Construction and operation of college labor education curriculum evaluation system based on CIPP model

Yang Shaoying

School of Marxism, Yuxi Normal University, Yuxi, Yunnan 653100, China

Abstract. CIPP curriculum evaluation model is a new evaluation model of the whole course. Follow the scientific principles to construct and run the CIPP model based college labor education curriculum evaluation system, in order to mobilize multiple subjects to participate in the evaluation, use multiple evaluation methods, according to the evaluation feedback continuous improvement, help to promote the effective implementation of college labor education curriculum, labor education curriculum to achieve the purpose of education.

Keywords: CIPP model; College labor education; Curriculum evaluation system.

1. Construction principles and CIPP model of college labor education evaluation system

1.1. Principles for the construction of the labor education evaluation system in colleges and universities

1.1.1 Establish an evaluation system consistent with the goal of professional personnel training

The Outline points out that "labor literacy should be incorporated into the comprehensive quality evaluation system of students," and the evaluation of students' labor literacy should be consistent with the educational goals. For colleges and universities that take the training of professional talents as the important task, the goal of labor education should be consistent with the goal of professional personnel training.

First, it is necessary to realize the integration of labor literacy and professional personnel quality training. Training professional talents is the main task of higher education. We should incorporate labor education into professional education, realize the cultivation of labor literacy in the professional personnel training system, and test the effect of labor education in the evaluation of the quality of professional personnel training. That is to bring labor literacy into the goal, content and implementation of professional personnel training, and determine the course outline according to the professional personnel training specifications, so that the evaluation standards of labor education are consistent with the evaluation system of professional education personnel training quality.

Second, it is necessary to realize the characteristics of labor education evaluation in line with the diversity of professional education objectives. The labor education evaluation should be designed according to the characteristics of the talent training goals of different majors, and the labor education goals of different majors should refine the connotation of labor literacy under the overall goal of professional talent training, so that the knowledge, skills, values and other goals related to labor education in professional education can be highlighted. The comprehensive labor literacy such as corresponding labor knowledge, skills and emotions should be reflected in the professional education, so as to achieve the labor education that is consistent with the professional talent training goals and shows the professional characteristics, and achieve the effective combination of comprehensive education and professional education functions.[1]

[1] Ai Juan. The principles of Constructing the evaluation System of Labor Education in colleges and universities, Chinese Journal of Social Science, October 19, 2020

1.1.2 Build a joint evaluation mechanism that combines school, society and students

The Outline points out that "strengthen the close coordination between institutions of higher learning and industry backbone enterprises, high-tech enterprises, small, medium and micro enterprises, and promote the reform of personnel training mode", so as to truly establish a comprehensive evaluation mechanism matching the personnel training mode.

First, it is necessary to establish a linkage mechanism of school-society collaborative education and evaluation. With the increase of college students' participation in various professional learning, professional practice and social practice activities, the education function played by schools and social organizations has gradually become prominent. The evaluation of labor education in colleges and universities needs to establish a comprehensive evaluation model that combines school-society and internal and external. Schools bear the main responsibility for the evaluation of the quality of professional personnel training, and social institutions actively play a cooperative role in the evaluation of education. According to the training objectives and the requirements of knowledge and skills in related fields, schools and social organizations carry out the evaluation of the effect of labor education, so as to realize the organic combination and effective linkage between school education and social employment.

The second is to give full play to the positive role of college students as evaluation subjects. As college students' minds gradually mature, their cognitive evaluation ability in knowledge learning, skill training, social experience and other aspects is constantly improved. Therefore, it is necessary to fully mobilize their enthusiasm and initiative in the process of labor education evaluation, and guide them to think deeply about their shortcomings and development space in the aspects of major and spiritual quality from their own professional labor experience and sense of gain.[2]

1.1.3 Construct a positive dynamic evaluation model of monitor-feedback-oriented integration

According to the Outline, "process evaluation and outcome evaluation should be combined... Carry out labor education process monitoring and documentary evaluation, and give full play to evaluation's education-oriented and feedback improvement functions." College labor education should pay attention to examining the training effect of labor literacy in the process of students' growth, so that the dynamic evaluation and feedback function of labor education can be fully demonstrated.

