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Research on the Evaluation System of Ideological and Political Education in Business Courses Based on CIPP Model

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Abstract

The integration of ideological and political education in business courses aims to combine the professional characteristics of business education with the guiding function of ideological and political education to achieve the goal of all-round education. Based on the CIPP model, this paper constructs the effect evaluation system of business courses. Based on the background evaluation, the paper deeply analyzes the social needs and talent cultivation requirements of current commercial education, and takes the core values and quality cultivation elements of commercial curriculum as the evaluation framework. In the input evaluation stage, the strategy and path of deep integration of ideological and political education and professional teaching are designed and defined to ensure the effective allocation of educational resources and scientific construction of curriculum content. The process evaluation focuses on monitoring the business teaching activities to ensure that the teaching methods, case selection, classroom interaction and other links fully reflect the ideological and political connotation; The achievement evaluation quantitatively evaluates the degree of improvement of students' moral quality, social duties sense, business ethics cognition and so on, and reflects the actual educating effect of business curriculum politics with objective data. The CIPP evaluation system forms a complete feedback cycle to accurately identify the degree of conformity and improvement space between the ideological and political practice of business courses and the mission requirements of Leader Tree Man, and provide a powerful basis for continuously optimizing the ideological and political function of business education.

Keywords: Business Courses, Curriculum ideology and politics, CIPP mode, Evaluation system

1. Introduction

Under the background of the increasing importance of Curriculum ideology and politics in the field of education, curriculum design and evaluation have become the focus of academic and educational

practice. Especially in the field of commercial education, with the continuous development and reform of social economy, the integration of commercial curriculum thinking and politics has

become the inevitable requirement to improve the comprehensive quality of students and cultivate the comprehensive development of moral, intellectual, physical, and aesthetic. However, the evaluation system for ideological and political education in business courses is still relatively scarce at present, especially lacking systematic and profound evaluation frameworks. The evaluation of thinking and politics of business courses not only needs to consider the evaluation index of traditional business education, but also needs to take into account the particularity of thinking and politics of courses, so it needs an evaluation mode that meets the actual needs. CIPP (context, input, process, product) evaluation model is proposed to provide theoretical support and methodological guidance for the evaluation of business courses. The purpose of this paper is to enhance the curriculum design and reform within commercial education, thereby advancing the overall quality of such education and fostering the development of high-caliber business professionals who possess a strong sense of social responsibility and an innovative spirit.

2. The Theoretical Connotation of CIPP Model

The CIPP evaluation model not only provides us with theoretical guidance for evaluating ideological and political education in business courses, but also offers practical and feasible methods of operation. Next, we will separately explore the application of the CIPP evaluation model in ideological and political education in business courses, as well as how to implement the principles and requirements of the CIPP model in the evaluation process. Through this series of discussions, we hope to provide more specific and targeted guidance for the practical work of evaluating ideological and political education in business courses, thereby promoting its continuous development and improvement.

2.1. CIPP evaluation mode

The CIPP (Context, Input, Process, Product) evaluation model, also known as the background-input-process-product evaluation model, is a curriculum evaluation theory developed by American scholar Stufflebeam in the 1960s. As a theory of developmental evaluation, the CIPP model answers numerous theoretical issues left unresolved by the Tyler Principle (Tyler, 1942), also known as the goal-based evaluation model. By examining the gap between the ideal and the actual, it provides valuable references for educational decision-making.

After decades of practice and continuous improvement, the model has been widely used in educational evaluation and related fields. Many studies and surveys show that the CIPP model helps to analyze the effectiveness of ideological and political implementation of the curriculum, reveal the development of students' ideological and political literacy, and provide scientific support for teaching quality evaluation. (Huang Lingyun, 2022; Lu Daokun, 2021.). In addition, Zhong Lie (2024) proposed a university teaching evaluation model utilizing the CIPP model, which combines the advantages of both CIPP and BP neural network to investigate the correlation between the two methods in evaluating the teaching quality of educational institutions.

The CIPP model, known for its comprehensive and systematic approach to evaluation, offers a valuable framework for assessing the effectiveness of ideological and political education in business courses. A survey conducted among members of the American Society for Training and Development revealed a preference for the CIPP model over other evaluation models (Galvin, 1983),

thereby further emphasizing its practicality and widespread acceptance in the realm of educational evaluation.

