

Construction of an Evaluation Indicator System for Civic and Political Applications in Professional Practice Courses Based on CIPP: Taking the VBSE Practical Training Course as an Example

Lingzhi Liao*

College of Economics and Management, Southwest Forestry University, Kunming 650224, Yunnan Province, China

*Corresponding author: Lingzhi Liao, winner0720@126.com

Copyright: © 2024 Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0), permitting distribution and reproduction in any medium, provided the original work is cited.

Abstract: This study takes the virtual business society environment (VBSE) practical training course as a case study and applies the theoretical framework of the context, input, process, product (CIPP) model to construct an evaluation indicator system for the application of civic and politics in professional practice courses. The context evaluation is measured from the support of the VBSE practical training course into course civic and politics, teachers' cognition, and the integration of course objectives; the input evaluation is measured from the matching degree of teachers' civic and political competence, and the matching degree of teaching resources; the process evaluation is measured from the degree of implementation of civic and politics teaching and the degree of students' acceptance; and the product evaluation is measured from the degree of impact of civic and politics teaching.

Keywords: Context, Input, Process, Product model; Virtual business social environment; Curriculum civic and politics

Online publication: July 30, 2024

1. Introduction

In the December 2016 National Conference on Ideological and Political Work in Colleges and Universities, the General Secretary emphasized that the establishment of morality and nurture of people should be the central aspect and civic and political work should be carried out throughout the whole process of education and teaching, so as to achieve the whole process and all-round nurturing of people, and strive to create a new situation of development of the cause of China's higher education. Since then, colleges and universities across the country have started the exploration and practice of course civic and politics, and the theoretical community has carried out research on the concept and connotation, practice, value, and evaluation of course civic and politics, etc. In 2020, the Ministry of Education issued a "Guideline for the Construction of Course Ideology and Politics in Colleges and Universities," which made it clear that the teaching system of course civic and politics should be scientifically designed for the practical courses, and that the practical courses include professional

experimental practical courses, innovation and entrepreneurship education courses, and social practice courses. For professional experimental practical courses, the objective of course civic and politics is to focus on the combination of learning and thinking, the unity of knowledge and action, and to enhance the innovative spirit of students' courage to explore and their practical skills to solve problems ^[1]. This reflects the fact that course civic and politics should not only be carried through the public foundation courses and professional education courses but also in the practical courses. The professional practical courses are significantly different from the public basic courses and professional education courses (referred to as theoretical courses), such as emphasis on the cultivation of students' practical skills; teaching time is more concentrated, the length of a single lecture is longer; the content of the course is less based on the textbook; the teaching process is more flexible; the teacher and the students are more interactive; the hands-on practice of students is the main focus, supplemented by the teacher's lectures, and so on. Although the construction of course civic and politics has become a hot spot of theoretical research and practical teaching innovation, there are many problems in the construction of course civic and politics in colleges and universities, such as unscientific teaching methods, imperfect evaluation systems, and so on ^[2]. In addition, how to carry out professional practical courses and political thinking and how to scientifically and effectively evaluate the practice of the course of political thinking will face more challenges.

2. Literature review

From the study of how to carry out course civic and politics in practical courses, Ouyang *et al.* believed that to enhance the teaching effect of civic and politics in practical courses, we can build a “three-dimensional fusion” practical course civic and politics teaching mode with the deep integration of “classroom practice, innovation and entrepreneurship, and social practice” to achieve complementary advantages of multiple practical teaching methods ^[3]. Zhixiang Zhang believed ^[3] that the advancement of civic and political education in social practice courses can be achieved through improved management, the construction of a comprehensive curriculum system, thematic focus, strengthening the faculty team, activity design, enriching carriers, and enhanced evaluation. This will ultimately invigorate the civic and political education of social practice courses, fostering student development ^[4]. Wang *et al.* took “Bizsim Enterprise Competition Simulation” training class as an example of the teaching design and practice of integrating course civic and politics, focusing on the integration of “innovation and entrepreneurship” in goal setting; emphasizing the enhancement of “teamwork spirit” in the teaching content; and guiding the incorporation of a “forward-looking perspective” in teaching methods ^[5]. Ju *et al.* thought that the teaching of high technology agriculture internship practical course of civic and politics should combine the national call and typical cases with professional knowledge, explore the elements of civic and politics in the teaching content, and explore the organic integration of civic and politics and professional knowledge of a variety of teaching methods ^[6]. Meizhen Chen took the practical course “three-dimensional cutting” as an example of the clothing profession, dug deep into the civic and political elements contained in the course, and adopted the “online + offline” hybrid teaching method, in order to better solve the problems of less theoretical teaching, difficult discipline management, single teaching method, etc. of the traditional offline teaching of the practical course ^[7]. Based on research applying the CIPP model to the evaluation of civic and political education in courses, Xu and Wang constructed a four-dimensional CIPP structure of “context evaluation, input evaluation, process evaluation, and product evaluation.” This structure identifies 11 secondary indicators within a comprehensive evaluation system for civic and political education in higher education courses, including political environment, curriculum resources, teaching plans, and teaching effectiveness ^[8]. Lingyun Huang's research focused on evaluating the effectiveness of civic and political education in college

English courses from the four aspects of the CIPP model ^[9]. However, according to a comprehensive literature review, there is currently a lack of research on how to evaluate civic and political education in practice-oriented courses.

