

Evaluation of Practice Courses in Preschool Education Based on CIPP Evaluation Model

Xianjin Shi

Henan College of Industry and Information Technology Jiaozuo, Henan, China

Abstract: Based on the CIPP evaluation model, this paper conducts a comprehensive evaluation of preschool professional practice courses in four aspects: project context evaluation (Context evaluation), input evaluation (Input evaluation), process evaluation (Process evaluation), and outcome evaluation (Product evaluation) To promote curriculum reform.

1. Introduction

Modern vocational education is not only to cultivate knowledgeable talents, but also to have practical ability. The process of practice is the process of forming innovative consciousness and thinking, and comprehensive, diversified and high-quality practice courses are the key to cultivating high-quality innovative talents. With the continuous development of professional education, cultivating high-end talents with innovative spirit, engineering practice ability and international vision is the focus of talent cultivation in vocational education in China in the future [1]. Therefore, the practical teaching of preschool education majors should timely adapt to this development demand and focus on the cultivation of students' research ability and innovation ability. Based on the CIPP evaluation model, this paper conducts a comprehensive evaluation of preschool professional practice courses in four aspects: project context evaluation (Context evaluation), input evaluation (Input evaluation), process evaluation (Process evaluation), and outcome evaluation (Product evaluation) To promote curriculum reform.

1.1. Training Evaluation

Curriculum evaluation refers to the process of using scientific tools to identify and explain the effectiveness of teaching and learning, and to measure the effectiveness of its content and methods. It provides valid information for curriculum reform. Curriculum evaluation consists of two main aspects: judgment of the planning and organization of the educational process and judgment of student learning outcomes. Specific objects of assessment include educational goals, the entire curriculum, specific subjects, and instructional books [2].

General curriculum assessment will assess the rationality of the curriculum, the scientific nature of its content and the quality of its teaching, and its effectiveness,

in accordance with the requirements of the objectives of the curriculum.

The purpose of curriculum assessment: (1) to check the effectiveness of curriculum design and provide a basis for curriculum reform through the measurement of curriculum objectives, preparation and implementation process; (2) to assess the teaching level of the school by examining the quality of curriculum teaching; (3) to motivate the school through assessment, reform teaching and management, and improve teaching quality; and (4) to lay the foundation for professional assessment and assessment of school operation level.

Evaluation content: (1) the level of curriculum design, including the scientificity of the syllabus, the rationality of the curriculum design, the cooperation of various teaching media, etc.; (2) the conditions of curriculum implementation, including the level of teachers, teaching facilities and library materials; (3) the curriculum teaching process, including the implementation of basic courses, specialized courses and various practical teaching links; (4) the level of teaching research, the number of participants in teaching and research activities, the publication of teaching and research papers and (4) the level of teaching and research, the number of participants in teaching and research activities, the publication of teaching and research papers and awards; (5) the teaching effect of the course, the number of students passing the course, the satisfaction of students and society with the course, etc.

The CIPP evaluation model is very popular because of its whole process, process and feedback characteristics [3]. Since vocational education is still in the initial development stage in China and its practical courses are not perfect, CIPP full evaluation is used to make a more comprehensive assessment.

1.2. CIPP Evaluation Model

The CIPP education evaluation model was proposed by Stufflebeam, a famous American education evaluation expert, in 1966. The model attaches importance to the

sxj1218@139.com

improvement function of educational evaluation, which is "a comprehensive evaluation of the evaluation program from formation, implementation to results, and serves to improve the whole process of education" [4].

The CIPP model consists of four steps: Context Evaluation, Input Evaluation, Process Evaluation, and Product Evaluation. Context evaluation is used to determine the environment related to the program, including the needs, resources, problems and opportunities of the environment, focusing on the evaluation and judgment of the reasonableness of the objectives of the teaching program; input evaluation is based on context evaluation, evaluating the conditions and resources required to achieve the objectives, which is in essence the evaluation of the feasibility and effectiveness of the program; process evaluation is the continuous supervision, inspection and feedback of the program process, which is the inspection and evaluation of the implementation of the process; the evaluation of the implementation of the program is the evaluation of the process. process evaluation is the continuous supervision, inspection and feedback of the program process, which is the inspection and assessment of the process implementation; outcome evaluation is the evaluation of the degree of goal achievement, including measuring, judging and explaining the achievement of the program, and examining the difference between the outcome and the goal.

1.3. Model Applicability Analysis

No evaluation model is perfect and will have its own limitations, but as long as the evaluation model can play its own advantages and roles when we conduct program evaluation, it is the appropriate evaluation model. The CIPP model believes that the purpose of evaluation is not to prove, but to improve. It aims at decision making and combines diagnostic evaluation, formative evaluation, and summative evaluation in a complete way.