The evaluation objective of the CIPP model (Stufflebeam, 2003) is to promote the development and improvement of the curriculum through continuous and progressive decision-oriented evaluation. The process is divided into four stages: context evaluation, input evaluation, process evaluation and product evaluation. Context evaluation mainly evaluates the needs, advantages and opportunities of the course or project; Input evaluation is mainly to evaluate the implementation strategy of the course or project, and through a series of comparisons, select the optimal path of the suitable course implementation; Whether the course of dynamic evaluation of process evaluation is implemented according to the predetermined strategy, and the whole evaluation chain combines formative evaluation and final evaluation; Product evaluation is based on the achievement degree of the overall objectives of the course, measures and compares the actual educational results with the expected objectives, analyzes the implementation effect of the course scheme, and then plays a feedback role. This series of evaluations constitute a closed loop, which can not only be used to evaluate a certain process of curriculum implementation (such as teaching process evaluation), but also can be used to conduct reflective evaluation of the entire curriculum stage. Therefore, based on the core concept of CIPP evaluation, this article constructs a CIPP evaluation structure for ideological and political education in business courses (Figure 1).

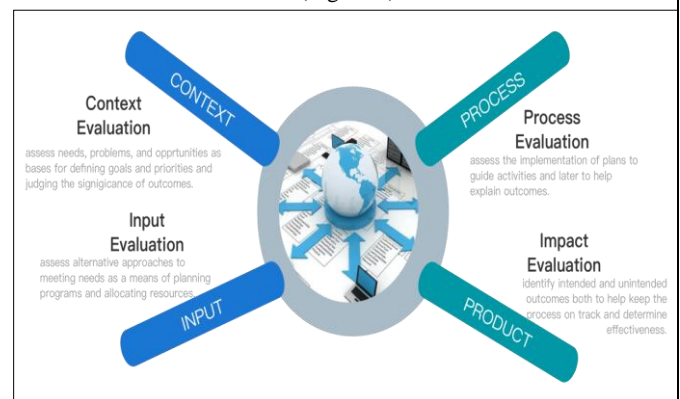


Figure 1: CIPP Evaluation Mode

2.2. Evaluation of Business Curriculum Ideology and Politics

The essence of CIPP theory is an improved evaluation theory, which emphasizes that the key of evaluation lies in improvement rather than proof. The essence of the CIPP theory is an evaluation theory oriented towards improvement, emphasizing that the key to evaluation lies in improvement rather than proof. Stufflebeam once pointed out, "The most important purpose of evaluation is not to prove, but to improve." (Stufflebeam & Shinkfield, 2007: 331). This guiding ideology determines that the CIPP evaluation model always focuses on the multi-dimensional evaluation of the course and the improvement of the course plan to fill the gap. In the practice of ideological and political education in business courses, the need for improvement is also reflected. Ideological and political education in business courses, as a new educational philosophy, is closely related to classroom teaching in business courses, namely "embedding value guidance into teaching." In the course of the implementation of thinking and politics, teachers should not only guide students to understand thinking and politics knowledge, but also cultivate students' ability to apply thinking and politics principles to solve business problems. This educational

path reflects the evaluation demand from goal to strategy to achievement, which is highly consistent with the evaluation concept of CIPP mode.

Ideological and political education within business courses represents an endeavor that leverages the inherent educational worth of the discipline. Consequently, while it is primarily carried out through business instruction, it exhibits numerous distinguishing features that set it apart from conventional business teaching practices. The forms of ideological and political education in business courses are diverse and complex, serving not only as learning materials but also distinct from teaching methods. Therefore, evaluating the content of textbooks or teaching situations in isolation contradicts the fundamental philosophy of ideological and political education in business courses. The development of students' ideals, beliefs, and moral characters is a long-term process. Ideological and political education in business courses is not conducted solely at a specific stage of business courses, but gradually throughout the entire process of business learning activities. This aligns with the dynamic and comprehensive approach of the CIPP evaluation model.

3. Evaluation System for Ideological and Political Education in Business Courses Based on the CIPP Model

The Evaluation System for Ideological and Political Education in Business Courses Based on the CIPP Model views the process as a dynamic and continuous one, rather than focusing solely on specific aspects or stages. This approach facilitates the timely identification and resolution of issues, promoting the ongoing development and improvement of ideological and political education in business courses. Furthermore, through continuous evaluation and feedback, it encourages teachers' enthusiasm for teaching and innovative spirit, driving innovation and reform in ideological and political education in business courses.

