CIPP Model Applied Research in Online Evaluation of Online Teaching of Internet Marketing

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Abstract: With the development of online teaching, online evaluation of teaching activities has become increasingly important. Many majors have set up online courses, such as network marketing, e-commerce, and so on. In addition, the latest educational concept of our country proposes to improve the quality of online teaching. Especially for the vocational colleges, we should change the traditional teaching evaluation model, rely on CIPP evaluation model to build on-line teaching evaluation, makes the university teaching activity from before class, in class, after class and so on to carry on the comprehensive reform. This paper aims to explore how to make full use of the advantages of the evaluation model in practice, and provide some reference for the reform of the online teaching evaluation model in colleges and universities.

1. Definition of the core concept

CIPP evaluation model, also known as decision-oriented or improvement-oriented evaluation model, is the American education evaluator Stufflebeam advocated the curriculum evaluation model. It believes that evaluation is the process of providing information service for managers to make decisions. Context Evaluation, Input Evaluation, Process Evaluation and Product Evaluation constitute CIPP Evaluation model. Under the background of current informationization, "Internet + education" has been developed rapidly. The deep integration of Internet and education has brought new opportunities for the development of higher vocational education.

The construction of the evaluation system of online course teaching activities is helpful to improve the students' initiative in study, to cultivate their autonomous learning ability and innovative consciousness, and to improve the teachers' ability to control the classroom, create better classroom teaching effect[1].

2. Research content

2.1 Background evaluation before class

The online teaching of the course "Network Marketing" is a more student-centered teaching model. Teachers are responsible for assigning learning tasks, uploading learning materials, and conducting necessary live or recorded broadcasts. Students engage in remote learning through

various forms such as watching teaching videos, learning electronic materials, watching live broadcasts or replays. Leaving the classroom as a fixed place for face-to-face teaching, students' autonomous learning ability, practical ability, and self-management ability are particularly important. Therefore, it is necessary to use scientific and reasonable evaluation methods to evaluate students' learning ability. In terms of traditional teaching evaluation, the biggest drawback is that students cannot grasp the learning time after class, and their understanding and digestion of knowledge cannot be achieved solely through classroom teaching[2]. If pre class self-study evaluation is conducted in online classroom activities, it can not only use the data analysis port of the online platform to present students' self-study time, but also analyze the shortcomings and knowledge points in the self-learning process, making it easier to make targeted improvements in the classroom. This can provide teachers with more teaching information, conduct appropriate analysis of learning situations, and control the effectiveness of classroom activities[3]. This is also the foundation for comprehensive evaluation of students.

2.2 Process evaluation in class

The evaluation of the teaching process of the course "Online Marketing" should not only focus on evaluating the students' learning process, but also pay attention to whether the teacher's curriculum arrangement is reasonable and the degree of emphasis on the students' learning process. Reasonable evaluation of the teaching process can better grasp the students' learning status, ensure timely feedback, and provide reference for later teaching methods; Pay attention to the evaluation of teaching methods, evaluate whether the software is suitable for teaching the subject, and whether it can meet the needs of students. In traditional classroom evaluation, teachers use methods such as attendance, classroom questioning, and homework to enhance students' classroom participation, which serves as an indicator of students' daily performance[4]. However, more often than not, students are in a passive acceptance situation. During the teacher's explanation process, they passively absorb and accept new knowledge, rarely engage in in-depth thinking, and horizontally and vertically extend the knowledge points. The evaluation results obtained in this way are insufficient to provide more improvement and enhancement for teaching, and can only be strengthened through rigid evaluation forms. Therefore, when evaluating learning activities in class based on the CIPP model, teachers can develop a detailed learning plan for students' self-learning situation before the start of the course, and do a good job in connecting pre class and in class work. At the same time, students can have one-on-one and one-to-many voice or video calls at any time during the learning process to understand their knowledge mastery, as one of the evaluation indicators. At the same time, they can use the setting of temporary check-in sessions in class to evaluate their listening status. At the same time, paperless assignments can be set up to evaluate students' understanding level. It is also possible to evaluate students' classroom participation based on the quantity and quality of barrage in their classrooms. Students' ability to draw inferences can also be evaluated through their personal presentations. The biggest highlight of all evaluation methods and indicators throughout the entire online classroom activity process is digitization, visualization, and accuracy[5].

