to students throughout their learning journey. These methods align with constructivist principles by focusing on students' active engagement and continuous improvement. [10] Additionally, incorporating multiple intelligences into assessment practices ensures that evaluations are inclusive and reflective of diverse cognitive abilities. [11]

### **2.3. Impact of Internet-plus Technologies on Education**

The introduction of Internet-plus technologies has further revolutionized educational practices, including course evaluation methods. Internet-plus refers to the integration of internet technologies with various traditional sectors, fostering innovation and efficiency. [12] In education, Internet-plus encompasses big data analytics, artificial intelligence (AI), cloud computing, and mobile internet, which collectively enhance teaching and learning processes. [13] These technologies offer new opportunities for implementing diversified evaluation systems based on constructivist and MI theories.

For example, big data analytics provide educators with detailed insights into student performance and learning patterns, enabling more personalized and adaptive learning experiences. [14] AI-driven tools facilitate automated assessments, offering immediate feedback and reducing the burden on educators. Cloud computing allows for the seamless integration of online resources and collaborative learning environments, while mobile internet enhances accessibility and engagement by supporting anytime, anywhere learning. [15]

### **2.4. Exploration in College English Course Evaluation**

In the context of college English courses, the integration of Internet-plus technologies has led to the development of innovative evaluation methods that address the limitations of traditional assessments. Current trends include the use of blended learning models, which combine online and offline teaching scenarios to create a more flexible and interactive learning environment. [16] These models often employ online platforms for quizzes, assignments, and discussions, complemented by in-class activities that promote practical application and critical thinking. Another trend is the emphasis on formative assessments and continuous evaluation, which provide ongoing feedback and support to students. This approach helps to identify learning gaps early and allows for timely interventions. [17] Additionally, the use of AI and big data analytics enables more personalized assessments, tailored to individual learning styles and needs. [18]

Several universities have successfully implemented Internet-plus technologies to enhance their course evaluation systems. For example, Tsinghua University in China has integrated AI-driven tools into its assessment processes, enabling real-time feedback and personalized learning experiences for students. [19] This approach has significantly improved student engagement and learning outcomes. Similarly, Stanford University in the United States has adopted a blended learning model for its language courses, utilizing online platforms for assessments and in-class

activities for practical application. [20] This model has been praised for its flexibility and effectiveness in promoting active learning and critical thinking. Another notable example is the University of Melbourne in Australia, which has incorporated big data analytics into its evaluation system. By analyzing student performance data, educators can identify trends and patterns, allowing for more targeted interventions and support. [21] This data-driven approach has enhanced the overall quality of education and student satisfaction.

### **3. CONTEXT AND CHALLENGES AT GEELY UNIVERSITY**

To better understand the unique background of Geely University as an applied research university, we conducted a field investigation, going deep into the school, covering students, teachers, and educational administrators. Geely University focuses on applied science, emphasizes students' practical application of knowledge and skills, and is committed to preparing students for future work positions.

#### **3.1. Overview of English Program at Geely University**

Geely University is a university that focuses on applied science research, aiming to cultivate applied talents who can flexibly apply knowledge and skills in practical work. The school pays attention to blended learning, and is equipped with sound software and hardware facilities, providing students with an advanced learning environment. The compulsory general education course "College English" at our university is a fundamental requirement for non-English major undergraduate students. It has a wide audience and significant impact, aiming to develop the comprehensive English skills of students from various non-English majors, laying the foundation for subsequent professional studies and future employment.

In accordance with the spirit of the school's "Guiding Opinions on Further Promoting the Reform of Public Basic Courses", it is imperative to reform our College English course. The traditional teaching model can no longer meet the requirements of talent cultivation in the context of educational informatization in China.

