Construction of Multi-evaluation System of Practical Tourism Korean Flip Classroom Teaching Based on CIPP

Dong Yi
Shandong Women’s University, Shandong, China, 250300

Abstract: The reversed classroom teaching mode has attracted much attention because of its subversion of the teaching process and the cultivation of students’ various abilities. Due to the free learning environment and perfect resource support, the reversal of classroom teaching mode has achieved fruitful results. In the process of implementation and promotion of tourism Korean flip classroom, some problems have gradually emerged. The lack of evaluation criteria has become a major problem faced by tourism Korean flip classroom teaching mode. CIPP evaluation model, which emphasizes process improvement and process evaluation, and teaching feedback, is especially suitable for the needs of educational reform activities for educational evaluation, and also fits in with the characteristics of overturning the diversity of classroom teaching objectives and the advancement of teaching process. This paper studies the evaluation system of tourism Korean language teaching based on flipped classroom, constructs a multi-evaluation system of students’ learning in flipped classroom based on CIPP, probes into the meaning and classification of tourism Korean language teaching evaluation, and analyses the multi-evaluation model.

1. Introduction
With the increasingly close economic and trade cooperation between China and Korea, especially the frequent economic and cultural exchanges between Korea and Hunan, the demand for Korean tourism service personnel has been promoted. Tourist Korean is a necessary skill course in tourism industry, which plays a central role in the professional curriculum system. Through the study of tourism Korean course, students can master Korean language ability and basic knowledge and skills related to tourism. In order to improve the quality of teaching and students' learning efficiency and cultivate students' operational skills, more and more tourism Korean teaching has introduced the concept of flipping classroom teaching. The implementation of the flip classroom teaching mode involves preparation and control at different stages, such as pre-class, in-class and after-class. The problems in teaching have a significant impact on the teaching effect. So does the practical tourism Korean flip classroom teaching mode. Studying the overturning classroom evaluation system, combing the process of overturning classroom teaching mode, finding out the key points affecting the overturning classroom teaching mode, and seeking the conjunction point between the overturning classroom teaching mode and China’s education can provide operational evaluation methods for the practice of overturning classroom teaching mode, so as to achieve high-efficiency overturning classroom teaching. By introducing an influential CIPP educational evaluation model and constructing a CIPP-based overturned classroom teaching evaluation system, the theoretical and practical results of overturned classroom teaching evaluation can be enriched and developed.
2. Practical tourist Korean concept based on CIPP flipped classroom teaching

2.1 CIPP evaluation model and its suitability for flipping classroom teaching evaluation
CIPP model is a system engineering consisting of four parts: Context Evaluation, Input Evaluation, Process Evaluation and Product Evaluation. As shown in Figure 1 below.

![Figure 1. CIPP model of teaching evaluation](image)

Because the CIPP model is scientific, comprehensive and systematic, and emphasizes the improvement of teaching evaluation, it is especially suitable for the needs of practical tourism Korean teaching evaluation.

2.2 Practical tourism Korean teaching design
The objective of "Practical Tourism Korean" course is to enable students to have Korean language competence, to familiarize students with tourism Korean vocabulary, to familiarize themselves with the common expressions of tourism Korean, and to improve their comprehensive ability to use Korean in tourism industry, and could understand the basic knowledge of the tourism industry, have basic skills, become qualified tourism Korean specialists. The main content of the teacher's explanation includes key vocabulary, sentence patterns and grammar, and provides other teaching resources, including some network teaching video resources which are consistent with the content of the classroom teaching and related topic TV programs which can provide diversified expressions, and puts forward corresponding problems. In teaching methods, teachers focus on the course content, according to students' cognitive behavior law, throughout the whole set of teaching methods, such as project teaching method, task teaching method, case teaching method and situational teaching method, to stimulate students' great interest and motivation.

3. The characteristics and advantages of CIPP flipping classroom teaching model

3.1 Connotation of practical tourism Korean teaching model based on flip classroom
The “flip” in flip classroom teaching is not only the flip of time and form before and during class, but also the destructive innovation of traditional teaching process. Flipping classroom teaching mode transfers the process of knowledge teaching from class to after class, and the time in class is used to help students promote the internalization of knowledge. Tourism Korean teaching based on flip classroom usually puts knowledge, comprehension and a small amount of application level goals in the pre-class part of flip classroom, through video, reading and other learning forms, while the other higher level goals are achieved through the design of classroom activities.