3. Introduction to the CIPP evaluation model and VBSE practical training program

3.1. Introduction to the CIPP model

The CIPP model is an evaluation model for improving performance accountability orientation proposed by American scholar Stufflebeam. This evaluation process consists of four parts: i.e., context evaluation, input evaluation, process evaluation, and product evaluation ^[10]. Context evaluation is the evaluation of the context in which the course is implemented. Input evaluation is the evaluation of the resources and plans required for the course. Process evaluation is the evaluation of the implementation of the course. Product evaluation refers to the evaluation of the results of the effectiveness of the course. The CIPP model has been widely used in course evaluation and is an effective evaluation method to improve the effectiveness of teaching and learning in a course.

3.2. Introduction to VBSE practical training course

VBSE practical training course is a practical teaching course relying on the virtual business society environment (VBSE) software developed by Xindao Company. The software realizes “moving the enterprise into the campus,” by building a panoramic virtual business social environment in the laboratory, highly simulating the real work scenes of manufacturing enterprises, distributors, and suppliers, allowing students to independently choose the organization and positions, and learn to complete the job functions, and ultimately cultivate the students’ comprehensive vocational literacy and global cooperation awareness in the practical work. At present, many colleges and universities have built a VBSE virtual simulation training system to carry out practical teaching.

4. Construction of evaluation indicators for civic and political application in VBSE practical training course based on CIPP

VBSE practical training course is the last simulation for economic and management students to enter society and the workplace, focusing on the cultivation of students’ hands-on ability, innovative spirit, teamwork and competitive awareness, the ability to solve practical problems, professionalism, etc., and the objectives of its course cultivation are highly consistent with the objectives of the professional experimental and practical courses of the civic and political objectives, so the VBSE practical training teaching should be an important position for the course civic and politics.

There are many points that can be explored in the civic and politics of the VBSE practical training course, such as cultivating students’ sense of ownership and responsibility. The VBSE practical training course is conducted in small group teams, where students complete tasks through on-site operations. During the team formation process, each student is encouraged to have a sense of ownership, choosing their positions based on their strengths and interests rather than waiting for assignments. This approach aims to inspire students to take on responsibilities, actively apply for the general manager position, and assume roles as core team members. For example, to cultivate students’ professionalism, during internship mobilization, each student is required to position themselves as a workplace employee. This includes being able to arrive and leave on time, complete tasks as arranged by the general manager, attend morning meetings punctually, submit various documents on time, and accurately fill out various forms. To develop students’ sense of competition, during the self-management phase, a competitive business model is used to allow students to experience the intensity of

commercial competition. This encourages students to proactively negotiate with relevant organizations, provide quality services, and enhance their competitive abilities. The numerous civic and political education points in the curriculum lay a solid foundation for implementing civic and political education in the VBSE practical training course.

Taking the CIPP model as the theoretical basis, the study constructs an evaluation system for the application of course civic and politics in VBSE practical training courses from the four aspects of context, input, process, and product, which provides a basis for whether it is possible or a need to implement course civic and politics in VBSE practical training courses, how to implement course civic and politics, and how to provide a basis for implementation effectiveness. Context evaluation is measured from the degree of support for the integration of course civic and politics into the curriculum, teacher cognition, and integration of course objectives; input evaluation is measured from the degree of matching of teachers' civic and politics competence and teaching resources; process evaluation is measured from the degree of implementation of civic and politics teaching and the degree of acceptance by students; and process evaluation is measured from the degree of impact of civic and politics teaching. The specific measurement indicator system and evaluable subjects are shown in **Table 1**.

Table 1. Evaluation indicator system for civic and political application in VBSE practical training course

Primary indicators	Secondary indicators	Observations	Evaluation subject
Context evaluation	Integration of course goal positioning and civic and political elements	VBSE practical training program objectives have clear requirements of the civic and political objectives. The objectives of the VBSE practical training program fit well with the objectives of civic and political education.	Class teacher
	Awareness of incorporating civic and political elements into the curriculum	Civic and political content should be integrated into the VBSE practical training program. The VBSE practical training program has a lot of civic and political elements that can be tapped into. Civic and political elements in VBSE practical training programs can be organically integrated into teaching and learning.	
	Support for incorporating civic and political elements into the curriculum	Schools support the integration of curriculum civic and politics into practical teaching. Integration of civic and politics into practical teaching is an assessment indicator. Integration of civic and politics into practical teaching is a manifestation of teaching reform and innovation.	
Input evaluation	Teachers' competence in civics and politics	Teachers leading the course have attended training and lectures on the integration of course civic and politics into teaching and learning. Teachers in the classroom have recognized the integration of civic and politics into teaching and learning.	Class teacher
		VBSE software training content covers the elements of the software's civic and politics in the curriculum. VBSE software training involves the ways and means of implementing curriculum civic and politics. By leading VBSE practical training courses, teachers leading the courses can accumulate more and more content on the integration of civic and politics into teaching.	
	Matching degree of teaching resources	VBSE lesson plans have clear civic and politics elements. VBSE software is designed to reflect the civic and political elements. The VBSE software is designed to invisibly implement the requirements of the civic and politics elements in its operation.	

