

Construction of an Ideological and Political Teaching Evaluation System for English Speaking Courses in Higher Vocational Education Based on Kirkpatrick's Model

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ABSTRACT

Based on the Kirkpatrick Evaluation Model, a set of ideological and political teaching evaluation index system has been constructed specifically tailored to the characteristics and teaching objectives of English speaking courses in higher vocational education. This system encompasses four major levels: Reaction, Learning, Behavior, and Results, which are further subdivided into 11 first-level indexes and 27 second-level indexes. It comprehensively evaluates students' satisfaction, learning outcomes, changes in behavior and attitude, as well as the educational effectiveness of the course. Through the implementation of questionnaires and using SPSSPRO tools for data analysis, the weights of each evaluation indexes have been scientifically and reasonably determined, resulting in a complete and effective evaluation system. This system emphasizes evaluating students from a dynamic development perspective, ensuring the objectivity, process, and development of evaluation. It is committed to promoting the comprehensive development of students and provides a new perspective and reference for the ideological and political teaching evaluation of English speaking courses in higher vocational education.

Keywords: *Kirkpatrick Evaluation Model, English speaking courses in higher vocational education, Ideological and political teaching in courses, Evaluation system.*

1. INTRODUCTION

In the context of globalization, higher vocational education faces dual challenges: it must not only impart professional knowledge and skills but also cultivate students' ideological and moral qualities, humanistic literacy, and social responsibility. As an innovative educational concept, Ideological and Political Education (IPE) in courses aims to integrate ideological and political education with professional courses, achieving a unity of knowledge impartation and value guidance. However, how to effectively evaluate the implementation effect of IPE in higher vocational education has become an important topic in current educational reform. Particularly in English speaking courses of higher vocational education, it is crucial to construct a comprehensive, scientific, and operable evaluation system for IPE.

The Kirkpatrick Model, with its four-level evaluation hierarchy, provides new ideas and perspectives for constructing an evaluation system for IPE. Based on the Kirkpatrick Model and combined with the course characteristics and teaching objectives of English speaking courses in higher vocational education, this paper attempts to build a comprehensive, systematic, and quantifiable evaluation system for IPE in these courses, aiming to provide strong support for the effective implementation of IPE in higher vocational education.

2. KIRKPATRICK MODEL AND ITS APPLICATION

The Kirkpatrick Model[1], first proposed by Professor Donald L. Kirkpatrick of the University of Wisconsin in 1959 and refined in 1994, stands as

one of the earliest and most widely applied evaluation tools in the world, holding an unshakable position in the field of evaluation. The model is divided into four levels: Reaction, Learning, Behavior, and Result, also known as the 4R model [2]. Specifically, the Reaction level assesses students' reactions and feelings towards teaching; the Learning level evaluates learning outcomes; the Behavior level assesses students' mastery of knowledge and skills as well as their learning attitudes; and the Result level evaluates the learning effects students have achieved through their studies.

The Kirkpatrick Model was initially applied in corporate training evaluation. In recent years, many scholars have also applied it in the field of education. For instance, Su[3] constructed an evaluation system for the effectiveness of online teaching in colleges and universities based on the Kirkpatrick Model, conducted online surveys, and proposed specific opinions and suggestions for improving the quality of online teaching. Zhu[4], drawing on the Kirkpatrick Model, put forward strategies and suggestions for constructing a blended teaching evaluation mode. However, research on the evaluation for IPE based on the Kirkpatrick Model is relatively scarce, with a limited number of related papers. Zhang and Guan[5] constructed an IPE evaluation model incorporating elements of physical education courses and a comprehensive set of evaluation standards for IPE in college physical education courses based on the Kirkpatrick Model.

Compared with traditional course teaching, IPE not only meets students' rigid demand for knowledge exploration but also fulfills their flexible expectations for spiritual cultivation. It cultivates both students' hard skills in subject knowledge and professional techniques and their soft skills in ideological realm and humanistic qualities [6]. The Kirkpatrick Model not only helps trainers understand trainees' subjective feelings about the training but also assists them in comprehensively evaluating trainees' external behaviors and attitudes. The four-level model it encompasses effectively aligns with the evaluation of different teaching objectives such as knowledge, ability, quality, and emotion in course teaching evaluation. Therefore, it provides a new perspective and approach for constructing a more three-dimensional, diverse, and scientific evaluation system for IPE in English speaking courses in higher vocational education.

3. CONSTRUCTION OF AN EVALUATION SYSTEM FOR IPE IN ENGLISH SPEAKING COURSES FOR HIGHER VOCATIONAL STUDENTS BASED ON THE KIRKPATRICK MODEL

When constructing an evaluation system for IPE in English speaking courses for higher vocational students, the Kirkpatrick Model is adopted as the framework. This system primarily focuses on two aspects: student evaluation of teaching and teacher evaluation of learning. The former emphasizes teachers' behavioral performance and improvement needs, while the latter focuses on assessing students' gains, changes in behavior and attitude, and learning outcomes.

