

# A CIPP-Based Rating Index System for Ethical Development in Mixed-English Learning Programs for Chinese Regional Applied Universities

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## Abstract

The purpose of this project is to develop a quality evaluation system based on the CIPP (Context, Input, Process, and Product) concept for the development of student groups in Chinese universities. An ethical development evaluation system based on the Context, Input, Process, and Product (CIPP) paradigm is presented in this paper. Its objective is to provide a comprehensive framework for assessing moral behaviour in classroom. For a considerable amount of time, Region Applied Universities have been major users of Mixed-Learning, a new form of classroom instruction that is always evolving in today's ever changing technological economy. The proposed strategy ensures that moral standards are not only upheld but also dynamically matched with shifting societal norms and corporate goals, hence enabling continuous feedback and progress. This method helps organisations identify ethical gaps, increase responsibility, and cultivate an integrity-focused culture by methodically applying the CIPP model to ethics evaluation. The system's adaptability to various organisational settings and its scalability make it a valuable tool for evaluating ethical progress from both an internal and external perspective. By minimizing the gap between theory and practice, the threshold for ethical development teaching in English schools is raised. The article's first section discusses the components and requirements of a lesson plan that is centered on a classroom presentation. Based on the CIPP paradigm, this study develops an evaluation model specifically appropriate for certain learning contexts at Chinese Region Applied Universities. An index system is developed to evaluate moral development in these courses following a thorough examination and analysis of relevant indicators utilised in worldwide assessments of ethical growth in mixed learning. Context, Input, Process, and Product are the four aspects that make up the framework. In these dimensions, there are 14 secondary and 27 tertiary markers. Throughout several phases of mixed learning, the index incorporates formative, summative, and diagnostic assessment techniques with a focus on ongoing moral development monitoring. This all-encompassing strategy improves moral development and instructional decision-making in mixed-learning courses, giving Region Applied University the theoretical foundations for their research and use in the field of educational assessment.

**Keywords:** Classroom Teaching, Mixed-English Learning, Index System, Regional Applied Universities, CIPP Model, Educational Contexts, Moral Cultivation, Teaching English as a Second Language (TESL), Mixed Learning Courses.

## I. Introduction

A vital part of China's higher education system, student organisations have seen rapid growth and transformation in recent years [1]. Student groups play a crucial role in providing students with a forum to express their interests and identities while also helping them develop their organisational, creative, and practical abilities as higher education becomes more accessible [2]. However, as societies have grown in number and activity, so too have the management and quality concerns that are related

to them; consequently, figuring out how to systematically and objectively evaluate and guide the societies' development has become a crucial problem in the administration of higher education [2, 3].

### 1.1 Ethical development

Ethics is described as moral behaviour that is socially acceptable and in opposition to wrongdoings or social taboos. The scientific study of moral behaviours is commonly referred to as ethics. Sociological concepts such as character, [3],

morality, values, and ethics are interconnected and necessary for the development of ethics. The goals and objectives of educational institutions are achieved through a certain set of values, beliefs, and methods. Adults and young people need to comprehend these practices, mind-sets, and understandings. By doing this, kids may develop their character by learning how to think rationally, be self-aware, and behave as literate members of society [3, 4]. Education's primary goal is to provide guidance for a successful life. The application of fundamental abilities, information, attitudes, and comprehensions helps the younger generation by enabling their personalities and intelligences to be beneficial to society. A teacher is crucial to this process because they develop students' innate skills in accordance with each person's unique needs.

### **1.2 Ethical Issue in e-Learning causing unethical behaviour**

The structure of families, academic institutions, and communities has been altered by recent technological advancements, which is mostly to blame for people's moral character shortcomings. The argument against ICT-based education is that it prioritizes cutting-edge teaching techniques over society's progress and improvement [5, 6]. Apart from this, even proponents of e-learning acknowledge that it does not provide extracurricular and social support, which are critical for establishing moral and cultural values. Technology usage has led to an increase in the prominence of ethical dilemmas. The UN and UNESCO launched a unique "Ethics Education Program" to combat this issue [6]. The European Association and European universities also presented a declaration in order to set up a conference to further advance the development of ethics in higher education. Nearly every professional in the world has created a code of ethics, indicating instances of ethical code violations in the past or current [6, 7].

The issues with English education and ethical learning in China have been the subject of several research [5, 6]. Instructors lacked the training and expertise required to impart moral values. Students who received an excessive amount of theoretical instruction lacked any practical skills. Despite the fact that these studies draw attention to significant problems, no thorough and organized assessment

of the general calibre of ethical education programs has been done yet [5, 6]. To close this gap, this study introduces the CIPP evaluation model, which offers a useful framework for evaluating the environment, processes, outcomes, and inputs [6, 7] of English instruction and ethics in higher education.

The CIPP technique has been widely used in the evaluation of educational programs since it was initially proposed. However, only a limited number of research using CIPP have evaluated the quality of ethical education [7]. This study uses the CIPP framework to create a more thorough and objective assessment system as well as a reliable evaluation tool in order to promote the ongoing development of courses on ethical and English teaching in China's educational institutions [8].