Table 1 (continued)

Primary indicators	Secondary indicators	Observations	Evaluation subject
Process evaluation	Implementation of civic and political teaching	Integration of course civic and politics into practical training mobilization, e.g. discipline, teamwork, and problem-solving methods.	Class teacher, school children
		Integration of course civic and politics into interaction with students during practical training.	
		Integration of curriculum civic and politics in the summary of practical training.	
Students' acceptance of civic and political courses	Students can perceive the civic and politics points on their own.		
	Students are receptive to teachers' content on civic and politics in the curriculum.		
	Students are willing to accept the civic and politics elements in the VBSE software.		
Product evaluation	Impact of civic and political courses	Students will put the civic and politics content into practice during practical training, e.g. seeking help from the team when encountering problems.	
		Practical training reports that show the elements of civic and politics such as teamwork and creativity.	
		The practical training report contains text about the effectiveness of the civic and politics policy, such as the importance of teamwork.	
		Students' feedback or perception of confidence in entering society and the workplace after the practical training.	

Practical courses are designed to achieve the cultivation goal of “unity of knowledge and action,” which carries an aura of civic and political education and is an important carrier for the implementation of course civic and politics. The evaluation system (process evaluation) of the implementation of civic and politics in practical courses constructed by using CIPP model breaks through the traditional evaluation of the satisfaction of civic and politics in courses (product evaluation) to measure the effect of the implementation of civic and politics in practical courses. From the perspective of the teaching faculty, why practical courses can incorporate civic and political education, how to effectively implement civic and political education, and what is the significance of civic and political education—all of these provide the basis. From the students' perspective, evaluating the process and outcomes of civic and political education can offer insights into how to effectively integrate civic and political education into practical courses. Assessing whether students recognize and perceive its effectiveness also provides grounds for implementing civic and political education in practical courses.

Funding

- (1) 2022 Southwest Forestry University Educational Science Research Project: Surface Project Grant (Project number: YB202227)
- (2) Grant No. 42 of 2024 Curriculum Civics Construction (Teaching Research Project) of Southwest Forestry University

Disclosure statement

The author declares no conflict of interest.

References

- [1] Ministry of Education of the People's Republic of China, 2020, Guideline for the Construction of Civic Politics

in Higher School Curriculum, viewed March 5, 2024, http://www.moe.gov.cn/srbsite/A08/s7056/202006/t20200603_462437.html

- [2] Jin M, Guo Z, 2024, Conceptual Clarification, Application Boundary and Practice of “Curriculum Politics.” *Education Exploration*, 2024(05): 1–6.
- [3] Ouyang H, Chen H, Han F, 2022, Research on the Construction and Realisation Path of Civic and Political System of Practical Courses in Colleges and Universities. *China Higher Education*, 2022(08): 43–45.
- [4] Zhang Z, 2023, The Value Implication and Realisation Path of Social Practice Courses in Higher Vocational Colleges and Universities in Promoting Course Ideology and Politics. *Journal of Wuxi College of Commerce and Vocational Technology*, 23(03): 93–97.
- [5] Wang F, Han X, Xu Z, 2023, An Exploratory Study on the Integration of Practical Training Courses into Course Ideology—Taking “Bizsim Enterprise Competition Simulation” Course as an Example. *Journal of Kashi University*, 44(04): 109–115.
- [6] Ju H, Liu H, Xie Z, et al., 2024, Exploration of Civic and Political Teaching in Hi-tech Agricultural Internship Practice Course Under the Background of New Agricultural Science. *Intelligent Agriculture Guide*, 4(10): 107–110.
- [7] Chen M, 2023, Exploration of the Teaching of Civic and Political Education in Practical Courses—The Example of “Three-Dimensional Cutting” Course in Jiangxi Garment College. *Textile and Clothing Education*, 2023(05): 1–6.
- [8] Xu X, Wang J, 2022, Construction of Comprehensive Evaluation Indicator System for Civics and Politics of Colleges and Universities Courses—A Theoretical Framework Based on CIPP Evaluation Model. *College Education Management*, 16(01): 47–60.
- [9] Huang L, 2022, Based on CIPP model: Research on the Evaluation of the Effectiveness of University English Courses on Ideology and Politics. *Education Monthly*, (02): 57–63.
- [10] Stufflebeam DL, 1971, The Use of Experimental Design in Educational Evaluation. *Journal of Educational Measurement*, 1971(4): 267–274.

Publisher’s note

Bio-Byword Scientific Publishing remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.