

A new Evaluation System of CIPP's "Classified Training, Application Guidance and Whole-Process Education" for Undergraduate English Teaching

Xinxin Chen

(Qiqihar Medical University, Heilongjiang, Qiqihar 161000, China)

chenxinxin000855@126.com

Abstract. This article introduces the application of CIPP model in the evaluation of blended teaching of undergraduate English, and proposes a new evaluation system of "classified cultivation, application guidance, and full process education". Blended teaching, as a teaching mode that integrates traditional classroom teaching and online learning, is being adopted by more and more educational institutions. However, how to evaluate the effectiveness of blended learning and students' learning outcomes has always been a challenge. This study focuses on the close relationship between blended practical courses for undergraduate English majors and corporate needs. Based on the analysis of the meaning and feasibility of the CIPP (Context, Input, Process, Product) evaluation model, and combined with my own practice, I constructed an evaluation system for blended practical courses using the CIPP evaluation model. Through statistical analysis of the overall satisfaction of the 20th and 22nd graduates of A School, The results show that the 22nd generation of graduates under the new evaluation system have significantly improved their business operations and job adaptability. The results of this study are of great significance for improving the evaluation of blended English teaching for undergraduate students. By adopting the CIPP model, the effectiveness of blended learning can be better evaluated, promoting teaching improvement and teacher professional development. At the same time, the research results also provide reference and inspiration for the evaluation of other disciplines and teaching models.

Keywords: CIPP evaluation model; Undergraduate English; Teaching evaluation; practice

1 Introduction

With the rapid development of economic globalization, business English came into being [1]. Business English is the result of "English language+business", which is becoming more and more important with the deepening of the global economic market. China's position and influence in the global economy are growing, and foreign trade is an important part of China's economy. Therefore, the development of China's foreign trade needs a large number of business talents with comprehensive qualities. Business English has not only become a "bridge" for China's foreign economy, but also an important means of cultural exchange [2]. In order to fill the "gap" in the social demand for business English professionals, there are more than 800 colleges and universities offering business English courses in China, which basically meet the demand of foreign trade in China for English professionals [3]. However, the courses for

business English majors, which focus on English and business, still need to be continuously improved, and a relatively perfect curriculum system should be built to meet the actual demand of foreign trade in China for outstanding English professionals. Constructing the curriculum system of business English major is the focus of current reform, but the application of curriculum evaluation theory has been ignored. The evaluation model of CIPP summarized by Stafford Bim, a famous American educational evaluator, has become the evaluation model of discipline construction. CIPP evaluation model has been applied to curriculum evaluation in colleges and universities and achieved good results. At present, there are few studies on applying CIPP model to the curriculum system of business English majors [4]. The CIPP model is a comprehensive model for evaluating educational projects, which can be applied to the new system of undergraduate English blended teaching evaluation. The evaluation system is based on the following three main dimensions: classification training, application guidance, and full process education. Teachers should pay attention to students' learning progress, learning methods, and learning attitudes, and focus on cultivating students' self-directed learning ability, critical thinking, and teamwork spirit. Through regular feedback and evaluation, teachers can help students improve learning strategies and provide personalized support and guidance. Taking these three dimensions into account, the CIPP model provides a comprehensive and systematic evaluation system for blended teaching of undergraduate English. It focuses on personalized cultivation, practical application, and comprehensive development of students, aiming to improve teaching effectiveness and students' learning outcomes. By using this evaluation system, teachers can better understand the implementation and effectiveness of teaching, and improve and optimize teaching strategies accordingly.

2 Methods

CIPP evaluation mode, namely, background (Context, input, Process, Product) evaluation. It believes that evaluation is the process of providing information services for managers to make decisions. The basic view of CIPP model is that the most important purpose of evaluation is not to prove, but to improve [5]. It advocates that evaluation is a systematic tool, which provides useful information for evaluation listeners and makes the program more effective. At the beginning of the 21st century, the CIPP model has made new progress. In his new books, CIPP Evaluation Model and Handbook of International Education Evaluation, Stufflebeam changed the four links of evaluation into seven links, further decomposed the results into two links: Impact and Effectiveness, and added two links: Sustainability Transportability. Compared with the previous target evaluation model, CIPP evaluation model has obvious advantages: first, it is not limited to the degree of the determined target, but is oriented to educational decision-making, so that evaluation provides information for decision-making; Secondly, the background evaluation and process evaluation in CIPP evaluation mode can realize the function of continuous improvement through continuous inspection and feedback. At the same time, impact evaluation, effectiveness evaluation, sustainability evaluation and extension evaluation all reflect the continuous improvement function of this evaluation model [6].