Regular supervision and whole-process tracking evaluation in dynamic evaluation can help to find problems in labor education and really play the function of promoting reform through evaluation. For students of different grades in colleges and universities, the effect of labor literacy can be investigated according to the training requirements and objectives of the grade, and the acquisition and deficiency of students in labor literacy can be monitored and feedbacks through the dynamic evaluation model combining school, society and individual, which provides the basis for adjustment of subsequent education activities.

Dynamic evaluation is also reflected in the tracking and feedback of talent training effects, which is conducive to further promoting the adjustment of professional talent training objectives and model innovation, so as to achieve the purpose of promoting construction through evaluation. The evaluation indicators of labor education must be relatively scientific and stable, and respect the rationality of objective indicators such as labor knowledge and skills; At the same time, it should be flexible and respect the economic and practical application of labor literacy and keep pace with The Times. For example, innovation and entrepreneurship education and social practice activities have obvious characteristics of keeping pace with The Times. The feedback in the tracking of talent training effect can promote the continuous innovation and sound development of the professional talent training system.

[2] Ai Juan. The principles of Constructing the evaluation System of Labor Education in colleges and universities, Chinese Journal of Social Science, October 19, 2020

1.2. CIPP evaluation model

CIPP curriculum evaluation model, also known as curriculum decision oriented evaluation model, was proposed by American scholar Stavelbeam. Aiming at the defects of the traditional outcome-based behavioral goal evaluation model, CIPP proposes that curriculum evaluation is not only for the achievement of goals, but more importantly for improvement, that is, a complete curriculum evaluation contains four important evaluation elements: background, input, process and outcome. Among them, background evaluation is the basis of other evaluation methods. It refers to the evaluation of factors that meet the growth needs of college students, resource conditions and other aspects under a certain environment. It is a quantitative and objective evaluation of the reasonableness of the background information of the program design. Input evaluation is to study and discuss the rationality factors of the design of the program itself, and to comprehensively demonstrate the scientificity of the program content by evaluating the environmental conditions of the implementation process of the program. The process effect evaluation is based on the analysis and evaluation of the whole process of program implementation, aiming at providing strong support for the teaching activities in the subsequent stage. The result evaluation is to evaluate the implementation results of the educational program, is to evaluate the degree of goal realization, and to provide data for the optimization of the program. CIPP evaluation model, as a mature evaluation model, emphasizes guided evaluation, process evaluation and optimization evaluation, which is highly scientific and rational, can fully grasp the dynamics of teachers and students in the course, avoid the drawbacks of the course only focusing on the result and ignoring the process, and highlight the characteristics of diagnosis, process and development.

2. The construction of college labor education evaluation system based on CIPP model

2.1. Design the evaluation index of labor education curriculum background based on CIPP model

The background evaluation analysis based on CIPP model mainly evaluates the degree of need, importance, value and significance of college students' participation in labor education as well as the provision of labor education resources for college students.

Specifically, the background evaluation index of college labor education evaluation can be constructed from three aspects: the demand degree of labor education, the value orientation of labor education and the effect of labor education. First, the degree of labor education needs: from the students, schools and society to the acceptance of labor education, whether the school to the importance and necessity of labor education publicity, whether the local departments have formulated the relevant laws and regulations to investigate. Secondly, the value orientation of college labor education is evaluated from the aspects of whether it is oriented to the professional quality of college students, whether it is an important content of the comprehensive development of moral, intellectual, physical, American and labor of college students, and whether it conforms to the provisions of "Opinions" and "Outline". Finally, the effect of labor education courses: from the labor education courses to meet the actual labor needs of college students, whether to improve the enthusiasm of college students and establish correct labor values and other aspects of evaluation.

2.2. Design labor education curriculum input evaluation index based on CIPP model

The "input" part of CIPP model is the discussion of the rationality of the course itself, involving the course resources, course content and course guarantee. Therefore, based on CIPP evaluation model, the input evaluation of college labor education needs to be carried out from three aspects.