2.3 Evaluation of Results after Class

The traditional assessment method in the classroom is to conduct periodic tests, using the test results as a check and evaluation of students' learning situation at this stage. And this evaluation method is relatively single, with more students' adaptability and increased workload for teachers. This type of malpractice course has been effectively improved through the CIPP evaluation model. During the teaching process of the course 'Online Marketing', we can use assignments uploaded on

online platforms to evaluate the submission time, time spent in the homework process, and quality of homework completion. Teachers can design different forms of homework, and also evaluate the completeness and compatibility of students' homework with homework requirements. At the same time, students' classroom attendance can be evaluated based on the online duration of their listening process. In addition, the video playback rate after class is also an important evaluation indicator. Students can also evaluate course videos, analyze the value of their evaluation opinions, understand students' knowledge understanding, and provide improvement suggestions for teachers' teaching activities, focusing on their abilities, and establishing a comprehensive evaluation system for teaching activities.

3. Research innovation points

3.1 Reform of the evaluation index system for online teaching activities

Based on the relevant characteristics of the intelligent era, establish a teaching curriculum system and methods that are suitable for the trend of informatization, change the traditional design of teaching evaluation indicators, design and build a multi-angle evaluation indicator system, and reconstruct the professional knowledge structure system around the cultivation of employability. Organize the teaching content of online courses in an orderly manner, and integrate online course teaching videos and supporting digital learning resources into online teaching activities in a selective manner.

The first level indicators of the online teaching evaluation index system for the course "Network Marketing" are 5: teaching platform, pre class preview, new classroom teaching, learning guidance, and post class review. Pre class preview, classroom teaching, and post class summary are essential evaluation indicators that evaluate the teaching process and results; The teaching platform is particularly important, and online teaching mainly relies on the teaching platform to support and operate; Learning monitoring, as an evaluation indicator for online teaching, can reflect students' participation[6].

The secondary indicators under the teaching platform are: the stability of the online learning platform, the richness of teaching resources, and the smoothness of online teaching. To do a good job, one must first use their tools. To successfully implement online teaching, one must rely on the support of teaching platforms. Teachers record, broadcast, or upload teaching materials through online platforms for students to learn. Students learn and interact with teachers and classmates through online platforms to improve themselves. The smooth use of teaching platforms is a necessary prerequisite for the development of online teaching, and the rationality and diversity of teaching platform resources are also indispensable.

Pre class preparation is very important and can greatly improve the efficiency of classroom teaching. The secondary indicators under this indicator are: targeted teaching materials, attractive teaching materials, and hierarchical learning materials. Firstly, it is necessary to ensure that teaching materials are targeted, develop specialized teaching plans based on different disciplines, clarify learning objectives, and allow for appropriate knowledge expansion; Secondly, teaching materials should be attractive and attract students to enhance their thirst for knowledge, thereby improving learning efficiency; Thirdly, to make learning materials hierarchical, teachers can divide learning materials into different levels based on the learning objectives of different stages. Different levels of learning materials can help students understand the learning process clearly, build a knowledge framework system, help students set self-challenging goals, cultivate learning interest, and increase their engagement in learning, Enable every student to participate in the process of enhancing their self-cultivation and self-learning abilities[7].

