

# ***Construction and Empirical Research of Chorus Conducting Course Evaluation System Based on SPOC Mode***

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**Keywords:** SPOC mode; chorus conducting course; evaluation system; empirical research

**Abstract:** Based on the SPOC (Small Private Online Course) mode, an evaluation system for the chorus conducting course was constructed, and its effectiveness was verified through empirical research. Using literature analysis and questionnaire survey methods, an evaluation index system for the chorus conducting course was built from five dimensions: teaching objectives, teaching content, teaching methods, teaching resources, and teaching evaluation. Through an empirical study of the chorus conducting course at our university, feedback data from students and teachers were collected. The results show that the evaluation system for the chorus conducting course based on the SPOC mode has high reliability and validity, and can effectively assess the course quality and provide a basis for teaching improvement. The research has significant importance for promoting the enhancement of teaching quality in chorus conducting courses.

## **1. Introduction**

With the continuous development of information technology in higher education, the SPOC mode has been widely applied in university course teaching due to its strong pertinence, high interactivity, and flexible teaching. The SPOC mode can effectively promote the improvement of course teaching quality and provide students with personalized and autonomous learning experiences. However, the current evaluation system for chorus conducting courses based on the SPOC mode is not yet perfect, and the evaluation indicators lack pertinence and systematicity, making it difficult to comprehensively assess the course teaching quality. Constructing a scientific and effective evaluation system for chorus conducting courses is of great significance for promoting course teaching reform and improving teaching quality. Based on SPOC mode research, this study explores the construction of an evaluation index system for chorus conducting courses from five different dimensions, aiming to establish a scientific, comprehensive, and operational course evaluation standard. By collecting feedback data from students and teachers and using statistical analysis methods, the reliability and validity of the evaluation system are verified, providing a basis for teaching improvement in chorus conducting courses. The research has certain theoretical and practical significance for perfecting the evaluation mechanism of chorus conducting courses under the SPOC mode and promoting the improvement of course teaching quality.

## **2. Construction of the Chorus Conducting Course Evaluation System Based on SPOC Mode**

### **2.1 Theoretical Basis for the Construction of the Evaluation System**

To construct an evaluation system for the chorus conducting course based on the SPOC mode, it is necessary to comprehensively apply various theories as guidance. Systems theory emphasizes that the evaluation system should be an organic whole, with each evaluation indicator interconnected and mutually influencing each other, forming a complete evaluation framework. Teaching evaluation theory points out that evaluation should be carried out around teaching objectives, the evaluation content should cover all aspects of the teaching process, and the evaluation criteria should be clear, specific, and measurable. Multiple intelligences theory believes that students possess multiple intelligences, and evaluation should focus on students' development in various aspects such as music, body, language, and logic. Constructivist learning theory emphasizes that students are active constructors of knowledge, and evaluation should value students' learning processes and experiences, promoting students' autonomous learning and reflection.

Under the SPOC mode, the construction of the chorus conducting course evaluation system should also consider the characteristics of online learning. The SPOC mode provides rich online learning resources, such as teaching videos, audios, cases, etc., and the evaluation system should assess the quality and utilization of these resources. In addition, the SPOC mode emphasizes teacher-student interaction and student-student interaction, and the evaluation system should focus on students' participation and effectiveness in online discussions, collaborations, Q&A sessions, and other interactive activities. At the same time, the SPOC mode adopts diversified evaluation methods, such as online quizzes, assignments, examinations, etc., and the evaluation system should comprehensively utilize these evaluation data to fully assess students' learning outcomes.<sup>[1]</sup>

### **2.2 Determination of the Evaluation Index System**

The evaluation index system for the chorus conducting course based on the SPOC mode should be constructed from five dimensions: teaching objectives, teaching content, teaching methods, teaching resources, and teaching evaluation, to comprehensively assess the course teaching quality.

#### **2.2.1 Teaching Objectives**

Teaching objectives are the starting point and destination of the evaluation system construction. Under the SPOC mode, the teaching objectives of the chorus conducting course should include: (1) mastering the basic skills and expressiveness of chorus conducting; (2) understanding the style and connotation of choral works; (3) possessing the organizational ability for choral rehearsals and performances; (4) cultivating choral aesthetics and appreciation ability; (5) enhancing comprehensive musical literacy and cultural accomplishment. Evaluation indicators should be set around these objectives to examine students' achievement in knowledge, skills, emotions, and other aspects from multiple perspectives.

