



Research on Bilingual Course Teaching Evaluation of the Event Management Based on Decision-Oriented Evaluation Mode

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Abstract: The improvement of bilingual teaching can continuously enhance students' international vision and innovative ability, which is an important measure to cultivate innovative talents in the construction of double-top universities. Using the decision-oriented evaluation model, this study explores the relationship between the whole process of bilingual curriculum investment and teaching satisfaction, taking the bilingual curriculum construction of the Event Management major at Zhejiang Yuexiu University as an example. The research findings indicate that bilingual teaching is a gradual process, and the input of teaching resources, especially the supply of teaching resources and students' self-expression, have a great influence on teaching results. To improve the quality of bilingual teaching and students' interest in learning, this study suggests paying attention to students' language foundation and the visualization of assessment results to stimulate their initiative in bilingual learning.

Keywords: Decision-oriented evaluation model, Bilingual curriculum, Teaching evaluation, Event Management

1. Introduction

Event industry (also known as MICE industry) includes commercial events such as meetings, incentive tours, conferences and exhibitions. The development of the event industry can promote the development of catering, transportation, hospitality and other related industries. It is a highly comprehensive industry. According to the survey results of Eurocities, the world's famous cities take the event industry as the first choice to promote the city and improve the city's international status.^[1] Therefore, in order to better adapt to the development of the society, it is not only necessary to improve students' mastery of professional knowledge related to event planning but also to cultivate their good international vision. On the other hand, improving the bilingual teaching level of undergraduate students and attaching importance to the cultivation of top-notch innovative talents is an important symbol of the in-depth promotion of the construction of China's first-class universities. In this context, bilingual teaching curriculum is often regarded as one of the teaching methods of cultivating and improving students' international literacy in China's event education. Therefore, this study will take the bilingual teaching situation of the Event Management major of Zhejiang Yuexiu University in China as the research object, based on the decision-oriented evaluation model, through researching the students' satisfaction with the bilingual course teaching effect, to explore the problems in the process of bilingual teaching construction of this major, and put forward corresponding countermeasures and suggestions to better improve the teaching level

2. Theoretical basis

2.1 Decision-oriented evaluation model

Decision-oriented evaluation model (Context, Input, Process, Product, CIPP for short), also known as the improvement oriented evaluation model, is a curriculum evaluation model put forward by the famous American education evaluation expert Stufflebeam, D.L. in the 1960s and 1970s.^[3] The CIPP evaluation mode includes four steps: Context Evaluation, Input Evaluation, Process Evaluation and Product Evaluation. The evaluation model mainly focuses on the following two points: the first is how to determine the goal and whether the goal itself is reasonable; the second is how the goal is achieved and how well the goal is achieved. In addition, the model runs through the whole process of curriculum teaching, enabling evaluators to carry out rational evaluation and give suggestions to the curriculum from the perspective of development, and enabling teachers to reflect on their own teaching methods, which effectively improves the effectiveness of evaluation activities and the feasibility of decision-making.

2.2 Feasibility analysis of CIPP model evaluation

The evaluation of bilingual courses in the major of Event Management may be one-sided if only the traditional final examination is used to assess the students' course mastery effect and satisfaction. The main reasons are as follows: (1)



Bilingual teaching in the major of event management is a gradual process. There is a lag in the teaching effect and satisfaction of the course, so the evaluation should be process-oriented. (2) The students' level of English foundation is not consistent, so the students' background factors should be taken into consideration in evaluation effect and satisfaction. (3) The main goal of the bilingual course of the major of event management is to cultivate students' international literacy. The final examination alone cannot really obtain the students' ability to collect international information. Therefore, using the CIPP evaluation model can effectively help us to evaluate the whole process of teaching background, teaching input and teaching effectiveness of bilingual courses in the major of Event Management. This evaluation model can help students to understand the teaching objectives of bilingual courses and make the teaching evaluation results more authentic, reliable and comprehensive.

3. Construction of CIPP Model for Bilingual Courses of the major of Event Management

3.1 Construction of overall model

This evaluation model is mainly divided into four parts: bilingual teaching background, bilingual teaching investment, bilingual teaching action and bilingual teaching effectiveness. Through the evaluation of these four parts, we can have a more comprehensive and systematic understanding of students' satisfaction at each stage of the bilingual course teaching process, as well as the overall impact of each stage on students' mastery of bilingual course professional knowledge and English application level. See Figure 1 for its internal relationship.