3.1. Context evaluation

The purpose of the context evaluation is to answer the question of "why carry out ideological and political education in business courses", that is, to clarify the overall goal of ideological and political education in business courses. In recent years, with the close integration of business education and national economic and social development strategies, many new requirements have been put forward for the cultivation of business talents. The Ministry of Education has set the overall goal of business courses in higher education institutions as "implementing the fundamental task of fostering virtue through education from the perspective of business education through the cultivation of core business literacy". Among them, the "curriculum philosophy" section clearly states that "forming business course objectives that reflect the unique educational value and common educational requirements of business courses." However, for a long time, the definition of educational elements of ideological and political education in business courses has not been clear, which has affected the leading position of the educational goal of ideological and political education in business courses to a certain extent.

In the past ten years, this paper combs the commercial curriculum standards of Project 985 and Project 211 (National Key Universities) in South China, and extracts the core elements of education of commercial curriculum politics of colleges and universities based on the literature of curriculum politics, namely

"spirit of rule of law", "professional ethics and social duties", "global economic outlook", "innovation and entrepreneurship" and "all-round development". The five core elements of education clearly define the overall objectives to be achieved by the thinking and politics of business courses from different dimensions, and Table 1 sets out the connotations of the five core elements of education.

Table 1: Connotation Of Five Core Educational Elements In Business Courses

Core elements	Connotation explanation
Spirit of rule of law	The spirit of rule of law is the basic accomplishment that business students should possess. It requires students to deeply understand and abide by the national laws and regulations, and establish the legal consciousness and the concept of rule of law.
Professional ethics and social duties	Business courses should guide students to establish correct professional concepts, maintain honest, fair and responsible attitude, and cultivate a high sense of professional ethics and social duties.
Global Economic Outlook	Business courses should help students to build global awareness, have an international perspective, cultivate cross-cultural communication ability, enable them to adapt to the trend of globalization, and provide strong support for the international development of enterprises.
Innovation and entrepreneurship	Innovation and entrepreneurship are the essential core competence of business students. Innovation is an important impetus for business development, and entrepreneurship is an important way to realize personal and social values.
All-round development	All-round development is the ultimate goal of the business curriculum, aiming to promote the comprehensive quality of students, including thinking ability, communication ability, teamwork ability and other aspects to meet the diversified needs of the future society.

From the perspective of the overall situation, the five core elements of human education systematically respond to the core proposition of "which kind of talents to cultivate" from different sides of the business curriculum. At the same time, the fundamental education task of Leader Shushu also requires commercial education to give distinct commercial characteristics to the ideas and positions behind political theory from the perspective of multi-dimensional education, and strive to achieve the deep integration of professional knowledge transfer, professional ability cultivation and value creation. These elements do not exist in isolation, but interweave and support each other. For example, the cultivation of professional ethics and social duties and the promotion of the spirit of rule of law complement each other, and the profound spirit of rule of law will undoubtedly promote the internalization of professional ethics and social duties consciousness. Because of its far-reaching influence on the direction of commercial education,

the five core elements of ideological and political education in the background evaluation have naturally become the core reference in the subsequent three evaluation stages.

3.2. Input evaluation

How to effectively respond to the fundamental task of Leader is the core issue that determines the development direction of Leader. In the input evaluation stage, on the basis of defining the objectives of ideological and political education, the reform of commercial courses and the compilation and use of teaching materials will be closely combined with the practical path of realizing the objectives of ideological and political education. As a key link between the ideological and political objectives of business course and teaching practice, the content and presentation of the course directly determines the value orientation of the course. In order to realize the structure of the ideological and political content of the business course, we must follow its basic logic of educating people.

First of all, although the knowledge system covered by business course has certain boundary, the ideological and political materials related to it are rich and diverse, covering many dimensions such as domestic and foreign economic policy, business ethics, social duties, innovation spirit, etc. How to screen the ideological and political content of business course which is not only in line with the students' cognitive characteristics, but also rich in values is the primary task of the current and future reform of the ideological and political content of business course. This requires teachers to deeply explore the social and economic background, business ethics value and far-reaching influence on individuals, organizations and even society, so that students can understand and internalize these ideological and political elements while learning professional knowledge.

Secondly, the hot issues of business curriculum politics often originate from the national major economic policies, global economic and trade trends, enterprise social duties practice and other realistic situations, with strong timeliness and comprehensiveness. These problems put forward higher requirements for students' business literacy, critical thinking and ability to solve practical business problems. Through structured design and integration of the contents of business curriculum, students' business knowledge and skills can be effectively mobilized to guide them to improve their moral judgment, social duties sense and innovative spirit in the process of understanding the actual business phenomenon, so as to realize the deep integration of knowledge learning and value shaping.