3.2 Advantages of practical tourism Korean teaching model based on flip classroom
Flipping classroom teaching model reverses the process of knowledge imparting and knowledge internalization. The advantages of this model in practical tourism Korean teaching is shown in Figure 2 below.
3.3 Characteristics of practical tourism Korean teaching model based on flip classroom

CIPP-based flip classroom teaching evaluation refers to the comprehensive evaluation of the teaching process of flip classroom based on CIPP evaluation model, so as to provide useful feedback information for teachers and students, and better serve the teaching and learning of flip classroom. The theoretical model of flip classroom teaching evaluation based on CIPP is shown in Figure 3 below. CIPP model is based on the process evaluation of the classroom internalization as the core, the design and implementation of flipped classroom teaching activities in the whole process, formative evaluation; based on the results of the evaluation of teaching effectiveness as the key, the flipped classroom teaching feedback, improvement advice, etc., to carry out a conclusive evaluation.

4. The construction of practical tourism Korean teaching evaluation based on CIPP flip classroom

4.1 The meaning of teaching evaluation

Teaching evaluation is an important part of the teaching process, which can promote learning results, guide students' learning direction and cultivate correct learning attitude, and test the overall learning effect of students, diagnose learning deficiencies, and guide students to work hard. Therefore, teachers
should combine evaluation with teaching objectives, adopt multiple ways to evaluate students' learning outcomes and improve teachers' teaching.

4.2 Construction of CIPP flip classroom teaching evaluation index system

Based on CIPP, the four evaluation processes of flip classroom teaching evaluation model are organically unified in the whole process of flip classroom teaching, which becomes a powerful guarantee to improve the teaching effect. The purpose of flipping classroom teaching evaluation is mainly to improve teaching, not just to prove the effectiveness of flipping classroom. Specifically, in every link of C-I-P-P, the purpose of flipping classroom teaching evaluation is to diagnose the basic situation of students, teachers and teaching equipment, explain the conditions of teaching and its implementation, grasp the situation of students' learning, teachers' teaching and classroom implementation, and evaluate the teaching effect of flipping classroom. In order to achieve the systematic, procedural and developmental overturn of classroom teaching evaluation. The evaluation process of flipping classroom teaching based on CIPP is as shown in table 1.

Based on the concept of CIPP comprehensive evaluation, the purpose of flipping classroom teaching evaluation is to improve the teaching effect, so the weight of specific indicators is not allocated. According to the principles of combining process evaluation with result evaluation, qualitative evaluation with quantitative evaluation, an evaluation index system of flipped classroom teaching based on CIPP model is constructed. The evaluation system supports staged evaluation, that is, the four evaluation stages of background, input, process and result can be carried out simultaneously or independently. The weights of the indicators are allocated to facilitate quantitative processing and statistical analysis.

| Evaluation Process | Frequency | Evaluation object | Evaluation manner | Purpose of Evaluation |
|--------------------|-----------|-------------------|------------------|----------------------|
| Pre-class          | Once before class | students | Self-evaluation | Diagnose the basic situation of students |
|                    |           | teachers | Self-evaluation | Diagnose the basic situation of teachers |
|                    |           | teaching  | Teacher Evaluation | Diagnose the situation of equipment |
| Input evaluation   | Once before class | students | self-evaluation | Explain the students' learning situation |
|                    |           | teachers | Self-evaluation | Explain the teacher teaching situation |
|                    |           | Resources | Teacher Evaluation | Explain the feasibility of flipping classroom |
| In class           | Once per class | students | Teacher Evaluation | Explain the students' learning situation |
|                    |           | teachers | Self-evaluation | Explain the teacher teaching situation |
|                    |           | teaching | Teacher Evaluation | Explain the implantation situation |
| After class        | One lesson after class | students | Teacher Evaluation | Evaluation of students' learning effectiveness |
|                    |           | teachers | self-evaluation | Evaluation of teachers' teaching effectiveness |
|                    |           | teaching | Teacher evaluation | Evaluating the final effect of flipping classroom |

4.3 The idea of diversified evaluation

Diversified evaluation system refers to the diversification of higher education in the evaluation system of students' learning, according to the training objectives, curriculum nature, teaching objectives and requirements, and the needs of students' personality development. Diversified learning evaluation system is a comprehensive evaluation system of students' knowledge, ability and quality, which reflects the diversity of evaluation content, process, method, means and management. When scoring students' learning outcomes, teachers adopt a variety of perspectives, methods and approaches, focusing on examining individual learning outcomes or deficiencies, as shown in Figure 4 below.
5. Design of multi-evaluation system for practical tourism Korean teaching based on CIPP flip classroom

5.1 Determine multivariate evaluation index
Based on the basic characteristics of flip classroom teaching, cluster analysis index content, preliminary formation of index type and index content. According to the teaching evaluation design principles of "laying equal stress on process and result" and "evaluation runs through the whole process", the multi-learning evaluation system of students in flipped classroom starts from two dimensions of process evaluation and result evaluation, and distributes process evaluation in three stages of pre-class, in-class and after-class of flipped classroom teaching. Result evaluation focused on the end of the term. Secondly, specific evaluation objectives should meet the needs of personalized and innovative personnel training. Design evaluation indicators, according to different evaluation stages and objectives of flip classroom, closely combined with students' learning activities and behavior, design reasonable evaluation indicators.