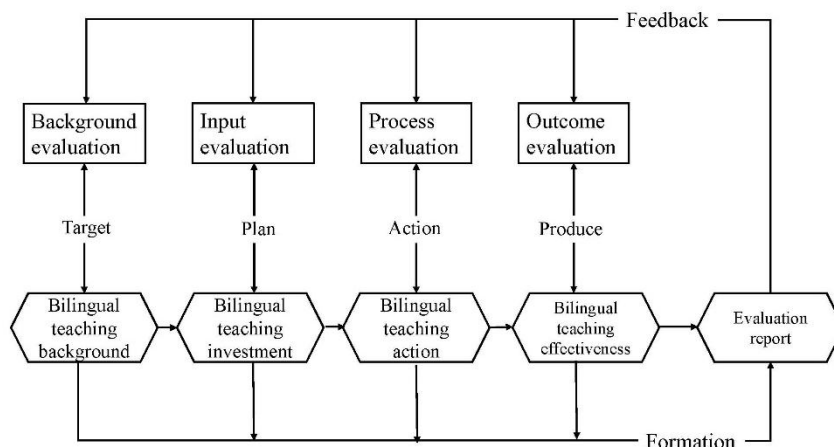


Figure 1 CIPP evaluation model for bilingual courses of the major of event management

3.2 Construction of indicator system

Combined with the actual situation of the bilingual course of the Event Management and based on the teaching environment, teaching input, teaching action and teaching effect, the index system of the CIPP model of the bilingual course of the Event Management is constructed after the specific contents of these four levels are organically integrated. A total of four first-level indicators, 10 second-level indicators and 23 third-level indicators are established (Table 1).

First-level indicators	Second-level indicators	Third-level indicators	First-level indicators	Second-level indicators	Third-level indicators
Background evaluation Bilingual teaching environment	Professional background	Training objectives Professional characteristics Teaching philosophy	Process evaluation Bilingual teaching action	Teaching process	Course implementation Assessment method
	Social needs	Student needs Higher education demand		Teacher performance	Speciality Responsibility
Input evaluation Bilingual teaching investment	Course preparation	Course plan Textbook selection		Student performance	English foundation Recognition degree Classroom assessment
	Teacher resources	English ability Professional		Outcome	Teaching gains

Course resources	teachers	evaluation Bilingual teaching effect	Course impact	Positive impact
	Hardware facilities			Negative effect
	Learning resource			Popularization

Table 1: CIPP evaluation model indicators of bilingual courses in Event Management

The assessment of teaching environment of bilingual courses in Event Management mainly includes professional background and social needs. Among them, the criteria of professional background are whether the curriculum orientation meets the needs of professional talents, whether it meets the teaching philosophy of higher education, and whether it meets the requirements of school-level characteristic majors. The measurement standard of social needs is mainly whether the bilingual courses of the major meet the needs of students' professional learning and the needs of higher education. Input evaluation is to evaluate the curriculum preparation, teacher strength and curriculum resources of the bilingual curriculum of the major. The main criteria are whether the course hours and textbook selection are reasonable, whether teachers have a high level of English and professional skills, whether there is a basic budget for bilingual curriculum construction, and whether basic bilingual teaching facilities and resources are allocated. Process evaluation is to evaluate the teaching process, teachers' performance and students' performance of bilingual courses in this major. The main criteria are whether the proportion of bilingual language in the teaching process and the assessment method are reasonable, whether the teachers show a good sense of professionalism and responsibility in the teaching process, and whether the students adapt to and have a good enthusiasm for the bilingual curriculum of the major. The results evaluation includes the evaluation of the gains of teachers and students of bilingual courses in the major, the positive and negative impacts of the courses and the evaluation of extensibility.

4. Bilingual teaching evaluation process of Event Management

This study takes the bilingual course of Event Management of Zhejiang Yuexiu University as the research object. The investigated courses include Introduction to Event (Bilingual Course), International Conference Practice (Bilingual Course), International Exhibition Practice (Bilingual Course), Financial Accounting (Bilingual Course), etc. The respondents included 167 students majoring in Event Management from Zhejiang Yuexiu University.

The questionnaire is designed according to the CIPP evaluation model and indicator system of the bilingual course of Event Management. The questionnaire is divided into three parts. The first part is mainly about the basic situation of students, including grade information, English foundation and the above bilingual courses; The second part takes the form of the five-level Likert scale, and carries out the satisfaction evaluation according to the three-level indicators of the CIPP evaluation model for bilingual courses of Event Management third part mainly collects students' overall satisfaction with the bilingual curriculum of the major and suggestions for the construction of bilingual curriculum. A total of 167 questionnaires were distributed in this survey, and 167 valid questionnaires were recovered, with an effective rate of 100%. Among the students surveyed, freshmen accounted for 36%, sophomores accounted for 36%, juniors accounted for 17%, and seniors accounted for 11%. The questionnaire results were processed by SPSS.