To comprehensively evaluate teaching effectiveness, an evaluation system consisting of 11 primary indexes and 27 secondary indexes has been designed. It is specifically divided into the following four levels:

- **Reaction Level Evaluation (Student Evaluation of Teaching):** This level mainly assesses students' satisfaction with teachers' teaching, course teaching, and IPE in the course. It specifically involves 9 secondary indexes such as teachers' ideological and political qualities and teaching attitudes, providing a comprehensive reflection of teaching behavior and the implementation of IPE in the course.
- **Learning Level Evaluation:** This level focuses on learning acquisition, including 4 primary indexes such as knowledge learning and ability enhancement. To more meticulously evaluate learning effects, 10 secondary indexes such as mastery of language knowledge and understanding of IPE content have been established.
- **Behavior Level Evaluation:** This level aims to examine the impact of the course on students' behavior and attitude. It sets 2 primary indexes: learning behavior and learning attitude, which are further refined into 6 secondary indexes such as online learning and classroom behavior, providing a comprehensive reflection of students' behavioral changes during the course learning process.
- **Result Level Evaluation:** This level focuses on the ultimate effect of the course on educating students, including 2 primary indexes: course educating effect and social

response. These two indexes are also used as secondary indexes to directly reflect the long-term impact and social recognition of IPE in the course.

To determine the weights of various indexes, a questionnaire on the weights of evaluation indexes for IPE in English speaking courses for higher vocational students was developed, and an anonymous survey was conducted using a 10-point scale. A total of 153 English teachers and IPE

teachers from multiple higher vocational colleges in Guangdong, Hunan, Sichuan, and other regions participated, with 150 valid questionnaires collected.

The SPSSPRO online software was used for data analysis of the survey questionnaire. The reliability analysis showed that the overall Cronbach's α coefficient of the 27-item scale was 0.969 (>0.9), indicating that the questionnaire has high reliability. ("Table 1")

Table 1. Cronbach's Alpha Coefficients

Cronbach's Alpha Coefficient	Standardized Cronbach's Alpha Coefficient	Number of items	Sample size
0.969	0.969	27	150

In the validity test, the KMO value is 0.851 (>0.6) and the P-value is 0.000 (<0.05), indicating that the factor analysis validity of the questionnaire

is high and it is suitable for factor analysis. ("Table 2")

Table 2. KMO & Bartlett's Test

KMO		0.851
	approximate Chi-Square	364.588
Bartlett's Test of Sphericity	df	36
	p	0.000***

a Note: ***, **, and * represent significance levels of 1%, 5%, and 10%, respectively.

Using the entropy weight method, the weights of various indexes were calculated, clarifying the relative importance of primary and secondary indexes. On this basis, combined with the established evaluation indexes, a teaching

evaluation system for IPE in higher vocational English speaking courses based on the Kirkpatrick Model was successfully constructed (see "Table 3" for details).

Table 3. Evaluation system for IPE in higher vocational English speaking courses based on Kirkpatrick Model

Levels	Primary indexes (weight value)	Secondary indexes (weight value)	Evaluation Content	Evaluators
Teacher Evaluation (12.93%)	Teaching	Ideological and Political Quality (2.542%)	Accurately grasp ideological and political elements and clarify teaching objectives.	students, colleagues, and supervisors
		Teaching (6.334%)	Attitude Maintain a correct attitude, lead by example, and set a good role model for students.	
	Teaching (4.054%)	Behavior	Behave in a generous and appropriate manner, respect students, and engage in equal dialogue.	
		Content	Select appropriate content with a high degree of integration between ideological and political education and professional knowledge.	
Course Evaluation (14.797%)	Teaching (4.685%)	Design	Design reasonable teaching plans that satisfy cognitive needs and skillfully incorporate ideological and political education.	
		Teaching (4.863%)	Methods Employ diverse teaching methods that effectively stimulate students' interest in learning.	