Firstly, as far as the curriculum resources of labor education are concerned, it is necessary to evaluate them from their own characteristics: in terms of openness, it is necessary to evaluate whether the curriculum resources of labor education break the space limitation and tap the resources inside

and outside the school; In terms of practicality, it is necessary to evaluate whether the curriculum resources of labor education meet the experience needs of college students and cultivate their labor practice ability; In terms of the symbiosis of morality and intelligence, it is necessary to evaluate whether the curriculum resources of labor education are conducive to college students to exert their own talents in labor and gradually cultivate correct labor values.

The second is the content of labor education curriculum. Labor education in colleges and universities should not only train students to have the basic ability of independent living, but also guide them to obtain the ability of settling down in the social development. Therefore, the evaluation of the curriculum content of college labor education needs to see whether it can adapt to the new trend of industrial innovation and technological development, whether it can adjust the content and form according to the progress of The Times, and whether it can lay the foundation for the future development of college students.

The last is the guarantee of labor education curriculum. The evaluation of labor education curriculum guarantee mainly involves whether the curriculum setup meets the requirements of the realization of the curriculum objectives, whether there is a team of teachers capable of teaching, whether the curriculum development and research are supported by special funds, and whether the place can meet the needs of the school to set up labor education courses.

2.3. Design labor education curriculum process evaluation indicators based on CIPP model

Process evaluation in CIPP model includes monitoring, inspection, analysis and feedback. The establishment of indicators such as monitoring, inspection, analysis and feedback in labor education curriculum is mainly reflected in whether the curriculum implementation is standardized, whether the curriculum activity arrangement is reasonable, and whether the curriculum implementation mode is in line with the growth characteristics of college students.

The first is to evaluate the teachers who guide the implementation of the curriculum. In the whole practice teaching organization process, teachers are the general designer and guide of the whole teaching process, which plays a key role in ensuring the smooth development of various teaching activities. In the process of curriculum implementation, the evaluation of teachers mainly includes: whether the teacher can determine the teaching goal reasonably and accurately according to the specific situation of college students and the curriculum requirements; Whether they can arouse the enthusiasm of college students; Whether it can demonstrate and guide the behavior and thinking of college students. Secondly, evaluate the college students who participate in the course. College labor education takes college students as the main body, and its key lies in cultivating college students' labor quality. Therefore, the evaluation of students includes: college students participate in social labor service activities and various labor education practice courses of personal willingness; Whether the value of labor education can be correctly understood in the curriculum; Whether they can engage in production and living labor with the help of curriculum learning.

2.4. Design labor education curriculum achievement evaluation indicators based on CIPP model

CIPP curriculum evaluation model results evaluation is mainly for the realization of curriculum objectives, because there is always a gap between the practice teaching and the pre-set teaching objectives, so the actual effect of practice teaching and the expected purpose should be compared. The evaluation of the result of labor education curriculum is mainly from the actual effect of the curriculum, the feedback of the school and the society, the soundness of the curriculum system and so on. First of all, the evaluation of the actual effect of the curriculum includes: whether the students' labor spirit is established, whether the corresponding labor quality is formed, and whether the labor skills are acquired. The feedback of the school and the society mainly includes: the degree of recognition of the school's labor education curriculum and the degree of support for the school's labor education curriculum. The sound evaluation of the curriculum system includes: whether its content is complete, whether it can be continuously improved, and whether it can get feedback.

3. The CIPP model based on the operation of college labor education evaluation system

The CIPP model based labor education curriculum evaluation system is an evaluation system that ADAPTS to the characteristics of labor education curriculum, and can run through the whole process of labor education curriculum operation to realize the evaluation always and everywhere, so as to effectively promote the implementation of labor education curriculum.