Based on the research results of scholars on the structure of curriculum content, the structure of ideological and political content of business course is defined as: The logical structure of ideological and political content of business course is continuously optimized and adjusted, so that the ideological and political elements can be effectively implemented in a more perfect system to achieve the dynamic course design process of educating people. The evaluation system evaluates whether the organizational logic of the ideological and political content of the commercial curriculum follows the dual context of "core accomplishment + core education element of the ideological and political content of the commercial curriculum," that is, whether the ideological and political content of the curriculum reflects the core accomplishment of the commercial specialty while fully paying attention to and promoting the development of students' ideological and political accomplishment. The course content is evaluated from three dimensions: Horizontal relevance, vertical coherence

and deep extension. Horizontal relevance requires that the contents of business curriculum should not only attach importance to the education value of business specialty itself, but also stand at the height of whole-person education, regard business knowledge as the link of interdisciplinary ability cultivation, and promote students to improve their comprehensive quality in solving practical business problems through business case analysis, simulation of actual combat and other teaching means. For example, economic theory is organically combined with legal knowledge, information technology, ethics and other multi-disciplinary content to cultivate students' ability to make rational decisions in a complex business environment.

Vertical coherence requires that the contents of thinking and politics of business courses fully consider the cognitive development stage and acceptance ability of students of different grades, refine the core elements of education to adapt to the learning objectives of each school section, and design a progressive content system of thinking and politics of courses accordingly. For example, the primary stage focuses on guiding students to understand the rules of market economy, and preliminarily establish the values of honest management and fair competition; The middle-level stage focuses on cultivating students' social duties awareness, discussing the topics of "Enterprise social duties and Sustainable Development" through case studies, and deepening their understanding of business ethics and environmental protection. The advanced stage focuses on improving the students' ability of strategic thinking and policy analysis, and further strengthens their political identity and social responsibility as future business leaders through such major business courses as the Belt and Road Initiative and the global economic pattern.

In-depth extensibility requires that the contents of ideological and political education in business courses should be free from the traditional mode of simply instilling superficial thinking and politics knowledge points. By setting multiple and in-depth thinking and politics topics, adopting interactive teaching forms such as discussion, debate and case analysis, students should be inspired to think deeply, and they should be urged to realize the sublimation of values and character in the process of discussing complex business ethics issues and meeting international business challenges. For example, it guides students to carry out in-depth research on topics such as "privacy protection and business ethics in the big data era" and "tax planning and social duties of multinational companies", and cultivate their critical thinking and moral judgment.

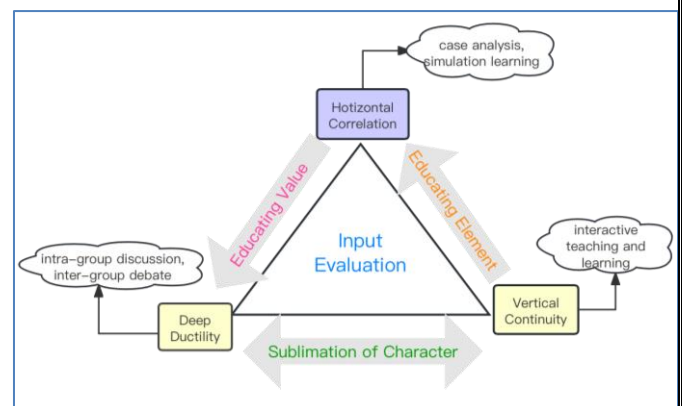


Figure 2: Evaluation Mode Of Business Curriculum Ideological And Political Input

3.3. Process evaluation

The process evaluation of Ideological and Political Education in Business Courses is a real-time monitoring and evaluation in the course of teaching implementation of commercial courses. Its purpose is to ensure that the teaching activities are carried out in strict accordance with the predetermined objectives of thinking and politics of courses. The process evaluation link should also follow the dual-track thinking of "core accomplishment + core elements of ideological and political education in business courses", and

convert it into concrete teaching operation logic. The ultimate goal of curriculum thinking is to stimulate students' moral reflection and value shaping. This seemingly abstract goal is actually observable and quantifiable, that is, to investigate the degree of implementation of the mission of Leader in the course of business teaching. Table 2 shows the main index system for the evaluation of the ideological and political process of business courses in colleges and universities.