First of all, the CIPP evaluation model is comprehensive in that under the CIPP evaluation model, the evaluation of preschool practice programs is not only for the pre-, mid-, and end of the program, but for each phase and different perspectives of the whole program. Guided by the theory of CIPP evaluation model, the author has built an evaluation framework including needs assessment, project management status, project input, satisfaction status, project completion status and industry impact status, and established an index system to evaluate the project.

Second, the flexibility of the CIPP evaluation model is reflected in the fact that there are no strict restrictions on the model, and the evaluator or researcher can make different combinations and applications of background, input, process, and outcome assessments according to their different needs [5]. In this paper, a whole academic year assessment of the practice course is conducted, and all four assessment components can support this study.

1.4. Model Construction

Based on the four levels of the CIPP education evaluation model, this paper constructs four assessment aspects of the fourth-year integrated innovative practice course in preschool education: background of the topic, teaching input, teaching of the topic, and teaching effectiveness, each of which has its own independence while collaborating with each other.

In addition to the overall assessment of the teaching and learning activities and the formation of the assessment report, the overall evaluation model is also applicable to any of the components. The resulting evaluation report, in turn, provides feedback on each segment or the whole, thus guiding local or overall adjustments to the content.

2. Research Methodology

The quantitative assessment method, a method that uses data to reveal the properties of the object of study, was applied to sociology by Western sociologists in the 1930s, and this method is becoming a scholarly fad in sociological research. In *Social Work Evaluation: Principles and Methods*, Ginsberg argues that quantitative assessment is the process by which an evaluator or researcher translates observed phenomena into numbers and corresponding statistics and presents them in the form of graphs Ginsberg[6]. Gu Donghui, a scholar in China, believes that quantitative evaluation methods mainly use questionnaires to collect and analyze data results in order to understand all aspects of project implementation and to evaluate the effectiveness of the project and the satisfaction of the stakeholders. Fang Wei points out that quantitative research can be conducted through statistical surveys or experimental methods, establishing research hypotheses, collecting precise data, and conducting analysis and testing [7].

2.1. Instruments

The author used quantitative research methods in the course of this paper to collect information and suggestions from learners and related parties on program satisfaction and program effectiveness, to confirm the needs of service recipients and the satisfaction of beneficiaries, and to design questionnaires related to evaluation information in conjunction with previous research on program evaluation by scholars applying the CIPP evaluation model.

2.2. Data collection

Through questionnaires, data related to the practical class workers of preschool education students were collected, and the CIPP evaluation model was used to evaluate the effectiveness of innovative practical classes conducted in schools at different levels. The background assessment mainly investigates the background of the subject matter, contains two secondary indicators of teaching objectives and teaching philosophy, understands students' subjective reflections on the practice course, and analyzes the satisfaction of the course from students' subjective feelings.

The input assessment is reflected in the teaching input, with four secondary indicators of faculty team, course preparation, facilities and resources, and budget as specific contents. The satisfaction of this practical course is measured from an objective perspective through the implementation of this practical course and students' participation in learning.

The process assessment takes the teaching of the subject as the content, and assesses both the teaching process and student performance[8]. The teacher's situation in the course of implementation and the students' performance are used to observe the response and results of students' participation in the practice course, to assess the changes in students' behavior after participating in the practice course, and to identify relevant influencing factors through analysis.

Outcome evaluation is an assessment of the effectiveness of teaching and learning and is divided into two aspects: teaching outcomes and course impact. The assessment data are used to measure whether students' academic performance and practice skills have improved after the training.

2.3. Data procedure

In this study, information and data were collected through a questionnaire and analyzed to obtain further research results.

3. Results

The results of this study are discussed in terms of background evaluation, input evaluation, process evaluation, and outcome evaluation according to the four levels of the CIPP evaluation model.

3.1. Background Evaluation

The background evaluation stage requires understanding the project implementation location, the required resource provision, and whether it meets the needs of related parties, in order to prepare for the next step of program design evaluation in the input evaluation, and this part of the evaluation uses the questionnaire method and interview method to collect project information[9].

●**The current situation of the practice curriculum of preschool education.** In the previous curriculum model, the practical courses of preschool education majors mainly refer to the educational apprenticeship and internship and other off-campus practical activities conducted by preschool education students in preschool education institutions. Educational internship is arranged at the end of the third academic year, and the duration is mostly one month. This curriculum mode of "theory first and then internship" creates an independent and non-crossing way of operation among knowledge, skills and practice, lacking a systematic connection and comprehensive integration, and separating educational theory and practical teaching, with educational theory not guiding practical teaching and practical teaching not conforming to educational theory[10], and vocational skills cultivation being

weakened and marginalized. The vocational skills training is weakened and marginalized. In recent years, our school has implemented the combination of theory and practice, and the practical courses and theory courses are conducted in a single and double week alternate teaching arrangement.