Levels	Primary indexes (weight value)	Secondary indexes (weight value)	Evaluation Content	Evaluators	
Reaction	Course Teaching Evaluation (14.797%)	Teaching Resources (2.759%)	Abundant ideological and political teaching resources that effectively support ideological and political education in the course.	students, colleagues, and supervisors	
	Satisfaction with IPE (5.587%)	Acceptance (2.59%) Sense of Achievement in Learning (2.997%)	Identify with and accept the content of IPE can play a positive role in personal growth and development.	students	
Learning	Knowledge Learning (6.157%)	Mastery of Linguistic Knowledge (3.062%)	Grasping English language knowledge related to ideological and political elements, such as vocabulary, phrases, sentence patterns, etc.		
		Ideological and Political Content Understanding (3.095%)	Based on personal cognition, able to correctly understand and express the ideological and political content in course teaching.	teachers, teaching platforms, students and classmates	
	Ability Enhancement (10.092%)	Language Expression Ability (4.851%)	Workplace Communication Skills (1.971%)	Clear and fluent language expression with few errors. Possessing effective communication awareness and ability to utilize relevant skills for effective communication.	
		Problem-Solving Ability (3.27%)		Being able to promptly identify and solve problems.	
	Thinking Development (6.198%)	Critical Thinking (3.146%)		Ability to distinguish right from wrong, appreciate beauty and ugliness, and pursue truth.	
		Creative Thinking (3.052%)		Ability to break conventions, think independently, and be brave in innovation.	
	Value Realization (9.711%)	Political Literacy (4.296%)		Having firm beliefs, correct values, and a sense of social responsibility.	teachers, students and classmates
		Cultural Confidence (2.366%)		Having cultural identity and rationally treating foreign cultures.	
		Cross-Cultural Awareness (3.049%)		Understanding and accepting cultural differences.	
	Behavior	Learning Behavior (13.938%)	Online Learning (3.168%)	Actively participating in online teaching and completing tasks on time with quality.	teachers and teaching platforms
Classroom Behavior (7.019%)			High classroom attendance and active participation in various teaching activities.	teachers	
Extracurricular Practice (3.751%)			Actively participating in various extracurricular practical activities such as English exams and competitions.	teachers and external experts	
Learning Attitude (12.938%)		Autonomous Learning (3.175%)		Independently formulating plans, utilizing strategies, and self-monitoring to complete tasks.	teachers, students and teaching platforms
	Teamwork (6.657%)		Having a sense of cooperation and actively collaborating to complete tasks.	teachers, students	
Results	Educational Effectiveness (3.749%)	Resilience to Pressure and Adversity (3.106%)	Correctly viewing setbacks and difficulties, maintaining an optimistic and positive mindset.	and classmates	
		Holistic Development (3.749%)	Possessing a sound personality and cultivating sustainable development abilities.	teachers, external experts, enterprises,	
	Social Impact (3.903%)	Social Service Capability (3.903%)		Serving society with English proficiency and professional skills.	and society

4. DISCUSSION

Based on the Kirkpatrick Model, the evaluation index system for Ideological and Political Education (IPE) in Higher Vocational English Speaking Courses assigns weights of 33.307%, 32.158%, 26.876%, and 7.68% to the reaction, learning, behavior, and result layers, respectively.

The reaction layer comprehensively reflects the teaching behavior of instructors and the implementation of IPE, occupying the highest proportion in the entire evaluation system. This underscores the role of teachers as the leaders, designers, and practitioners of IPE in foreign language courses[7]. Since teachers' ideals and beliefs, educational awareness, teaching artistry, and moral integrity directly determine the effectiveness of IPE[7], they need to strengthen their theoretical learning and enhance their teaching abilities in IPE. Additionally, through the construction of IPE teaching teams, a community for teacher development and educational reform should be established. Evaluation of the reaction layer can be conducted using methods such as questionnaires, discussions, and interviews, with assessments carried out both at the beginning and end of the course.

The learning layer evaluates the degree to which students have achieved knowledge acquisition, skill improvement, cognitive development, and value formation. It helps students understand their achievements and shortcomings, enhances their learning confidence, and strengthens their learning motivation. The weight assigned in the evaluation index system also reflects the importance of this aspect. IPE in English courses not only cultivates students' language application abilities but also enhances their critical thinking, cross-cultural understanding, and communication skills, enabling them to possess cultural self-confidence while objectively viewing the differences between different civilizations. Evaluation of the learning layer can be conducted through questionnaires, discussions, interviews, standardized tests, and other methods.

The behavior layer reflects students' acceptance of the knowledge and skills imparted by teachers and their translation of these into specific behaviors and attitudes. This evaluation is more dynamic and complex than the previous two levels and also occupies a relatively important position in the entire evaluation system. It should be noted that the timing, frequency, and methods of behavior layer

evaluation need to be considered to obtain effective evaluation results. Evaluations can be conducted at the beginning, midpoint, and end of the course. To grasp the effectiveness of IPE, follow-up evaluations can also be conducted after the course ends. Behavior evaluation can be conducted using questionnaires, interviews, behavioral observations, and other methods.

The result layer evaluation assesses students' personal growth and progress as well as their contribution to the organization. Traditional teaching evaluation methods, primarily relying on standardized tests and assessments, often struggle when evaluating multifaceted qualities such as students' personality, creativity, and development potential. However, these qualities are crucial for determining whether students can become well-rounded individuals who are qualified members of society. Whether they possess a sense of national pride and social responsibility, have a sound personality, and possess the ability for lifelong learning and self-improvement are the ultimate goals of education. Therefore, the evaluation subjects for the result layer are diverse, including not only the instructors but also external experts, enterprises, and other relevant stakeholders who should be invited to participate in the teaching evaluation.

5. CONCLUSION

This paper, guided by the Kirkpatrick Model and considering the course characteristics and teaching objectives of Higher Vocational English Speaking Courses, constructs an evaluation system for IPE in such courses. This evaluation system observes students from a dynamic development perspective, fully embodying the principles of objectivity, process-orientation, and development in evaluation. The specific and quantifiable systematic evaluation indicators make teaching evaluation more operational and feedback-oriented, capable of fully exerting an incentive effect and promoting students' comprehensive progress and development. Although this evaluation system still requires improvement and refinement in both theoretical and practical aspects, it provides valuable reference for the implementation of IPE evaluation in other Higher Vocational English Speaking Courses.

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