5.2 Distribute weight coefficient
Expert assignment method is used to distribute the weight coefficients of evaluation indicators. Experts who carry out the research and practice of flip classroom teaching are invited to distribute an evaluation system table to experts. After their independent thinking, their respective distribution schemes for the weight of evaluation indicators coefficients are given. Finally, the weight coefficients of each evaluation index are obtained by means of calculation. The process evaluation and the result evaluation should conform to the proper orientation of "laying equal stress on the result and the process" in the reversed classroom. The weight coefficients of each stage in the process evaluation should also conform to the proper orientation of stressing pre-class and in-class learning in the flipped classroom.

5.3 Define evaluation subject and data acquisition method
Professors, students and experts constitute the evaluation subject of the multi-student learning evaluation system in the flipped classroom. With the help of modern educational technology, evaluation data acquisition combines online and offline, according to different teaching activities in each stage of the flipped classroom, the evaluation data statistics and analysis are efficiently completed. Before class, students' self-evaluation, group members' mutual evaluation and teachers' evaluation data are collected through the pre-class group learning discussion report. With the help of software and classroom group discussion report forms, the collection of evaluation data is completed. With the help of the interactive platform of network teaching after class, the collection of evaluation data is completed. At the end of the term, with the help of the computer examination system, the
collection of evaluation data is completed. Because the design forms of flip classroom teaching activities are various and flexible, teachers can determine the evaluation subjects and data collection methods according to the actual curriculum design.

5.4 Avoid the problems in the multi-evaluation system of classroom teaching mode
First of all, it should develop students' self-evaluation. In the first stage of the flip-over classroom teaching mode, students learn mainly by themselves before class. Teachers cannot supervise their learning level and learning time. Therefore, students should have the opportunity to evaluate their learning effectiveness. Teachers can discuss evaluation criteria together with students in class, and then students can use these criteria to evaluate their learning situation. Moreover, these evaluation criteria can also guide students' earning direction and focus. Second, provide immediate feedback. Flipping classroom takes the network as the platform, links the classroom with the after-class, the communication between teachers and students is smoother, and teachers can make timely evaluation of students' performance. Evaluation is a kind of feedback. To some extent, forward-looking or educational evaluation is more inclined to formative evaluation than summative evaluation. In the process of teaching, teachers constantly give feedback or suggestions to students, so that students can improve their learning methods in real time and become active learners in the process of learning, which can improve their learning effectiveness. Finally, we should carry out all-round evaluation. According to the tourism Korean teaching syllabus, teaching focus and teaching objectives, a comprehensive evaluation system is formulated. For example, teaching objectives can be divided into emotional, cognitive and technical aspects. When evaluating, teachers should consider students' mastery of textbook content, behavioral goals, learning situations and learning strategies, and take written examinations, oral examinations, performances, reports, data collection and collation, practice and other forms.

6. Conclusions
Flipping classroom enlarges the space of practical tourism Korean teaching and makes students more autonomous in learning, which requires teachers' teaching evaluation to develop in multiple ways. First of all, the new formative assessment is no longer limited to in-class exams, but in the process of teaching, teachers understand students' learning situation through various forms, such as answering questions, group activities, learning summary, check whether the teaching results meet the teaching objectives, and adjust the teaching content on the basis of this. Secondly, "summative evaluation" is not a unit or after the end of the semester, but focuses on the assessment of students' abilities. Therefore, after completing the ability training set in the teaching objectives, summative evaluation can be carried out. Teachers can also provide opportunities for students to reflect on their own learning through self-evaluation and mutual evaluation. In short, teachers should adopt flexible evaluation methods and give more space to students in order to effectively improve the teaching effect.

Acknowledgement
Multi-Evaluation System Construction on Applied Tourist Korean Language, No.2013qnjgxm04

References
[1] Hu Ping. The construction of learning performance evaluation model in flipping classroom[J]. Modern Educational Technology, 2016, (4).
[2] Hua Yutao. The flip classroom teaching mode in the era of “Internet +” [J]. Heilongjiang Higher Education Research, 2016, (11).
[3] Wang Yi. Flipping classroom and its application in college English teaching[J]. China Audiovisual Education, 2014, (11).
[4] Wu Zhongjie. Research on MOOc-based college English flip classroom teaching model [J]. Foreign Language Audiovisual Teaching, 2014, (6).
[5] Zhang Lixin. A survey of College English learners’ acceptance of flipped classroom[J]. Modern Educational Technology, 2014, (3).

[6] Xiao Xia. Application of communicative assessment in flipped classroom[J]. Contemporary Educational Science, 2015, (4).