●**Background evaluation.** Through the distribution of questionnaires and interviews, we investigate and collect information and sort out data with regard to the learning objectives, expected situations and teaching concepts of the trainees. The preschool education students felt boring when studying education theories; and when practicing, they felt at a loss when facing real educational situations such as kindergartens because they had forgotten education theories. Based on this perception, students are interested in the practical course of "learning by doing, doing by learning"[11]. According to the returned questionnaires, students' expectation of the practical course is high, with an overall value of 4.27.

3.2. Input evaluation

In the input evaluation stage, the feasibility of the program is determined by comparing the instructional design with the results of the background evaluation; secondly, whether the program alleviates or solves the confusion (problems) of the clients and meets the needs of the clients; and finally, whether the program is innovative and can improve the effectiveness of the service through innovative methods[12]. Input assessment can also be seen as judging the applicability of the service program and determining the best service program through continuous optimization.

The teaching input link includes four secondary indicators of faculty team, course preparation, facility resources, and budget to assess the preparation and guarantee conditions for completing the innovative practice course. From the evaluation results, it can be seen that the facilities and resources in the teaching input segment have the lowest satisfaction score of 3.76. The low satisfaction of facility resources is mainly reflected in the hardware facilities of the school.

The practice bases cooperated by the school are relatively concentrated in the urban area, and the differentiation is small. In addition, the current practice bases have insufficient funding, few and outdated information technology teaching tools, and the practice bases lack specialized technical staff and management personnel, and the student participation rate is low. Students are mostly led by teachers to observe teaching time, and rarely have the opportunity to actively participate in teaching, lacking subjective initiative.

3.3. Process evaluation

Process evaluation is an ongoing management act in the project process, which systematically evaluates whether the project implementation aspects comply with the implementation plan. The main purpose of process evaluation is to monitor project implementation and provide stakeholders with feedback on project implementation to facilitate project adjustment and

improvement. The evaluation mainly adopts a qualitative assessment method, and collects information on the project implementation process through documentation and interview methods.

The process evaluation, which is also known as the teaching aspect of the subject, is divided into two secondary indicators, teaching process and student performance, to consider the teaching content, teaching methods, teaching execution and students' program participation status of the integrated innovation practice program[13]. The author implemented the program according to the plan, but the scientificity in project management needs to be improved, and the teacher team failed to make full use of the pre-estimated resources, resulting in some objectives not being completed up to standard. From the data, the satisfaction of teaching process and student performance are 4.02 and 3.38 respectively.

The teaching process of the comprehensive innovative practice course is actually to cultivate preschool students' ability to synthesize the theoretical knowledge they have learned to practical problems, and the learning of basic theoretical knowledge in related directions affects the innovative practice course to a certain extent. When practicing in kindergartens, due to the relative lack of resources for kindergarten teachers and the excessive gap in the echelon, the teaching process as a whole is not perfect, although teachers try to improve all kinds of resources as much as possible[14]. At the same time, classroom performance was also poor because students were also untrained in the subject. According to the CIPP evaluation model, the satisfaction scores of each link vary, and the score table facilitates self-examination of each link of teaching implementation for subsequent continuous adjustment and improvement.

3.4. Outcome Evaluation

The evaluation of program outcomes was carried out mainly in terms of teaching outcomes and course impact. We use questionnaires (a combination of paper and electronic questionnaires) and interviews to compare the index system, confirm the effectiveness of the project implementation, and investigate the evaluation of the beneficiaries on the development of our project, the professionalism of the personnel, and the suggestions for future projects. The evaluation of project results mainly evaluates the long-term service effect produced by the service project. The achievement of short-term and medium-term effects requires long-term persistence, and it is hoped that the final effect will have a continuous and far-reaching impact in the innovative practice activities through the evaluation of results[15].

In a comprehensive view, the satisfaction score of course impact is low, only 3.97. This not only involves the adjustment of weak links when setting up the curriculum, but also the improvement of practice courses needs to be followed up. The current practice teaching has long been in the "absolute separation" from preschool education and the disconnection between theory and practice teaching, resulting in a lack of hierarchy and relevance in the

curriculum, which is limited to teaching basic knowledge [12]. In the future improvement of teaching, the existing curriculum can be divided into two parts: "basic theory" and "thematic research" [16], and the comprehensive innovation and practice curriculum can be coupled together to realize the "three-step" from basic research to thematic research and then to applied research. "In the integrated innovative practice course, the teaching objectives, teaching concepts and teaching organization can be made clearer and more in line with the requirements for the cultivation of innovative talents in preschool education[17].