3.1. Mobilize multiple subjects to participate in the evaluation during the implementation process

Labor education evaluation based on CIPP curriculum evaluation model involves the whole process of curriculum operation, including the development of curriculum resources based on input evaluation, curriculum program design and feasibility evaluation, and the evaluation of student participation and teacher guidance process based on process evaluation, involving the participation of multiple subjects. The first is the evaluation of the curriculum teachers. As the practitioner of teaching, the teacher's evaluation will directly affect the teaching effect. Teachers should evaluate and think about the selection of curriculum content, curriculum design and organization, so as to work out a scientific and reasonable labor curriculum design. The second is the evaluation of college students. As the direct object of the curriculum, attaching importance to the evaluation of college students on labor education curriculum is conducive to improving the rationality of the structure of labor education curriculum and promoting the establishment of more scientific labor education curriculum system. Finally, social personnel's evaluation of labor education curriculum. College students come from the labor education classroom and finally return to the society. The performance of students in the society can directly test the effect of the implementation of the labor education curriculum, so attaching importance to the evaluation of social personnel is helpful to the improvement of the labor education curriculum. In addition, social personnel can also put forward relevant suggestions on whether various measures of the school are in place and whether labor education activities are in line with the development of college students.

3.2. The use of multiple evaluation methods in the implementation process

The CIPP evaluation model involves four aspects of evaluation: background, input, process and result. Different evaluation stages have different concerns. Therefore, in order to increase the rationality of evaluation, quantitative evaluation and qualitative evaluation should be combined. Scientific quantitative analysis method can make the evaluation more objective, but the subject of labor education curriculum evaluation is human, and quantitative evaluation is easy to simplify complex phenomena, so qualitative evaluation should also be introduced. In the evaluation of labor education curriculum background, SWOT analysis can be adopted to comprehensively analyze the background, advantages and disadvantages of curriculum development; In the input evaluation, various courses can be evaluated by investigation, comparison and other methods; In the process evaluation, according to the experience of college students and teachers in the course, we can observe the subject's behavior and understand the subject's state of mind most directly through observation and interview method; In the evaluation of results, quantitative evaluation and qualitative evaluation can be combined, using qualitative methods to analyze the implicit literacy of college students, using quantitative methods to measure college students' labor knowledge, creativity and so on.

3.3. Continuous improvement according to the evaluation feedback during the implementation process

In the entire evaluation process, it should not stop at screening, but provide effective feedback information through evaluation, so as to put forward improvement suggestions for the construction and implementation of the entire labor education curriculum. Therefore, the feedback information obtained according to CIPP curriculum evaluation mode should be used in time to achieve continuous

improvement of labor education curriculum, so as to develop and construct a reasonable labor education curriculum system. For example, according to the achievements of labor education curriculum, the development of middle school students' labor literacy is evaluated to analyze whether it has achieved the goals and requirements of students in the curriculum. If it has not, it is necessary to reflect on each stage of the curriculum, and consider whether the curriculum objectives are reasonable, whether the development of curriculum resources is appropriate, and whether the implementation process is in line with the characteristics of students' physical and mental development. In the continuous reflection, timely adjustment and improvement of other stages, so as to gradually improve the labor education curriculum and promote the perfection and effective implementation of the labor education curriculum.

4. Fund Projects

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In March 2020, the Central Committee of the Communist Party of China and The State Council issued the Opinions on Comprehensively Strengthening Labor Education in Primary and Secondary Schools and Colleges in the New Era, which made the deployment and design of labor education in primary and secondary schools and colleges. In the same year, the Ministry of Education issued the Guiding Outline of Labor Education in Primary and Secondary Schools (for Trial Implementation) (hereinafter referred to as the Outline), which clarified the status, objectives, contents and evaluation of labor education. Since then, colleges, primary and secondary schools throughout the country generally began to carry out labor education. For colleges and universities, the goal of labor education courses is to promote the integration of professional education, vocational education, innovation and entrepreneurship education with labor education, and guide college students to establish correct labor concepts, cultivate positive working spirit, master basic working ability and form good working habits. [3]In order to ensure the realization of this goal, colleges and universities need to build a scientific, reasonable and standardized labor education curriculum evaluation system. CIPP curriculum evaluation model is a new type of whole-course evaluation model, which embodies the reasonable evaluation concept and highlights the function of improving the curriculum. Constructing and running the CIPP model based on college labor education curriculum evaluation will help to promote the effective implementation of college labor education curriculum and realize its education purposive.

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