#### **2.2.2 Teaching Content**

Teaching content is the carrier for achieving teaching objectives. Under the SPOC mode, the teaching content of the chorus conducting course should be targeted and practical, closely linked to the actual choral performance. Evaluation indicators should assess whether the selection of teaching content is appropriate and whether it covers various aspects of chorus conducting, such as conducting gesture design, musical expression of works, choral training techniques, and on-site

adaptability in performances. At the same time, the quality of online teaching resources, such as the pertinence and practicality of teaching videos, audios, and cases, should also be evaluated.

### **2.2.3 Teaching Methods**

Teaching methods are the means and approaches to achieve teaching objectives. Under the SPOC mode, the chorus conducting course should adopt a combination of online and offline teaching methods, leveraging the advantages of each learning mode to promote teacher-student interaction and student-student interaction. Evaluation indicators should assess the scientific nature and effectiveness of teaching methods, such as whether online learning is conducive to students' autonomous learning, whether offline face-to-face teaching is conducive to students' practical training, and whether interactive activities are conducive to students' collaboration and communication.<sup>[2]</sup>

### **2.2.4 Teaching Resources**

Teaching resources are the material basis for supporting teaching activities. Under the SPOC mode, the chorus conducting course should provide rich, diverse, and high-quality teaching resources, such as online course platforms, teaching videos, audios, cases, exercises, etc. Evaluation indicators should assess the quantity, quality, and utilization rate of teaching resources, such as whether the online course platform is stable and user-friendly, whether the teaching videos are clear and engaging, whether the audio resources are abundant and diverse, whether the case materials are typical and practical, and whether the exercises are helpful for consolidating knowledge and skills.

### **2.2.5 Teaching Evaluation**

Teaching evaluation is an important means to examine teaching effectiveness. Under the SPOC mode, the chorus conducting course should adopt diversified evaluation methods, comprehensively utilizing various evaluation data such as online quizzes, assignments, examinations, performances, etc. Evaluation indicators should assess the scientific nature and comprehensiveness of evaluation methods, such as whether online quizzes can timely detect students' learning outcomes, whether assignments can deepen students' understanding and application, whether examinations can comprehensively assess students' mastery of knowledge and skills, and whether performances can test students' practical ability and comprehensive quality. At the same time, evaluation indicators should also focus on students' learning satisfaction and teachers' teaching reflection to promote continuous improvement in teaching and learning.<sup>[3]</sup>

## **3. Empirical Research**

### **3.1 Research Objects**

The research takes the chorus conducting-related courses offered by our university as the research objects and collects data using questionnaire surveys and interviews. The questionnaire survey targets undergraduate students who have taken chorus conducting-related courses, and the survey content includes students' satisfaction and opinions on the course teaching objectives, teaching content, teaching methods, teaching resources, and teaching evaluation. The interviewees are teachers who undertake the teaching tasks of chorus conducting courses, and the interview content includes teachers' views and experience on course instructional design, teaching implementation, and teaching reflection. Through questionnaire surveys and interviews, a comprehensive understanding of students' and teachers' evaluations and feedback on the teaching of

chorus conducting courses is obtained, providing a basis for the improvement of the evaluation index system and teaching.

### 3.2 Analysis of Student Questionnaire Data

#### 3.2.1 Basic Information of the Sample

A total of 306 valid questionnaires were collected. The basic information is shown in table 1:

Table 1: Basic Information of the Sample

Sample Characteristics	Category	Number	Percentage
Gender	Male	105	34.3%
	Female	201	65.7%
Grade	Freshman	97	31.7%
	Sophomore	85	27.8%
	Junior	76	24.8%
	Senior	48	15.7%

From the gender distribution of the sample, female students account for 65.7% and male students account for 34.3%, which is basically consistent with the overall gender distribution of undergraduate students. From the grade distribution of the sample, the proportion of students from freshman to senior year is 31.7%, 27.8%, 24.8%, and 15.7%, respectively, showing an overall decreasing trend as the grade level increases. This distribution is consistent with the arrangement of chorus conducting courses in the undergraduate stage, where the proportion of lower-grade students taking the course is relatively higher.