Table 2: Evaluation Index Of Business Course Ideological And Political Process

Evaluation dimension	Functional indicators	Structural Index	Evaluation Direction
Teaching Target Group of Ideology and Politics in Business Courses	F1: Whether the teaching objectives are closely centered around the core knowledge points of the business course and integrated with the ideological and political elements, reflecting the characteristics and requirements of the business course; F2: Whether the teaching objectives are consistent with the teaching process	S1: The teaching objectives are accurate, objective and quantifiable, and at the same time reflect the core accomplishment of business science and the core elements of ideological and political education; S2: In the process of teaching design, the ideological and political objectives of the course can be divided into the learning theme objectives and the time objectives; S3: The value of teaching objectives is clear, with generality and leading significance	Teaching objectives
Choice and Organization of Ideological and Political Content	F3: Whether the choice of the subject of ideological and political education in business courses matches the course progress and the knowledge base of students; F4: Whether the ideological and political content can constitute interdisciplinary learning	S4: The content of thought and politics is of moderate difficulty and can connect the existing knowledge and new knowledge of students; S5: Organize the thought and politics learning unit of geography course through large-unit teaching design ;S6: The comprehensive thought and politics topics can be selected as the core of geography course content to carry out comprehensive learning or interdisciplinary learning	Content and Presentation of Ideological and Political Education in Commercial Courses
Design of Learning Task	F5: Whether the design has perfect and coherent ideological and political learning task group :F6: Whether the learning task has depth and exploration value	S7: The learning task group can guide the students to think deeply and improve the thinking flexibility; S8: The learning task provides open and real problems, and promotes the guidance of key learning abilities and essential qualities to form the :S9: learning task that fits with the thought and politics learning theme and is movable	Specific learning tasks of a class
Control and Feedback of Teaching Process	F7: Whether the teaching atmosphere can mobilize students' participation and help the classroom culture to educate people	S10: Teachers and students interact harmoniously, and teachers encourage students to actively communicate and carry out team cooperation; S11: It can adopt many teaching methods such as debate and discussion to solve the problems of thought and politics	Teacher-student Interaction of Ideological and Political Teaching Mode in Business Courses

In the evaluation system of thinking and politics of business courses in colleges and universities, the "teaching target group of thinking and politics of business courses" mainly focuses on whether the teaching target system including the educational target of thinking and politics is set scientifically and reasonably for different semesters and different levels of business courses. These objectives should be closely aligned with the students' professional growth path, professional attainment needs and social development trend, so as to ensure that ideological and political education and business knowledge learning are promoted simultaneously and mutually promoted.

"Selection and Organization of Ideological and Political Content" focuses on the selection and integration ability of teachers for

various commercial teaching resources in the teaching process, including but not limited to classic business cases, industry reports, laws and regulations, international economic and trade trends, etc., so as to ensure that the selected materials can not only serve the transfer of commercial professional knowledge, but also properly integrate the elements of ideological and political education, such as business ethics, social duties, national economic security awareness, etc., and realize the organic unity of knowledge transfer and value guidance.

While considering the coherence of the internal knowledge system and the integration of the interdisciplinary knowledge, the "Design of Learning Task" focuses on evaluating the integration of the ideological and political content of the curriculum and the current

mainstream teaching modes, such as project-based learning (PBLs) and problem-based learning (QBL). Excellent business curriculum should be able to guide students to solve the actual business problems, participate in the simulation project process, naturally understand and practice the core values of socialism, improve its moral judgment and social duties sense.

"Control and feedback of teaching process" focuses on observing and evaluating the quality of teacher-student interaction in teaching process, and the degree of reflection of the concept of "course education" in classroom dialogue, group discussion, case analysis and other teaching links. By collecting and analyzing the students' feedback, observing the classroom atmosphere and evaluating the teaching effect, the paper provides the basis for the teachers to continuously optimize the teaching methods and improve the practical effect of ideological and political education, so as to ensure that the business course ideological and political education not only stays at the theoretical level, but also can truly take root, nourish the students' hearts and shape their sound personality.

3.4. Product evaluation

Focusing on the fundamental task of fostering moral and intellectual leaders, with the emphasis on nurturing the core business qualities, adhere to the guiding principles of moral education, competency-based approach, solid grounding in basics, and fostering innovation. Furthermore, recommend utilizing various evaluation methods, including paper-and-pencil tests, expressive assessments, and portfolio reviews, as part of the evaluation framework for the ideological and political education in business courses in China's higher education system. In view of the implicit traits of ideological and political education in commercial courses, it is difficult to obtain the results through simple measurement of a single index, and it is necessary to carry out a comprehensive evaluation from multiple perspectives and levels around the core of "student's intellectual and political literacy development." In view of this, the evaluation system of ideological and political achievements of business courses is constructed, as shown in Figure 3.

