

Practical Application of an Ideological and Political Teaching Evaluation System for Oral English Courses in Higher Vocational Education Based on Kirkpatrick's Model*

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Using the “Civil Aviation Oral English” course as a case study, we operationalize the ideological and political education (IPE) integrated evaluation system for oral English courses in higher vocational education, which is based on Kirkpatrick's Model, into a tripartite teaching evaluation system. The system encompasses three components such as learning objective attainment, individual developmental progress, and value-added competency assessment. The proposed system facilitates three-dimensional, multi-level, and scientifically validated teaching evaluation. This approach aligns with the holistic development of students' knowledge structures, professional competencies, moral qualities, and emotional intelligence. The study provides novel methodological perspectives for IPE evaluation in vocational oral English instruction, particularly in: curriculum-based ideological mapping, competency growth metrics, and value internalization assessment.

Keywords: practical application, an ideological and political education (IPE) integrated evaluation system, civil aviation oral English, Kirkpatrick's Model

Introduction

A scientific and rational evaluation system serves as both a critical benchmark and a key mechanism for assessing and enhancing the effectiveness of ideological and political education in teaching. Given the distinctive characteristics of Higher Vocational English curricula and their core literacy development objectives, the ideological and political evaluation framework for such courses should encompass not only assessments of students' linguistic competencies but also multidimensional evaluations including moral attitudes, value orientations, humanistic literacy, and self-development capabilities.

Through preliminary investigations, our research team has developed an evaluation index system for ideological and political education in Higher Vocational oral English courses, based on the Kirkpatrick Model (Yin & Xiao, 2024). This system serves dual purposes: First, it facilitates student evaluations of teaching (SET), enabling instructors to gauge learner satisfaction and implement continuous pedagogical improvements; second,

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it assesses student learning outcomes by measuring three key dimensions: mastery of linguistic knowledge and skills, evolution of affective attitudes and learning behaviors, and longitudinal educational gains. This tripartite assessment allows for effective quantification of ideological and political education outcomes.

Using the “Civil Aviation Oral English” course as a case study, this paper will demonstrate the practical application of this evaluation system (see Table 1 for details) in instructional practice, with particular emphasis on its implementation in teaching assessments.

Table 1

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
Reaction	Teacher teaching evaluation (12.93%)	Ideological and political quality (2.542%)	Accurately grasp ideological and political elements and clarify teaching objectives.	Students, colleagues, and supervisors
		Teaching attitude (6.334%)	Maintain a correct attitude, lead by example, and set a good role model for students.	
		Teaching behavior (4.054%)	Behave in a generous and appropriate manner, respect students, and engage in equal dialogue.	
		Teaching content (2.49%)	Select appropriate content with a high degree of integration between ideological and political education and professional knowledge.	
	Course teaching evaluation (14.797%)	Teaching design (4.685%)	Design reasonable teaching plans that satisfy cognitive needs and skillfully incorporate ideological and political education.	
		Teaching methods (4.863%)	Employ diverse teaching methods that effectively stimulate students' interest in learning.	
		Teaching resources (2.759%)	Abundant ideological and political teaching resources that effectively support ideological and political education in the course.	
	Satisfaction with IPE (5.587%)	Acceptance (2.59%)	Identify with and accept the content of I.	Students
		Sense of achievement in learning (2.997%)	IPE can play a positive role in personal growth and development.	
	Learning	Knowledge learning (6.157%)	Mastery of linguistic knowledge (3.062%)	Grasp 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, be able to correctly understand and express the ideological and political content in course teaching.	
Language expression ability (4.851%)			Clear and fluent language expression with few errors.	
Ability enhancement (10.092%)		Workplace communication skills (1.971%)	Possess effective communication awareness and ability to utilize relevant skills for effective communication.	
		Problem-solving ability (3.27%)	Be 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.	Teachers, students, and classmates
		Creative thinking (3.052%)	Ability to break conventions, think independently, and be brave in innovation.	
		Political literacy (4.296%)	Have firm beliefs, correct values, and a sense of social responsibility.	
Value realization (9.711%)		Cultural confidence (2.366%)	Have cultural identity and rationally treating foreign cultures.	
		Cross-cultural awareness (3.049%)	Understand and accept cultural differences.	