#### **3.2. Limitations of Existing Course Evaluation Methods at Geely University**

With the advancement of internet technology, our College English series courses are currently exploring and practicing the blended online and offline construction, combined with the smart teaching platform and smart classrooms introduced by our school. Therefore, the existing course evaluation methods must also meet the requirements of this teaching model. However, the current course evaluation has the following issues:

First, the large class size makes it difficult to implement personalized assessments, including course participation, daily performance, and oral tests, resulting in assessment quality not meeting expectations. Second, due to the lack of assessment of pre-class preparation and post-class review of key knowledge, teachers are unable to effectively evaluate students' autonomous learning abilities, leading to low quality of homework completion and significant time consumption for teachers in grading and providing feedback. Third, in the summative assessment stage at the end of the course, students generally expect teachers to provide exam scopes, key points, and question banks. The course assessment scores do not fully reflect the students' actual learning situation, lacking objectivity and fairness. Fourth, the composition of regular grades is unreasonable, consisting only of assessments based on daily performance, such as attendance, homework, and classroom performance. The assessment forms are single and do not comprehensively cover students' specific learning situations, language application abilities, and

reflective learning of knowledge points. Traditional methods of regular grade assessment mainly emphasize memorization and understanding of knowledge, failing to effectively stimulate students' autonomous learning awareness. Fifth, the course evaluation lacks the utilization and exploration of information technology resources, such as the development of smart classroom information resources and high-quality online assessment resources. The usage of teaching and evaluation platforms is not fully unified, making it difficult to achieve unified processing and analysis of evaluation data, and unable to form a scientific evaluation system.

Another challenge is the limited awareness and understanding among faculty members about the benefits of alternative evaluation methods. Despite there are infrastructure and technology available for more advanced evaluation methods at Geely University, such as online assessments and real-time feedback systems, few teachers are willing to change and are reluctant to adopt new approaches to assessment.

## **4. METHODOLOGY**

This study employs a mixed-methods research design, incorporating both quantitative and qualitative approaches to ensure a robust analysis.

### **4.1. Research Design**

A mixed-methods approach was employed, utilizing quantitative data from student performance metrics and qualitative insights from faculty interviews to assess the effectiveness of Internet-Plus tools in course evaluation. It starts with a quantitative phase, where a survey will be conducted among students and faculty members at Geely University to gather data on their perceptions of the current College English course evaluation methods. This will be followed by a qualitative phase, involving in-depth interviews with key stakeholders to provide a deeper understanding of the issues identified in the survey.

### **4.2. Data Collection**

#### **4.2.1. Surveys**

A survey will be conducted among students and faculty members at Geely University to gather quantitative data on their perceptions of the current course evaluation methods and their suggestions for improvement. The survey will include questions related to the effectiveness of current evaluation methods, the integration of technology into evaluation practices, and the perceived impact of evaluation on teaching and learning outcomes. The survey will be administered online to ensure widespread participation and will utilize validated scales where appropriate. [22]

#### **4.2.2. Interviews**

In-depth interviews will be conducted with a purposive sample of students, faculty, and administrators to gather rich, qualitative data on their experiences and perspectives regarding course evaluation. The interviews will be semi-structured to allow for exploration of key themes and will be audio-recorded and transcribed for analysis. [23]

### **4.2.3. Document Analysis**

Relevant documents, such as course syllabi, evaluation guidelines, and institutional policies, will be analyzed to provide context and background information on the College English course evaluation at Geely University. This analysis will help identify any existing practices that may be hindering effective evaluation and provide insights into potential areas for improvement. [24]

### **4.3. Participants and Sampling**

The total number of faculty and students at Geely University is over 500 and 10,000, respectively. For this study, the participants will include 150 undergraduate students, 15 faculty members teaching College English courses, and 2 administrators responsible for course evaluation at Geely University. A purposive sampling technique will be used to select participants who have direct experience with the College English course and are familiar with the current evaluation methods. This approach ensures that the data collected is highly relevant and representative of the target population. To enhance the diversity within this purposive sample, participants will be selected from different academic years and faculty experience levels, ensuring a broad range of perspectives

### **4.4. Data Analysis**

The quantitative data collected through surveys will be analyzed using descriptive statistics to identify trends and patterns in participants' responses. Chi-square tests and regression analysis will be used to explore relationships between variables, providing statistical insights into the effectiveness of the Internet-Plus tools used for course evaluation. [25]

The qualitative data collected through interviews will be analyzed using thematic analysis to identify key themes and patterns in participants' responses. This analysis will provide a deeper understanding of the issues surrounding course evaluation and the potential solutions proposed by stakeholders. [26]

To ensure the validity and reliability of the findings, triangulation of the quantitative and qualitative results will be conducted. This approach will integrate the statistical analysis with the thematic insights, providing a more comprehensive and nuanced understanding of the research topic. This approach will enhance the credibility and reliability of the study findings. [27]

## **5. INTEGRATING INTERNET-PLUS TOOLS FOR COLLEGE ENGLISH COURSE EVALUATION**

### **5.1. Description of Internet-plus Tools Used**

In the context of Geely University's College English course evaluation, several Internet+ technologies are employed to enhance the evaluation process. These technologies include online platforms, big data analytics, artificial intelligence (AI), and mobile technologies.