3 Application of CIPP model in the evaluation of undergraduate English blended practical courses

3.1 Process evaluation

Process evaluation is continuous supervision, inspection and feedback on the implementation process of the scheme. The main function of process evaluation lies in obtaining feedback information, helping to implement the course planning procedure and helping to understand the whole implementation process of the scheme. The process evaluation of foreign trade practice course mainly includes the following factors: teaching form, teaching content, methods, means and assessment methods [7]. School A listed the following links in practice(table 1).

Table 1. Process evaluation link of blended practical course in school A

Evaluation link	Content	Explain
Teaching form	Experiment, training and skill competition	Experimental training as a regular teaching content; Skills competition as a stage summary and assessment
content of courses	Document operation, freight forwarding operation, Foreign trade business process operation, etc.	Document operation and freight forwarding operation are as follows Experimental project; Foreign trade business process Operation based on POCIB foreign trade skills competition as a training project.
teaching method	Based on laboratory and network platform Taiwan, practice-oriented, discussion and talk. Grant as a supplement	Bu Jingyun-based document operation soft Parts, Shige Foreign Trade Teaching System, Documentary Operating System and POCIB Foreign Trade Skills Competition
teaching means	Network teaching, multimedia, software Piece platform	-
Attendance and assessment	Attendance and computer-aided evaluation Price; Students' self-evaluation and mutual evaluation; teach Teacher evaluation	Attendance and evaluation of software teaching system; Students are divided into groups for mutual evaluation and self-evaluation.

In the process of process evaluation, according to the background evaluation index and input evaluation index, school A divides the teaching content into three experimental courses, such as document operation, freight forwarding operation and documentary operation, and foreign trade skills operation training projects, and makes a stage summary and assessment through the POCIB-based foreign trade skills competition. The teaching process is mainly based on Bu

Jingyun Documentary Operating System, Shige Foreign Trade Teaching System, Documentary Operating System and POCIB Foreign Trade Skills Competition, etc., focusing on students' practice and adopting task-based teaching methods to stimulate students' learning enthusiasm. At the same time, combined with the teaching content, students are grouped and play different roles in foreign trade business, such as banks, factories, foreign trade companies, freight forwarding companies, shipping companies, etc., so that they can experience different roles and different skills needs [8]. In the evaluation system, we quantify the business ability, comprehensive ability and contingency ability respectively, and through communication with software companies, the software platforms used are automatically graded by computers, with weights of 30%, 10% and 10% respectively. In attendance and assessment, mainly rely on teaching software and group management attendance, attendance includes attendance and computer system operation time statistics, accounting for 20%(table 2). The assessment adopts the combination of computer evaluation, student self-evaluation, mutual evaluation and teacher evaluation, which avoids the subjectivity and randomness of the previous simple teacher evaluation, enhances the scientificity and systemicity, increases the participation of students, and realizes the automation of evaluation to a certain extent [9].

Table 2. Evaluation Index and Weight of Blended Practical Curriculum Process in School A

Evaluating indicator	weight
Attendance and operating hours	20%
Business ability (operation, documentary, theoretical basis)	30%
Resilience (sudden incident handling)	10%
Comprehensive ability (learning ability, analytical ability)	10%
Completion quality and processing speed	10%
Self-evaluation and mutual evaluation	10%
Teacher evaluation	10%

3.2 Impact evaluation and effectiveness evaluation

Impact evaluation is to evaluate the impact of the program on the target audience. Effectiveness evaluation is to identify the effectiveness of the scheme on the beneficiaries in terms of scope, quality and importance, and to identify the expected and unexpected effectiveness of the scheme in an all-round way. Specific to mixed practical courses, it is mainly reflected in the recognition and harvest of students and teachers, the recognition of graduates by enterprises, the improvement effect of students' own ability, the pass rate of research and the employment rate. Through more than two years' practice in school A, the evaluation results show that the evaluation system has achieved good results. Students generally report that learning is more motivated, targeted and subjective. In the process of learning, students change from passive to active, and constantly strengthen their sense of competition. At the same time, students generally reflect that the practical operation ability has been greatly exercised through practical courses, and the understanding of theoretical knowledge has also been sublimated. In the investigation of the passing rate of the textual research and the follow-up survey of the graduates of English major in 2022, we are delighted to see the changes brought by the evaluation system. As shown in figure 1 [10].