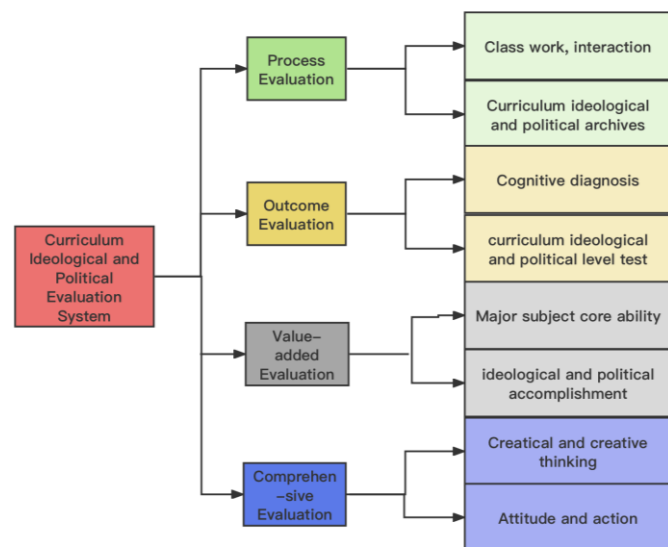


Figure 3: Evaluation Model Of Ideological And Political Achievements In Business Courses

The purpose of the evaluation of the ideological and political achievements of the business course is to test the degree of the achievement of the Leader and improve it continuously in the

reflection. In the subject of teaching achievement evaluation of business courses, we should attach importance to self-evaluation of teaching achievement between students and teachers, and advocate two-way evaluation between teachers and students. In the aspect of evaluation means, make full use of the evaluation advantages of different methods, record the development track by process evaluation, evaluate the diagnostic learning level by result evaluation, clarify the progress degree by value-added evaluation, and show the effect of education by comprehensive evaluation; In the process evaluation part, the teaching achievement is recorded through the assignment design and the business course ideological and political archives, and the deficiency is found and remedied in time.

Results In the evaluation part, through the preparation of the mobile business examination questions under the ideological and political situation, combined with the cognitive diagnosis theory, according to the students' performance of answering, indirectly evaluate the students' ability to solve the real situation problems, depict the differences in the ideological and political cognitive ability behind the differences. In order to, based on and centered on the "value-added" of students' ideological and political accomplishment, the value-added evaluation mainly examines whether the students' professional knowledge and ability have grown up synchronously with their ideological and political accomplishment through the study of business course in a period of time through statistical means. The comprehensive evaluation is intended to supplement the deficiencies of other evaluation methods, and to assess the development of students' analysis and judgment ability by observing their behavior performance inside and outside the business course. There is no clear boundary among the four evaluation methods, which should be used in combination with teaching practice at different stages to promote the true implementation of the consistency of ideological, political teaching, learning and evaluation of business courses.

4. Conclusions and recommendations

By evaluating the effect of ideological and political education in business courses through CIPP model, we can realize that evaluation is not a simple nested or reference relationship, but a complex and systematic work. In order to establish an effective integration mechanism, we should fully consider the characteristics of business teaching and combine with CIPP evaluation mode. This integration not only helps to more accurately assess the practical impact of business curriculum thinking, but also provides important support to guide and promote the improvement and development of business curriculum thinking. Through the comprehensive consideration of the advantages of the evaluation mode and the characteristics of business education, it can further understand the organic integration of business education and ideological and political education, and provide more effective guidance and guidance for the overall development of students.

Using the CIPP model to evaluate the effectiveness of business curriculum thinking, we are deeply aware that this is not a simple application or imitation, but an important task that requires fine planning and systematic implementation. In the process of implementation, we must closely integrate the uniqueness of business education, skillfully integrate the core concept of CIPP evaluation model, and construct an efficient and innovative integration mechanism. This in-depth integration can not only accurately reflect the actual results of business curriculum thinking, but also provide strong support and guidance for the

continuous improvement and in-depth development of business curriculum thinking. By deeply analyzing the advantages of the evaluation mode and the characteristics of business education, we can get a clearer insight into the integration of business education and ideological and political education, thus providing more accurate and efficient guidance and direction for the overall development of students. This in-depth and systematic evaluation can not only improve the teaching quality of business courses, but also lay a solid foundation for cultivating business talents with comprehensive literacy.

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