First comes the creation of the first indicator system. The theoretical framework of the CIPP education evaluation, put out by a well-known American educational evaluation researcher, serves as its basis. Choice, Process, and Development orientations are highlighted in the CIPP model, which has been extensively used in research to assess the expansion of education in various countries [8, 9]. Subsequently, the research examines the necessary prerequisites and specific tasks associated with transforming English instruction and ethical education in higher education, including those mentioned in the "Opinions on Implementing" and in other scholars' index systems of ethical education assessment [8]. Ultimately, a preliminary indicator system for this topic is constructed on the basis of growth, rationality, operability, comprehensiveness and openness, and systematisation. There are 38 three-level, 12 second-level, and 4 first-level indicators in all [10, 9].

The AHP is a measuring concept that has been used in decision theory and conflict resolution, among other fields, to manage utilising either quantitative and qualitative standards or characteristics. The Analytic Hierarchy Process (AHP) technique has been widely applied across several areas and is a wonderful tool for evaluating and resolving complex decision dilemmas with multiple criteria [10]. The AHP decision-making process is flexible and efficient. The techniques that decision-makers find useful for giving each benchmark a relative

weight (priority) based on pairwise comparison. It also refers to selecting the best or most efficient course of action when both qualitative and quantitative considerations need to be considered [10, 11].

It's also quite easy to apply the AHP method using decision support tools. However, the number of research that have assessed flipped learning environments using both multi-criteria decision-making and the AHP technique is still rather small. This paper presents a research that attempts to find additional aspects of education that supplement students' prior knowledge and facilitate their faster acquisition of new skills [11]. A model for an alternate method of teaching science is developed, with a focus on chemistry at Chinese colleges. This study project's goal is to fully examine the concepts, terminology, and theoretical foundations of flipped classroom education [12].

Two groups are created from a random sample of male students at secondary institutions in order to carry out an experimental evaluation. This is just meant to draw attention to, explore, and elucidate the ways in which both types of education impact students' degrees of achievement, motivation, and innovative ideas [10, 12].

Provide a comprehensive framework for assessing the calibre of English language education delivered in schools. This will support the requirement for instructors to continually improve their approaches and provide a boost to their excitement for teaching English [12]. It will also provide a scientific, unbiased, comprehensive, and objective assessment of educators' every performance in the classroom. This is essential to ensure that the talent training goal is completely met and to improve the calibre of English instruction [12, 13].

The calibre of education provided in the classroom determining whether the methods and materials utilised to teach the language are acceptable is the process of instruction in English [13]. The accomplishment of the intended goals by the instructors is typically used to describe the calibre of language instruction in the classroom. How to effectively evaluate the quality of teachers in the classroom In order to become more competitive in the classroom, universities are now debating how to teach English more effectively. Moreover, enhancing English teaching guarantees that

students may continue their modern education for an extended period of time and increases the standard for general education [14, 15]. This is an important part of overseeing English education as it directly affects the calibre of instruction given as well as the efficiency of college operations [15].

Establishing a scientific and effective English Framework of quality of teaching assessments is helpful in order to highlight the significance of English instruction in the classroom, promote continuous improvement in that area, develop exceptional talent with superior innovative and pragmatic abilities, improve the evaluation process, and enhance the quality of English instruction overall [15, 16]. The purpose of this study is to examine a fresh method of teacher evaluation in educational contexts [16].

Higher education and real-world situations are more suitable for the quality of instruction [16, 17]. Academic institutions having a focus on the region. This study uses quantitative statistics to analyse the relevant data and provide relevant findings [18]. By evaluating English instruction, teachers might be motivated to continue their excellent job. They can do this by implementing modern English teaching media, stressing student-teacher contact, providing fresh resources, and concentrating on instructing pupils to the best of their ability. thorough understanding of the conditions surrounding English teachers' instruction, grasp of the evaluation of English teachers' effectiveness, and precise understanding of these conditions in order to provide the University with relevant scientific sources [17]. To design a program for the disciplinary and teacher development.

## **II. English Teaching Performance Evaluating Indicators And Assessment Content In English Classrooms**

The quantity of features and the technique used to build the metrics system are the primary distinctions among the many English teaching quality evaluation index systems that have been proposed by universities in my nation in recent years [16].

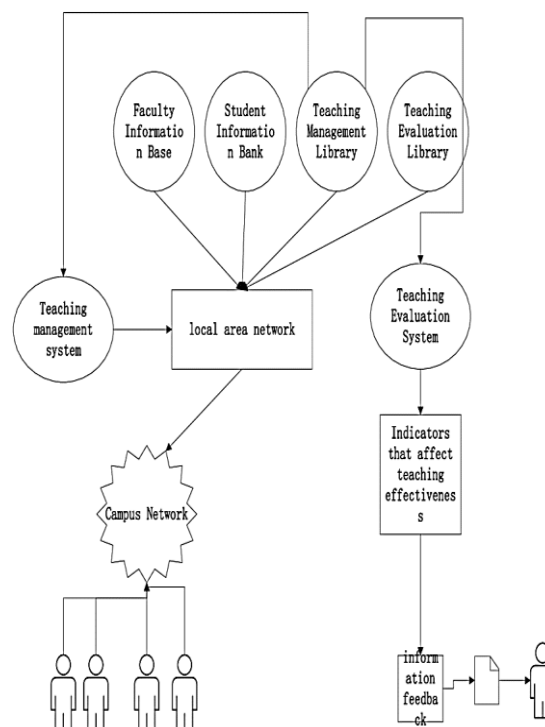
Instructional approaches: the English Teaching Impact Index and the English Teaching Ability Index are presented in this study [17].