Table 1 to be continued

Behavior	Learning behavior (13.938%)	Online learning (3.168%)	Actively participate in online teaching and complete 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 participate in various extracurricular practical activities such as English exams and competitions.	Teachers and external experts
	Learning attitude (12.938%)	Autonomous learning (3.175%)	Independently formulate plans, utilizing strategies, and self-monitor to complete tasks.	Teachers, students, and teaching platforms
		Teamwork (6.657%)	Have a sense of cooperation and actively collaborate to complete tasks.	Teachers, students, and classmates
Results	Educational effectiveness (3.749%)	Resilience to pressure and adversity (3.106%)	Correctly view setbacks and difficulties, maintain an optimistic and positive mindset.	Teachers, students, and classmates
		Holistic development (3.749%)	Possess a sound personality and cultivate sustainable development abilities.	Teachers, external experts, enterprises, and society
	Social impact (3.903%)	Social service capability (3.903%)	Serve society with English proficiency and professional skills.	

Course Overview

“Civil Aviation Oral English” is a core curriculum component for second-year students majoring in civil aviation services, including flight attendants, aviation security, civil aviation transportation, and aviation logistics. The course is designed to achieve three primary objectives: (1) equipping students with specialized English knowledge relevant to civil aviation operations; (2) developing workplace-specific listening and speaking competencies; and (3) enhancing professional English communication skills and service standards in aviation contexts.

Concurrently, the course emphasizes the cultivation of students’ patriotic sentiment and global perspective, while fostering professional ethics that include dedication to service, teamwork spirit, and innovative approaches. These integrated educational objectives consistently guide both the implementation and the assessment of ideological-political education throughout the course.

Course Teaching Evaluation

Based on task-driven theory, this course employs a blended online-offline teaching approach. Specifically, it guides students’ effective learning through real-world tasks as pre-class engagement, enhances knowledge acquisition via diverse teaching resources and information technology during class, and expands students’ comprehensive competencies with advanced post-class tasks. This framework establishes a virtuous cycle for the integrated development of knowledge, skills, and competence.

In recent years of ideological and political education (IPE) practice, the teaching team has explored how to implement course evaluation using the Kirkpatrick Model—an IPE evaluation index system designed for higher vocational oral English courses. This addresses the challenges of quantifying, assessing, and evaluating IPE teaching objectives.

Teachers and students are not only the dual core agents of course delivery but also the primary subjects of teaching evaluation. Thus, the evaluation system comprises two components: teaching evaluation (for instructors) and learning evaluation (for students).

The reaction-level indicators in the Kirkpatrick's Model reflect students' satisfaction with IPE teaching. Accordingly, teacher evaluations are conducted mid-semester and at the semester's end through questionnaires, individual interviews, and student forums. Analysis of these results helps instructors identify gaps, refine strategies, and improve teaching quality.

Student learning evaluation is structured around three tiers: learning, behavior, and results. With a total score of 100, performance is calculated by weighting each tier's indicators (see Table 2 for details).

Table 2

Student Learning Evaluation Rubric

Levels	Primary indexes	Weight value (%)	Secondary indexes	Weight value (%)	Index points
Learning	Knowledge learning	9.939	Mastery of linguistic knowledge	4.591	5
			Ideological and political content understanding	5.438	5
			Language expression ability	7.274	7
	Ability enhancement	15.582	Workplace communication skills	2.955	3
			Problem-solving ability	4.903	5
	Thinking development	9.293	Critical thinking	4.717	5
			Creative thinking	4.576	5
			Political literacy	6.442	6
	Value realization	14.561	Cultural confidence	3.547	4
			Cross-cultural awareness	4.572	5
Online learning			4.795	5	
Behavior	Learning behavior	20.944	In-class behavior	10.525	10
			Extracurricular practice	5.624	5
			Autonomous learning	4.761	5
	Learning attitude	19.402	Teamwork	9.982	10
Resilience to pressure and adversity			4.659	5	
Results	Educational effectiveness	10.466	Holistic development	4.914	5
	Social impact		Social service capability	5.552	5

Multidimensional Student Assessment System

In practice, the evaluation system translates theoretical indicators into actionable course-specific metrics aligned with instructional objectives. This results in a comprehensive multi-dimensional assessment framework comprising: goal attainment evaluation, individual progress evaluation, and value-added growth evaluation.