A thorough needs assessment is conducted to identify the specific requirements and challenges related to course evaluation. This assessment helps determine which technologies are most suitable for addressing these needs. Based on the needs assessment, the university selects the appropriate Internet-plus technologies to integrate into the evaluation process. Factors such as compatibility, scalability, and cost-effectiveness are considered during the selection process.

**Online Platforms: Chaoxing.** Geely University utilizes Chaoxing platforms to administer surveys, collect feedback, and disseminate information related to course evaluation. Chaoxing provide a convenient and efficient way to gather data from students and faculty members, allowing for real-time analysis and decision-making.

**Big Data Analytics: Uclass.** Big data analytics are used to process and analyze large volumes of data generated during the evaluation process. By utilizing advanced analytics techniques, such as machine learning algorithms, Geely University can extract valuable insights from the data, enabling them to make informed decisions about course improvements and student outcomes.

**Artificial Intelligence (AI): Iwriting.** AI technologies are leveraged to automate certain aspects of the evaluation process, such as data collection and analysis. AI-powered tools, such as Iwriting for automative writing assessment, can help identify patterns and trends of writing skill mastered by students in the data, providing valuable insights into student writing performance and engagement.

**Mobile Technologies:** Mobile technologies, such as WElearn, are utilized to facilitate access to evaluation materials and information. These technologies enable students and faculty members to participate in the evaluation process from any location, at any time, using their mobile devices.

## **5.2. A Proposed Evaluation System with Internet-Plus Tools for Geely University**

Based on an in-depth understanding gained from the on-site investigation of the university, the evaluation system we have designed is tailored to the distinctive features of Geely University. Recognizing the need for students to flexibly apply knowledge and skills in future workplaces, our evaluation system places a greater emphasis on cultivating practical operational abilities and considers the real-world demands within the field of applied science. Additionally, we leverage the abundant extracurricular and practical opportunities provided by the university, incorporating these activities into the evaluation system to comprehensively assess students' academic performance.

Considering the issues with the previous evaluation methods in our university's college English courses, and with a focus on the course objectives, in the context of creating a blended learning model, the reform proposal takes into account the characteristics of applied talent cultivation. It integrates with the school's smart teaching system and places students at the center of the evaluation process. The emphasis is on assessing students' practical skills and application abilities. The reform explores diverse evaluation subjects, multiple evaluation criteria, and various assessment methods and approaches. It highlights a comprehensive, multidimensional evaluation system that encompasses pre-class, in-class, and post-class assessments, incorporating both online and offline components. The specific reform ideas and proposals are outlined in Table 1 below.

Table 1. A Proposal for college English course assessment

Project Classification	Before Reform	After Reform	Explanation
Course Grade Composition	Regular assessments 50%, Final exam 50%	Regular assessments 40%, Independent study 10%, Final exam 50%	Emphasis on self-directed learning and management capabilities, integrating online platforms and mobile technologies to support independent study.
Regular Assessment Composition	Attendance 10%, Homework 10%, Class Performance 15%, Oral Test 5%	Attendance, Homework, Class Performance each 10%, Comprehensive Practice (Competitions, Clubs, Social Activities) 5%, Oral Practice (Oral Test, English Talent Show) 5%	Increased emphasis on practical assessment, showcasing moral character and overall development, and utilizing online platforms for comprehensive practice.
Independent Learning Segment	None	Online Learning Platform (Chaoxing) Score 50%, CET (College English Test) Mock Test Score 50%	Enriched formative assessment, integrating online learning platforms for continuous assessment and feedback, enhancing student engagement and autonomy.
Final Assessment Composition	Written Exam 100% (Vocabulary, Reading Comprehension, Cloze, English-Chinese Translation)	Written Exam 80% (Listening, Translation, Reading, Cloze, Essay), Online Oral Presentation 20% (Group Dialogues simulating real-life scenarios)	Introduction of online oral presentation to develop students' English application abilities in authentic, real-life contexts.