4. Discussion and Conclusion

The evaluation of preschool professional practice courses constructed based on the CIPP educational evaluation model is different from The evaluation of preschool professional practice course based on CIPP educational evaluation model is different from the traditional teaching evaluation which only pays attention to students' classroom performance in the teaching process and the final evaluation of practice results. The evaluation of preschool professional practice courses based on the CIPP educational evaluation model is different from the traditional teaching evaluation, which only focuses on students' classroom performance and the final evaluation of internship results in the teaching process. Because of the formative function of the CIPP evaluation model, it can not only improve the whole teaching evaluation but also improve the whole teaching evaluation at a deeper strategic level. model can not only diagnose the problems of design teaching, but also provide guidance for further The CIPP evaluation model not only diagnoses problems in design teaching, but also provides guidance for further pedagogical exploration. The results of the CIPP evaluation will help to identify deficiencies in teaching and learning, and will allow for future targeted improvement.

The CIPP evaluation model not only diagnoses the problems of design teaching, but also provides guidance for further teaching exploration. The feedback function of the teaching evaluation system can make every teaching reform justifiable and evidence-based, which can help improve the objectivity of the teaching program and avoid the problem of the teaching. This will help to improve the objectivity of teaching programs and avoid excessive influence of subjective factors on teaching.

Acknowledgment

This research was supported by the Henan Provincial Education Science Planning Major Bidding Project "Research on Education Public Opinion under the Background of Informatization" (2018- JKGHZDZB-17).

References

- 1 Lu, F.. (2015). Current opportunities and challenges of professional education in architecture in China. *Western Journal of Habitat* (06), 28-31.

- 2 Fan Wenbing. (2015). Dilemmas and opportunities of architecture in today's university research system - Reflections and explorations from the perspective of architecture education. *Journal of Architecture* (08),99-105.
- 3 [1]G. A D .Historical development of CIPP as a curriculum evaluation model[J].*History of Education*,2023,52(1):109-128.
- 4 Jiang, G. Y.. (2007). The theory and practice of CIPP-based higher education evaluation. *China Higher Education Research* (08), 10-12.
- 5 Xiao Yuanjun. (2003).An analysis of CIPP education evaluation model. *Educational Science* (03), 42-45.
- 6 Hou Fei. (2013). Research on teaching and construction of university architecture laboratory under constructivist teaching concept (Master's thesis, Shenyang University of Architecture) 67(2).
- 7 Huang Jinyi. (2005).A brief analysis of CIPP course evaluation model. *Vocational and Technical Education* (10), 38-39.
- 8 Wang, Shan. (2022). Research on the Civic Science Evaluation Mechanism of Higher Vocational Courses Based on CIPP Evaluation Model. *Journal of Zhengzhou Railway Vocational Technology College* (04), 84-87.
- 9 Shen, Qingqing, Feng, Jianghua & Zhu, Baosheng. (2022). Construction and monitoring of CIPP evaluation model of teaching quality of dual innovation under the concept of "three circles and three whole ten education": an example of two higher vocational institutions in Shanghai. *Vocational Technology* (06), 21-27.
- 10 Aslan M ,Uygun N .Evaluation of Preschool Curriculum by Stufflebeam's Context, Input, Process and Product (CIPP) Evaluation Model[J].*Eğitim ve Bilim*,2019,
- 11 Chen, Fengli. (2022). Research on the curriculum system of outdoor sports camps in elementary school based on CIPP evaluation model (Master's thesis, Chengdu Institute of Physical Education).
- 12 Chen Huisi [C]//Institute of Management Science and Industrial Engineering.Proceedings of 2018 International Conference on Humanities Education and Social Sciences(ICHESS 2018).
- 13 Dou Quaneng. (2021). Research on practical teaching evaluation index system of preschool education based on CIPP evaluation model. *Journal of Shaanxi Preschool Teachers College* (11), 23-29.
- 14 Chen, Yachuan & Sun, Qiangqiang. (2019). Research on the index system of preschool education based on CIPP evaluation model. *Comparative Education Research* (05), 98-105. Wang, Xiaojie, Song, Naiqing & Zhang, Feiyi. (2020). Research on the index system of labor education measurement in primary schools--an exploration based on the CIPP evaluation model. *Educational Research and Experimentation* (06), 61-68.
- 15 Zhu Zhaolin. (2018). Research on training evaluation model:A dynamic type of circular circle based on CIPP. *Henan Social Science*(04),121-124.
- 16 Huo Liyan,Sun Qiangqiang & Hu Hengbo. (2019). A theoretical conception and applicability examination of the index system of preschool education in China. *Educational Research* (02),50-61.
- 17 Chen Chen & Song Peisen. (2019). Construction of CIPP evaluation model for higher education open courses. *Knowledge Economy* (18), 119-120.