The system operates across three instructional phases (pre-class, in-class, and post-class) and three learning environments (online classroom, offline classroom, and practical training). Through five evaluative perspectives (platform data, teacher assessment, peer/self-evaluation, industry input, and societal feedback), it conducts holistic assessments covering:

- Learning behaviors and habits,
- Knowledge acquisition and skill mastery,
- Emotional engagement and attitude development,
- Comprehensive competency growth,
- Social contribution outcomes.

This framework effectively addresses the gap in traditional evaluation systems that fail to measure students' ideological and political literacy. By fully leveraging the diagnostic, feedback, and improvement functions of

pedagogical assessment, it demonstrates the tangible outcomes of the “Building Morality and Cultivating Talent” educational philosophy (see Table 3 for details).

Table 3

Curriculum Evaluation System Based on the Kirkpatrick Model

Multi-dimensional Evaluation System	Evaluation Indicators	Evaluation Content	Evaluation Basis	
Goal Achievement Evaluation	Process Evaluation	Resource-based Learning	Engagement Level with Online Resources	Reaction
		Pre-class Assignment	Pre-Class Task Completion Rate; Assignment Accuracy Rate	
		Class Attendance	Class Attendance Rate	
		Discussion & Interaction	Class Discussion Participation Level	
		Oral Practice	Oral Practice Engagement Index	
	Result Evaluation	Club Activities	Extracurricular English Club Involvement	Learning
		English Competitions	English Proficiency Test & Competition Participation	
		In-Class Presentation	Achievement Level of In-Class Presentation Sessions	
		Projects & Tasks	Accomplishment Index of Projects & Tasks	
		Extension Exercise	Fulfillment Level of Extension Exercises	
Personal Growth Evaluation	Process Evaluation	Pre-class Tests	Diagnostic Test Accuracy	Behavior
		After-class Tests	Post-Test Accuracy	
		Final Exam	Final Exam Accuracy	
		Autonomous Learning	Engagement Metrics: Time-on-Task & Interaction Counts	
		Team Collaboration	Cooperative Learning Performance: Group Task Achievement	
Value-Added Outcome Evaluation	Result Evaluation	Academic Resilience	Rational & Resilient Coping with Academic Challenges	Results
		Holistic Development	Students' Regular Self-Reflection and Summarization	
		Sustainable Competencies		
		Social Contribution through Language Skills & Vocational Expertise	Students' Participation and Performance in Diverse Social Volunteer Activities	
		Social Service Competence		

Discussion

Goal Achievement Evaluation in Academic Assessment

The assessment of learning goal attainment represents a fundamental element in pedagogical evaluation systems, incorporating both formative and summative measurement paradigms. Formative assessment is systematically embedded throughout the instructional continuum—spanning pre-instructional diagnostics, in-process monitoring, and post-instructional reflection—thereby facilitating the documentation of learners’ developmental trajectories across cognitive, affective, and behavioral dimensions. Summative assessment, conversely, serves to validate and certify the cumulative achievement of intended learning outcomes at terminal points of instruction.

Within formative assessment frameworks, the behavioral-performance construct aligns with the learning-behavior dimension of comprehensive evaluation protocols. This assessment modality employs a tripartite evidentiary foundation: (a) automated digital trace data captured by educational platforms (e.g., FIF Oral Training System and Xuexitong learning management system); (b) structured classroom observations documented by certified instructors; and (c) documented participation in co-curricular activities, specifically including English-language student organizations, standardized proficiency assessments (e.g. PRETCO-A, CET-4), and discipline-specific academic competitions.

The “competency manifestation” component in formative assessment, when combined with summative assessment, jointly corresponds to the learning-level indicators within the evaluation framework. Through systematic appraisal of students’ online and offline assignments, project-based tasks, and classroom presentations—assessed across knowledge, skills, competencies, and value dimensions—instructors acquire diagnostic evidence regarding both implementation fidelity and instructional effectiveness of the ideology-oriented curriculum.