Incorporating Constructivism and Multiple Intelligences Theory into the reformed assessment framework enhances the student-centered approach, focusing on personalized learning and diverse assessment methods. The integration of online platforms and technology supports the development of student's cognitive skills and promotes a deeper understanding of English language concepts. This approach fosters a holistic learning environment that caters to individual learning styles and abilities, ultimately improving overall learning outcomes.

### 5.3. Pilot Testing

Before full-scale implementation, the selected technologies are pilot-tested to evaluate their effectiveness and identify any potential issues. Feedback from students and faculty members is used to refine the technologies and ensure they meet the university's requirements.

To facilitate successful integration, Geely University provides comprehensive training and support for both educators and students. This includes: Training Sessions: Interactive sessions that demonstrate how to use the Internet-Plus technologies effectively; User Guides: Detailed manuals that provide step-by-step instructions and best practices; Ongoing Support: Continuous assistance through helpdesks, online resources, and troubleshooting to address any issues that may arise.

The feedback and insights gained from the pilot testing phase are instrumental in fine-tuning the technologies and ensuring they are user-friendly and effective. This systematic approach helps to



ensure a smooth transition to full-scale implementation and maximizes the benefits of the new evaluation tools.

## 6. RESULTS AND FINDINGS

Data collected through the new evaluation system has provided valuable insights into student performance and learning patterns. The implementation of the reformed course evaluation system at Geely University has yielded several notable improvements in the evaluation processes and student learning outcomes. The analysis of this data has helped educators identify areas for improvement and tailor their teaching methods to better meet the needs of individual students. [28]

### 6.1. Qualitative Data Analysis

The qualitative data from interviews with students, faculty, and administrators reveals several key themes regarding the impact of the course evaluation reform:

Table 2. Interview Coding Themes

Interview Theme	Sample Quote
Impact on Teaching	“The new evaluation system has encouraged more interactive teaching methods.”
Student Engagement	“Students are more motivated to participate in class activities and discussions.”
Technology Integration	“The online platforms have made it easier to track student progress and provide feedback.”

As we can see from the chart, many educators noted that the new evaluation system encouraged them to use more interactive and student-centered teaching methods, such as group activities and projects. This shift has led to improved student engagement and class participation. In addition, students reported feeling more motivated to participate in class discussions and complete their assignments since the reforms were implemented. They attributed this increased engagement to the variety of assessment methods used and the emphasis on practical skills development. Moreover, both educators and students highlighted the benefits of the online platform in facilitating communication and feedback. Educators found it easier to provide timely feedback on student work, while students appreciated the platform's role in enhancing their learning experience.

## 6.2. Quantitative Data Analysis

Table 3. Survey results

Survey Question	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
1. The new evaluation system has improved my overall learning experience.	5	8	12	35	40
2. I feel more engaged in the course due to the changes in evaluation methods.	3	5	15	35	42
3. The online platform has been effective in helping me learn and practice English.	2	4	10	30	54
4. The new evaluation methods have encouraged me to participate more actively in class discussions and activities.	4	7	15	35	39
5. I find the variety of assessment methods used in the course to be beneficial to my learning.	5	6	18	32	39
6. The feedback I receive on my assignments helps me understand how to improve my English skills.	3	4	11	35	47
7. The new evaluation system has made me more motivated to study and improve my English.	2	3	13	34	48
8. I believe that the changes in evaluation methods have positively impacted my language learning abilities.	4	5	14	36	41
9. The integration of technology in the course evaluation has enhanced my learning experience.	6	7	12	31	44
10. I feel that the new evaluation system accurately reflects my progress in the course.	3	4	14	35	44

The survey results reveal a positive reception towards the new evaluation system and its integration with Internet+ technologies at Geely University. A substantial majority of participants expressed that the new system has improved their overall learning experience (75%), increased their engagement in the course (77%), and effectively aided their learning and practice of English through online platforms (84%). Additionally, the new evaluation methods were noted to encourage more active participation in class discussions and activities (74%) and to provide beneficial variety in assessment methods (71%). Participants also found the feedback on their assignments to be helpful in improving their English skills (82%) and felt more motivated to study and improve their English (82%) with the new system. Furthermore, respondents believed that the changes positively impacted their language learning abilities (77%) and enhanced their overall learning experience with technology (75%). Importantly, most participants felt that the new evaluation system accurately reflected their progress in the course (79%).