First-level indicators	Satisfaction score	Second-level indicators	Satisfaction score	Standard deviation
Background evaluation	3.76	Professional background	3.75	1.018
		Social needs	3.76	1.015
Input evaluation	3.72	Course preparation	3.52	1.027
		Teacher resources	3.98	0.879
		Course resources	3.66	0.993
Process evaluation	3.71	Teaching process	3.69	0.984
		Teacher performance	3.88	0.913
		Student performance	3.55	1.053
Outcome evaluation	3.63	Teaching gains	3.66	0.968
		Course impact	3.6	0.985

Table 2 : Survey results of satisfaction with bilingual teaching environment

4.1 Bilingual teaching environment evaluation

Most of the bilingual courses of Event Management are professional compulsory courses, which are designed to cultivate high-quality MICE professionals with basic theories, specialized knowledge, professional skills, international vision, innovation spirit, management ability and service awareness. The main teaching objective of the bilingual course, on the one hand, is to improve students' English application level and international literature search ability, cultivate students' ability to collect and analyze international literature and information, and innovate the planning and organization of event. On the other hand, it is to improve students' international literacy and cross-cultural communication ability, and cultivate students' ability to solve problems in international events. The main teaching contents of relevant courses include the summary and development trend of event, the theoretical knowledge model of event, the management and organization of the whole process of event planning, etc.

According to the survey results, the background evaluation score is 3.76, of which the professional background score is 3.75 and the social needs score is 3.76. Overall, students have a good perception of the background of the bilingual curriculum, and believe that the bilingual curriculum is in line with the needs of talents in the exhibition industry, the development characteristics of the school and teaching philosophy, and also in line with the needs of professional learning.

4.2 Bilingual teaching investment evaluation

In the teaching process of the bilingual course of this major, various forms of teaching are adopted, including teamwork, flipped courses and class exercises. The class hour is set to 2~3 periods (1 period lasts 45 minutes), and the teaching materials are professional teaching materials, which are bilingual or English only. In terms of teacher input, among the 4 bilingual courses teachers of Event Management of Yuexiu University, 3 teachers have overseas study background, and have systematic learning and practical experience in this major. In terms of course resource investment, in addition to the necessary teaching equipment such as computers and projectors, we also make full use of teaching tools such as "YUNBANKE"(an online teaching assistant platform) and event simulation sand tables.

According to the survey results of student satisfaction, the score of input evaluation is 3.72, the score of curriculum preparation is 3.52, the score of teacher input is 3.98, and the score of curriculum resources is 3.66. It can be seen that in terms of the input of bilingual curriculum teachers in this major, students have a high degree of recognition for teachers' professionalism and English ability. However, the evaluation of curriculum preparation and curriculum resources investment in this major is relatively low, especially the curriculum preparation is the lowest score in this result. The main reason is that students think that the English textbooks are difficult. They think that they are insufficient in bilingual learning aids and bilingual learning atmosphere.

4.2 Bilingual teaching action evaluation

Most of the bilingual course teachers in this major have overseas experience. They have good professional quality and English expression level. In the teaching process, 30% of the bilingual lessons is used in English, which means 30% of the language and expression of teachers' materials are in English and 70% are in Chinese. In the process of curriculum implementation, the theory and practice are combined to carry out teaching and assessment. On the one hand, students' theoretical mastery is assessed through class tests, homework and final exams. On the other hand, students' practice effects are investigated through classroom questioning, speech reporting, research practice, classroom performance and attendance.

In the student satisfaction survey results, the process evaluation score is 3.71. Among them, the teaching process scored 3.69, the teacher's performance scored 3.88, and the student's performance scored 3.55. Among them, the teaching process and teachers' performance scores are relatively high. The main reason is that students have a good recognition of the teaching form, professionalism and sense of responsibility of teachers in the teaching process. However, students are dissatisfied with their self-expression, which is mainly reflected in the fact that some students think that their English foundation is not good enough to adapt to the bilingual teaching method of their major, especially that more than 50% of sophomores hold this view. The results showed that about 30% of the students failed the CET-4. In addition, in terms of classroom participation, there are still a small number of students who are not concentrated and do not participate in course assignments.