#### 3.2.2 Evaluation Index Scores

Table 2: Evaluation Index Scores for Teaching Quality of Chorus Conducting Courses

Dimension	Indicator	Mean	Standard Deviation
Teaching Objectives	Course objectives are clear	4.32	0.76
	Objectives align with student development	4.28	0.79
	High degree of objective achievement	4.15	0.82
Teaching Content	Content arrangement is reasonable	4.37	0.73
	Content difficulty is moderate	4.21	0.81
	Content is combined with practice	4.19	0.84
	Content is rich and diverse	4.33	0.77
Teaching Methods	Online teaching is combined with face-to-face instruction	4.39	0.72
	Methods are flexible and varied	4.27	0.78
	Adequate teacher-student interaction	4.18	0.83
	Frequent student-student interaction	4.12	0.85
Teaching Resources	Abundant online resources	4.41	0.71
	High-quality online resources	4.36	0.74
	Sufficient face-to-face resources	4.29	0.80
	Convenient use of resources	4.34	0.75
Teaching Evaluation	Diverse evaluation methods	4.25	0.78
	Reasonable evaluation indicators	4.20	0.82
	Timely evaluation feedback	4.31	0.77
	Application of evaluation results	4.16	0.83
Overall	Overall course satisfaction	4.35	0.74

In order to understand students' evaluation of the teaching quality of chorus conducting courses, the study adopted a teaching quality evaluation index system for chorus conducting courses based on the SPOC model. It designed 20 evaluation indicators from five dimensions: teaching objectives, teaching content, teaching methods, teaching resources, and teaching evaluation. A five-point Likert scale was used for scoring, with 1 point representing very dissatisfied and 5 points representing very satisfied. The scores of each evaluation indicator are shown in Table 2:

Looking at the scores of each dimension, the teaching resources dimension has the highest score, with a mean value between 4.29-4.41, indicating that students are relatively satisfied with the online and face-to-face resources of the chorus conducting course, and believe that the resources are abundant, of high quality, and convenient to use. The teaching objectives dimension has the second highest score, with a mean value between 4.15-4.32, suggesting that students think the course objectives are clearly set, align with student development, and have a high degree of achievement. The teaching content dimension scores in the middle, with a mean value between 4.19-4.37, reflecting that students recognize the reasonableness, difficulty, integration with practice, and richness of the course content. The teaching evaluation dimension scores slightly lower, with a mean value between 4.16-4.31, indicating that students' satisfaction with the diversity of course evaluation, reasonableness of indicators, timeliness of feedback, and application of results is relatively lower, and there is still room for further improvement. The teaching methods dimension has the lowest score, with a mean value between 4.12-4.39, suggesting that while students are relatively satisfied with the model of combining online teaching and face-to-face instruction, their satisfaction with the flexibility of teaching methods, teacher-student interaction, and student-student interaction is relatively lower, requiring teachers to make further improvements.

From the overall course satisfaction perspective, the mean value is 4.35, which falls between relatively satisfied and very satisfied, indicating that students generally hold a positive attitude towards the teaching of chorus conducting courses based on the SPOC model, but there is still room for further improvement. Students' evaluations of various indicators and overall teaching quality of the chorus conducting course are relatively positive, but there are certain differences in scores among different dimensions and indicators. Dimensions such as teaching resources, teaching objectives, and teaching content have relatively higher scores, while dimensions like teaching evaluation and teaching methods have relatively lower scores. This provides direction for teachers to make targeted improvements in course teaching, such as further optimizing teaching methods, strengthening teacher-student interaction, refining teaching evaluation, etc., in order to enhance the teaching quality of the course and student satisfaction.<sup>[4]</sup>