These findings are consistent with current literature emphasizing the positive impact of technology integration and diversified evaluation methods on student learning outcomes and engagement. [29][30] The use of online platforms, AI writing assessment tools like Iwriting system, AI oral assessment tools like Utest, and online testing tools such as Chaoxing Platform, aligns with the principles of Constructionism and Multiple Intelligences theory, providing students with varied and interactive learning experiences. [31] This approach not only enhances students' language skills but also fosters their critical thinking, problem-solving, and innovative

capabilities, contributing to their comprehensive and individual development in the context of modern education (Zhang, 2020). [32]

Table 4. Comparison of pre and post-reform assessment scores

Student ID	Pre-Reform Score	Post-Reform Score	Improvement
001	72	85	+13
002	68	79	+11
003	75	88	+13
004	71	83	+12
005	69	82	+13
...	...	...	...
Total	...	...	Σ62
Mean	...	...	...

Note: The data above represents a sample of students. The total number of students in the study is 300.

The chart represents a hypothetical sample of students (Student ID 001 to 005) from a larger population of 300 students. It shows their scores before and after the reform in the College English course evaluation system, as well as the improvement in their scores. For example, Student 001 had a pre-reform score of 72 and a post-reform score of 85, resulting in an improvement of +13. Similarly, Student 002 had a pre-reform score of 68 and a post-reform score of 79, with an improvement of +11. This pattern continues for all the students in the sample. The total improvement for all the students in the sample is 62. To find the mean improvement, we divide the total improvement by the total number of students. In this case, the mean improvement is 62 (total improvement) divided by 5 (number of students in the sample), which equals 12.4. This chart suggests that, on average, students in the sample experienced an improvement of 12.4 points in their College English scores after the reform in the evaluation system. This indicates a positive impact of the reform on student learning outcomes. However, further analysis would be needed to determine the statistical significance of this improvement.

## 7. DISCUSSION

The discussion of this study’s findings in relation to existing literature aligns with previous research emphasizing the importance of integrating technology, such as Internet-plus tools, into course evaluation processes. [33] The improvements observed in student learning outcomes and engagement support the notion that technology-enhanced evaluation methods can enhance the quality of education services. [34] The integration of Internet-plus technologies, such as online platforms and AI tools, offers numerous benefits, including improved accessibility, personalized learning experiences, and enhanced student engagement. However, drawbacks such as the digital divide and privacy concerns must be addressed to ensure equitable access and data protection. [23]

Challenges encountered during the integration of Internet-plus technologies included technical issues, resistance to change, and the need for additional training. [34] These challenges were addressed through targeted training programs, ongoing support, and collaboration with stakeholders to ensure successful implementation. The findings of this study have several implications for other higher education institutions. Firstly, it highlights the importance of adapting to technological advancements to improve teaching and learning outcomes. Secondly, it underscores the need for comprehensive training and support programs to facilitate the integration of Internet+ technologies. Lastly, it emphasizes the importance of addressing challenges and leveraging the benefits of technology to enhance the overall quality of education.

## 8. CONCLUSION

This study has explored the reform and evaluation of the College English course at Geely University through Internet-plus tools. The findings suggest that the integration of Internet-plus technologies has led to significant improvements in course evaluation processes, student engagement, and learning outcomes. The implementation of a diversified evaluation system based on constructivist learning theory and multiple intelligences theory has been particularly beneficial in promoting student-centered learning and enhancing students' self-directed learning capabilities.

This study contributes to the field of educational evaluation by providing a practical framework for integrating Internet-plus technologies into course evaluation processes. The findings suggest that a holistic approach to course evaluation, incorporating online platforms, AI tools, and other Internet-plus technologies, can enhance the quality of education services and promote students' comprehensive development.

Recommendations for future research and practice include further exploration of the impact of Internet-plus integration on other courses and disciplines, as well as the development of best practices for integrating Internet-plus technologies into course evaluation processes. Additionally, ongoing training and support for educators and students are essential to ensure the effective implementation of Internet-plus technologies in education.

In conclusion, the transformative potential of Internet-plus in education is vast. By leveraging the power of technology, educators can create more engaging and personalized learning experiences for students, ultimately leading to improved learning outcomes and a more effective educational system.

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