4.3 Evaluation of bilingual teaching effect

The outcome evaluation mainly considers the students' professional and international attainment in the bilingual course of their major, as well as the impact of the course. According to the results of the student satisfaction survey, the result evaluation score is 3.63, including 3.66 for teaching gains and 3.6 for course impact. Overall, students are basically satisfied with the teaching effect of the bilingual course of their major, and think that they can improve their professional quality, international quality and develop the ability of self-learning. As for the promotion of bilingual courses in other courses of this major, only 13.69% of the students hold negative views. Most of the students have neutral or positive attitudes.

4.4 Results and Discussion

According to the results of the questionnaire, the students' overall satisfaction with the bilingual courses in this major is 3.71, which is in the upper middle level. Basically, students are satisfied with the environmental background, teacher

resources and teaching process of the bilingual curriculum of their major, and most students can actively participate in teaching activities and assessment forms. However, some students still think that the most difficult problem of bilingual learning is the difficulty or lack of curriculum resources and the weak foundation of their own English learning. In the part of opinion collection at the end of the survey, some students put forward suggestions that teachers should give priority to Chinese explanations, increase extracurricular practice activities and answer English questions in class.

This result reminds us that when we carry out bilingual courses, we should have a specific understanding of the situation of students. Of course, there is a certain one-sidedness in this study, because all the data is only from the teachers and students of Zhejiang Yuexiu University, and that's what we need to address in future research. We hope that through collaboration with other schools and multiple case studies, the research on a broader bilingual curriculum will continue to expand and make recommendations of universal significance. Of course, the decision-oriented evaluation model itself needs to pay attention to the environment of the course. Therefore, readers should also pay attention to their own school curriculum environment when using this result.

5. Suggestions

Based on the above analysis and relevant suggestions of students, to better carry out bilingual curriculum construction, the following suggestions are mainly put forward for bilingual curriculum reform of the Event Management Major.

5.1 Enrich learning resources of bilingual courses and create a good learning atmosphere

Textbooks are important resources to assist students in curriculum learning and extracurricular development learning. For students with weak English foundation, the English textbooks are more difficult. Therefore, in the course preparation process, we can try to choose bilingual teaching materials and provide Chinese and English auxiliary materials to help students understand the main points of theoretical knowledge. On the other hand, enrich the presentation of auxiliary resources. In order to achieve the goal and effect of bilingual learning, various course resources such as English video materials, independent learning channels and professional international cultural information are used in the teaching process to provide students with a good learning atmosphere and enhance their interest from various perspectives, so as to reduce their difficulty in bilingual learning. In particular, we should pay attention to providing English literature, news and other learning resources of our major outside of class to help students update the latest professional information and improve their practical application ability.

5.2 Innovate bilingual curriculum practice activities to adapt to students' English foundation

It is the goal of bilingual course of Event Management to cultivate students' ability of professional English expression and information collection and application. The survey shows that most students worry that their English level cannot keep up with the teaching process of bilingual courses. Therefore, curriculum practice activities can be set according to students' grades and English proficiency. For freshman students, practical activities such as professional word interaction and classroom quizzes can be added to the course, with the main purpose of improving students' vocabulary in the event industry. For sophomores, we can add "five minutes before class" presentation, international case study report and other practical activities to help students adapt to the bilingual teaching mode and deeply understand the international frontier knowledge of the event industry. For junior students, we can increase practical activities such as English question answering and scenario interpretation. And for senior students, we can begin to try professional English writing assignments, international event planning and other practical activities. In this way, we will gradually help students improve their ability to use professional English and collect information, and constantly improve their professional and international literacy.

5.3 Improve the assessment form of bilingual courses and pay attention to student process assessment

To continuously improve students' interest and learning effect in bilingual learning, it is extremely important for students to pay attention to and help them feel the benefits in the process of learning. To this end, it is necessary to pay attention to regular assessment and presentation of learning results and improve students' confidence and motivation in bilingual course learning. On the one hand, it is necessary for students to make clear and specific objectives of the course assessment in their grades, including the mastery of professional vocabulary, the ability to use English and the ability to collect information. On the other hand, while teaching, set up phased tests, mid-term practical training assessment and final tests to help students grasp the learning objectives and learning effects of bilingual courses in a timely manner. In particular, we should pay attention to the feedback of the assessment results, not just the score assessment, but the analysis and feedback of students' knowledge points and the abilities of using English.

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