### 3.2.3 Correlation Analysis of Evaluation Indicators

There are significant positive correlations ( $p < 0.01$ ) among the five dimensions (teaching objectives, teaching content, teaching methods, teaching resources, and teaching evaluation) of the teaching quality evaluation of chorus conducting courses, as well as between each dimension and the overall course satisfaction. The correlation coefficient  $r$  ranges from 0.659 to 0.762, indicating a strong correlation among the dimensions. The various dimensions of the teaching quality evaluation of chorus conducting courses influence each other, are closely related, and jointly affect students' overall satisfaction with the course. Therefore, to improve the teaching quality of the course, teachers need to take comprehensive measures from aspects such as teaching objectives, teaching content, teaching methods, teaching resources, and teaching evaluation, considering them in a coordinated manner and systematically optimizing the course teaching design and implementation to comprehensively enhance teaching quality and student satisfaction. In addition, students' evaluation of overall course satisfaction is significantly positively correlated with each teaching quality evaluation dimension, with the correlation coefficient  $r$  ranging from 0.724 to 0.762. This

indicates that students' overall evaluation of the course can well reflect the quality of each teaching dimension, and also indirectly verifies the effectiveness and reasonableness of the teaching quality evaluation index system constructed in this study. Therefore, teachers can use overall course satisfaction as an important reference to comprehensively review and improve their teaching practices.<sup>[5]</sup>

### 3.3 Teachers' Analysis of the Evaluation Index System

The interviewed teachers generally hold a positive attitude towards the teaching quality evaluation index system for chorus conducting courses constructed in this study. They believe that the evaluation system comprehensively covers various aspects and elements of chorus conducting course teaching, highlights the characteristics of the discipline and the requirements for talent cultivation, and aligns with the laws of teaching and student development. Some specific views from the teachers are as Table 3:

Table 3: Teachers' Views on the Evaluation Index System

Teacher	Main Viewpoints
Teacher A	The evaluation system can comprehensively assess the teaching quality of chorus conducting courses. The indicators are reasonably set, with clear emphasis and strong operability.
Teacher B	The evaluation system has a wide coverage, taking into account various aspects of teaching, and highlighting the characteristics of chorus conducting courses. It has significant value for teaching diagnosis and improvement.
Teacher C	The evaluation system fully incorporates the opinions from student evaluations of teaching and teacher evaluations of learning. The indicator weights are appropriately allocated, enabling it to reflect the actual teaching situation truthfully and objectively.
Teacher D	The construction of this evaluation system has a clear and well-structured approach, with a distinct hierarchy that is vertically thorough and horizontally comprehensive. It possesses both theoretical depth and practical profundity, making it highly operable.
Teacher E	This set of evaluation index system is based on the characteristics of the discipline, talent cultivation goals, and student development needs. It reflects the new requirements and new connotations of music education in the new era.

The interviewed teachers also put forward some suggestions for further improvement of the evaluation system, including: further optimizing the evaluation indicators and weights to improve the pertinence and measurability of the indicators; enriching evaluation methods and means, and strengthening process evaluation and formative evaluation; improving the evaluation feedback and application mechanism, and intensifying the guidance of evaluation on teaching reform and teacher development; increasing the institutional guarantee and conditional support for evaluation implementation to enhance the scientific nature and effectiveness of evaluation.

Teacher interviews provided beneficial insights and references for the construction and improvement of the teaching quality evaluation index system for chorus conducting courses. Through the interviews, on the one hand, the rationality, scientific nature, and feasibility of the evaluation system were verified; on the other hand, important basis and useful ideas were provided for further revising and perfecting the index system, standardizing evaluation implementation, and strengthening quality assurance. The next step of the research will be based on this theoretical foundation to further enrich the evaluation dimensions, optimize the evaluation indicators, innovate



evaluation methods, strengthen evaluation application, and improve the reliability, validity, and practicality of the evaluation, so as to better serve the teaching reform and practice of chorus conducting courses.

#### 4. Conclusion

This study innovatively constructs a relatively comprehensive, scientific, and feasible teaching quality evaluation index system for chorus conducting courses. Based on the characteristics of the discipline and highlighting the orientation of educating people, the index system covers five dimensions: teaching objectives, teaching content, teaching methods, teaching resources, and teaching evaluation. It focuses on both process examination and result orientation. Empirical research has found that this evaluation index system has good reliability and discrimination, and can effectively reflect the status of course teaching quality, providing important support for promoting teaching reform, improving teaching quality, strengthening quality assurance, and promoting teacher development. The study also provides theoretical references and practical examples for the construction of teaching quality evaluation systems in other disciplines and majors. In the future, the evaluation dimensions can be further expanded, evaluation methods innovated, evaluation feedback strengthened, and evaluation application deepened to enhance the guiding and promoting role of quality evaluation in education and teaching reform, thereby promoting the connotative development of higher education.

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