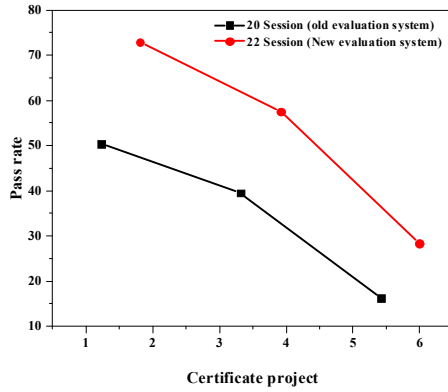


Fig. 1. Comparison of the passing rate of textual research between the old and new evaluation systems

In the follow-up survey of graduates in enterprises, we select 8 enterprises that have hired graduates from school A for three consecutive years, and make statistics on the overall satisfaction of the 20th and 22nd graduates. The results show that the 22nd graduates under the new evaluation system have greatly improved their business operation ability and post adaptability. Practice teachers also generally reflect that students' interest in the course has been greatly improved, attendance rate has been improved, and participation has also increased accordingly. The completion of experimental training is better and more efficient. As shown in Figure 2.

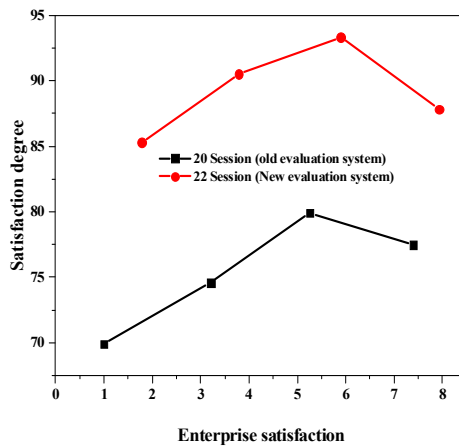


Fig. 2. Comparison of enterprise satisfaction scores between the old and new evaluation systems

4 Conclusion

This article proposes a new CIPP classification training evaluation system, application guidance and full process education, and introduces the application of CIPP model in mixed practice course evaluation. In the follow-up survey of enterprise graduates, we selected 8 companies that have hired graduates from A school for three consecutive years and conducted a statistical analysis of the overall satisfaction of the 20th and 22nd graduates. The results show that the new evaluation system of ER has greatly improved their business operation ability and work adaptability. Intern teachers also generally reflect that students' interest in the course has greatly increased, their attendance rate has increased, and their participation has correspondingly increased. The completion of experimental training is better and the efficiency is higher. The construction of the teaching staff and investment in experimental training are important influencing factors for the smooth implementation and promotion of this plan.

Acknowledgment 2023 Provincial Education Science Planning Key Research Project for Higher Education

Project Name: CIPP "Classification Cultivation, Application Guidance, and Whole -process Education": A Novel Evaluation System for Undergraduate English Blended Teaching

Project number: GJB1423376

References

- [1]Yuwono, I. . (2021). Evaluation of physical education in slb-c of south kalimantan province. *Kinestetik Jurnal Ilmiah Pendidikan Jasmani*, 5(1), 198-203.
- [2]Modarres, M. , Geranmayeh, M. , Amini, M. , & Toosi, M. . (2022). Clinical placements as a challenging opportunity in midwifery education: a qualitative study. *Nursing Open*, 9(2), 1015-1027.
- [3]Wu, X. . (2022). Research on the reform of ideological and political teaching evaluation method of college english course based on "online and offline" teaching. *Journal of Higher Education Research*, 3(1), 87-90.
- [4]Vijay, R. . (2021). Comparative evaluation of covid-19 pandemic enforced online teaching versus traditional teaching from point of view of medical students. *International Journal of Basic & Clinical Pharmacology*, 10(1), 36-43.
- [5]Cao, W. , Hu, L. , Li, X. , Li, X. , & Cao, S. . (2021). Massive open online courses-based blended versus face-to-face classroom teaching methods for fundamental nursing course. *Medicine*, 100(9), e24829.
- [6]ChengFAN, BuhongWANG, & JiweiTIAN. (2022). Cascading failure model in aviation network considering overload condition and failure probability. *Journal of Computer Applications*, 42(02), 502-509.
- [7]Ohanu, I. B. , Ohanu, M. G. , Anene-Okeakwa, J. E. , & Shodipe, T. O. . (2022). Quality blended learning systems for improving undergraduate students' skills. *Quality Assurance in Education*, 30(2), 169-183.
- [8]Tran, T. , & Ma, Q. . (2021). Using formative assessment in a blended efl listening course: student perceptions of effectiveness and challenges. *International Journal of Computer-Assisted Language Learning and Teaching*, 11(3), 17-38.

- [9]Wang, Y. . (2022). Implications of blended teaching based on theory of semantic wave for teaching english writing in high school. *Journal of Higher Education Research*, 3(2), 166-168.
- [10]Busto, S. , Dumbser, M. , & Gaburro, E. . (2021). A simple but efficient concept of blended teaching of mathematics for engineering students during the covid-19 pandemic. *Education Sciences*, 11(2), 56.