The purpose of new classroom teaching is to enable students to master the new content of this

course, improve their autonomy and high self-control in learning, and enable them to transform their thinking methods and combine theory with practice. The secondary indicators under this indicator are: rationality of time allocation, timeliness of answering and communication, objectivity of teaching attitude, and cultivation of self-learning ability. Classroom teaching emphasizes teachers' teaching and interactive communication with teachers and students. The role of the classroom is to impart knowledge and dispel doubts. Teachers need to arrange teaching time reasonably, further impart knowledge to students, and give them time to digest and absorb it. They should answer questions and dispel doubts according to students' needs. Due to the fact that teachers' attitudes greatly affect students' love for the curriculum, they should uphold an objective attitude of teaching and educating students, adopt diverse teaching methods, continuously improve according to actual situations, and continuously improve the teaching system.

Learning guidance is divided into two parts: learning process guidance and learning outcome guidance. The secondary indicators under this indicator are: learning process guidance and learning outcome guidance. Students watching videos during the learning process will leave browsing records and learning progress, and check in in various ways during the teaching process to monitor whether students are on time, attending classes or completing learning requirements on time. Guidance on learning outcomes is essential, as it measures students' mastery of the course and their attitude towards learning by checking the completion of assignments and whether they have submitted them on time. Only by continuously evaluating students' learning progress and attitudes can we receive correct feedback and develop more appropriate teaching plans.

After class review is the process of setting different goals based on the teaching process, proposing hierarchical learning requirements, continuously deepening the understanding of students' learning situation, improving students' self-learning ability, and cultivating learning enthusiasm. The secondary indicators under this indicator are: effectiveness testing, targeted guidance, mutual discussion and reflection. Use periodic tests to understand and provide feedback on students' mastery of the course, in order to identify and fill in gaps. Teaching should be tailored to individual needs, and teaching methods should be adjusted appropriately for different types of students to achieve maximum efficiency. The degree of mutual cooperation among students is also an evaluation of teaching effectiveness. Through mutual communication, deeper analysis of problems is carried out, self-reflection is reflected, and continuous progress is made.

3.2 Reform of online teaching activity evaluation process

Online teaching evaluation is not a single process and stage evaluation, but a comprehensive evaluation of the entire process is the focus. In order to further deepen the reform of teaching process evaluation, we must fully utilize online course resources and information based teaching methods, build a network teaching platform, and reasonably arrange each teaching element. Improve the evaluation information before class to provide a foundation for teaching activities; In the classroom teaching, evaluate the teaching process during the in class stage well to ensure the safety after class[8]; After class, it is necessary to do a good job in evaluating the results, laying a solid foundation for the next teaching activity, striving to minimize, refine, broaden, and innovate the content, relatively reducing the proportion of classroom teaching in the entire teaching process, appropriately increasing the proportion of online teaching, fully leveraging students' autonomy, and further innovating talent cultivation and teaching models.

3.3 Reform of evaluation methods for online teaching activities

According to the requirements of teaching objectives and syllabus, combined with the characteristics of offline teaching[9], the classroom evaluation system is reset, changing the

traditional "one test paper" assessment method, adopting a combination of process and personalization, formative evaluation and outcome evaluation, background evaluation, etc., to form a scientific and reasonable curriculum evaluation standard and method. Interactive real-time evaluation can enhance students' information confidence, stimulate their enthusiasm for participation, fully showcase their interests, abilities, and achievements, and promote the improvement of their literacy. Open and diversified evaluation, transforming from a single evaluation subject to diverse evaluation subjects such as classmates and parents, makes evaluation more objective and convenient. Archival tracking and evaluation can grasp students' development status. With the help of information-based big data platforms, it is possible to systematically analyze and accurately grasp a single and comprehensive learning situation of students, which is more conducive to improving teaching work and tracking, collecting, and analyzing students' understanding of various knowledge points[10].

4. Summary

Online teaching evaluation is an activity that evaluates the value of online teaching processes and results and serves teaching decision-making. The application of CIPP model in the online teaching evaluation of the "Network Marketing" course has guided the direction of the online evaluation work of the "Network Marketing" course and contributed to the improvement of its online teaching quality. At the same time, it has further enriched the evaluation indicators of online teaching work, improved the online teaching evaluation system, complied with the current trend of education and teaching reform, and laid the foundation for online teaching evaluation work.

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