Methodologically, each assessment domain requires distinct approaches. As a dynamic indicator, competency manifestation involves multiple assessors: instructors, students (through self-assessment), and peers. For evaluating individual and team performance in classroom presentations or project discussions, a sequential assessment protocol is implemented: (1) group self-assessment, (2) cross-group peer review, (3) individual self-reflection, and (4) peer assessment, culminating in instructor-led holistic evaluation. This multi-layered approach capitalizes on the “peer co-construction” effect to enhance intrinsic motivation.

The skills-assessment component similarly demands psychometrically aligned instruments to ensure construct validity. While standardized tests effectively measure foundational linguistic knowledge and ideological content mastery, performance-based assessments using analytic rubrics are more appropriate for evaluating language skills, higher-order cognitive abilities, and affective development. This differentiated measurement strategy ensures authentic proficiency demonstration while maintaining assessment validity.

Personal Growth Assessment Framework

This dimension tracks attitudinal evolution throughout the learning process, corresponding to learning disposition indicators. Drawing upon Kelman’s (1958) social influence theory, there are three processes of attitude change:

- Compliance: An individual exhibits superficial changes in attitude or behavior under external pressure or the influence of rewards/punishments, without genuine internal acceptance.
- Identification: An individual adopts attitude or behavior to establish or maintain a satisfying self-defining relationship to another person or group.

• Internalization: When external attitudes or values become fully integrated into one's belief system and are perceived as consistent with personal values, this represents the most profound and enduring form of change.

The effectiveness of curriculum-based ideological and political education in transforming students' behaviors and attitudes is contingent upon the following four critical factors:

- Student volition for change,
- Supportive environmental conditions,
- Positive reinforcement mechanisms,
- Adequate temporal allowance for development.

Through ongoing observation of students' daily performance across three dimensions—self-directed learning, teamwork, and resilience—teachers can assess learning attitudes, collaborative skills, and emotional responses to difficulties. Timely interventions and feedback help foster development, unlock potential, and promote personal growth.

Value-Added Outcome Assessment

As an outcome-level evaluation within the assessment system, the personal value-added assessment evaluates the sustained effects of ideological-political education through curriculum, examining “how behavioral changes in students generate tangible contributions to both individual growth and social development” (Zhang & Guan, 2023, pp. 53-55).

From a theoretical perspective, outcome-level evaluation represents the highest tier in the assessment framework for curriculum-based ideological and political education. It primarily focuses on students' long-term acquired effects following course completion, implying that the evaluation timeline should extend beyond the course duration into internship and career stages. However, considering the operational feasibility of course assessment, we conduct this evaluation immediately after course completion while adjusting the weighting of social service competency. The emphasis lies on assessing the social value and societal impact generated by students' behavioral changes throughout the academic year.

This evaluation not only examines whether students have developed sound personalities and sustainable development competencies but also assesses whether they have leveraged their English proficiency and professional skills to make positive societal contributions. Consequently, the evaluation subjects include not only students and instructors but also external experts, enterprises, and other societal stakeholders. Methodologically, we employ questionnaire surveys and interviews to evaluate students' psychological well-being and lifelong learning capabilities, while also documenting their participation in comprehensive competitions (e.g., skills contests, innovation, and entrepreneurship competitions) and volunteer service activities.

To balance the long-, medium-, and short-term objectives of outcome-level evaluation, we implement follow-up interviews with students' post-course to obtain more comprehensive longitudinal data.

Conclusion

Based on the ideological and political teaching evaluation system for oral English courses in higher vocational colleges—constructed using the Kirkpatrick Model—this study adapts the framework to align with the distinctive features of the “Civil Aviation Oral English” course, thereby developing a tailored curriculum evaluation system. This system adopts a dynamic developmental perspective to assess students, rigorously adhering to the principles of objectivity, process orientation, and developmental evaluation. By employing

specific and quantifiable systematic evaluation indicators, it enhances the operational feasibility and feedback efficacy of teaching assessments. Such an approach effectively leverages the motivational function of evaluation, fostering students' holistic progress and development. While further theoretical refinement and practical validation remain necessary, this evaluation system offers valuable insights for ideological and political teaching assessments in other oral English courses within higher vocational education.

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