**1. English teaching content:** The lesson's content serves as the primary metric for evaluating English instruction in the classroom. It is linked to the effect of curriculum implementation and the quality of English instruction, and it directly affects the standard of students' learning. It is essential to create and use the course content in a scientific way as a consequence [17]. Determining the educational objectives serves as the basis for selecting the themes of the instructional materials [17, 18]. When developing and implementing English teaching content, teachers should include the goals and requirements of English learning into the English teaching process [18]. This will facilitate the organic integration of ability development with English teaching expertise. Specific indicators and material include things like if the information is true, the substance is comprehensive, the aim is obvious, and the knowledge is close to reality [18].

**2. English teaching methods:** Reasonably sound and efficient methods of teaching English aid in the accomplishment of the language's learning objectives [18], the efficient implementation of the curriculum, the arousal of students' curiosity and eagerness to learn, the growth of their general knowledge and positive character attributes, and the illumination and direction of their cognitive processes as they become fluent in the language. By highlighting a natural arrangement of three-dimensional curricular objectives, encompassing knowledge, teaching strategies and methods, healthy the area of psychology, and principles, the new curriculum reform seeks to promote all students' scientific literacy [18]. This involves adding new specifications for English language education in physics classes. This means that instructors need to concentrate on assisting students in improving their critical thinking skills both on and off campus. The specific instructions frequently make reference to various methods of teaching English and flexible teaching techniques [18, 19].

**3. English teaching ability:** While there is a wealth of data on teachers' English teaching abilities, the main broad indicators of English instruction in the classroom are teachers' Basic English proficiency as educators, strategies to support students' learning, and organisational flexibility with regard to English instruction. [17, 18].

**4. The effect of English teaching:** The completion of the language learning process, the achievement of the learning goals, and other factors can all be used to assess the effectiveness of English instruction [18, 19]. The classroom atmosphere and student performance may also be used to assess it. To choose the best English teaching assessment index method, educators must understand the factors that influence the calibre of English education and how they interact with one another [19]. They will be able to comprehend the English instruction effect of the courses they teach in a thorough and precise manner as a result. Measures for assessing the effectiveness of English training should be included, as Figure 1 [19] shows.



**Fig. 1 Framework for Evaluating the Teaching Excellence of Instruction. [19]**

**2.1 Assessment of English Instruction**

**2.1.1 Teacher evaluation**

Varied teachers have varied approaches when it comes to teaching English. Peers are the ones who can learn from one other, advance together, and complement each other, which is necessary for teachers to better understand one another and constantly grow their own English teaching abilities and levels [19, 20].

More Chinese colleges are currently using the instructive lecture style. The division's educators

are personally listened to in the classroom by the department's English instructional evaluation team and the division's educational executives. In contrast, the manager of the academic and instructional division arranges for instructors to share ideas and listen to one another. During lectures, the lecture listening technique is usually employed to see and listen to reports, as well as to take notes on slides and videos [20].

## **2.2 Assessment of educators and learners**

Students, who are the subjects of the instruction, have the right and speaking when teachers' English instruction is assessed for quality [20]. The concept of the calibre of English instruction in the classroom is comprised of several primary indicators, such as the methods and approaches used, the content and attitude of the lesson, the effects of the instruction, and the use of [20] English teaching strategies. In keeping with the fundamental ideas of, *"Raising the bar for talent development while assuming that completion of the fundamental responsibilities can be ensured"*.

In the,

*"The prerequisites for teaching English to undergraduates at general institutions and universities"*.

This study determined the number of indicators [21] after carefully considering the four previously mentioned characteristics.

Evaluation indicators are developed based on four evaluation levels and the unique conditions of the higher education institution, drawing on real-world insights from the CIPP education assessment model.

**1. Context Evaluation:** Context Evaluation, also known as the "C" in the CIPP model, is a diagnostic evaluation of the knowledge about English instruction and an ethical implementation plan for colleges and universities. It establishes if the plan's goals can realistically be met. The primary objective of this evaluation is to elucidate the essential elements of the evaluated item, or the environmental basis [20, 21]. It also determines any gaps that need to be addressed and evaluates if all the conditions are met for the program to be executed. The main assessment indices are the top-level design, the security system, the expanding program, etc.

**2. Input Evaluation:** Under the CIPP paradigm, input evaluation comes after background evaluation and is represented by the letter "I" [21]. Focussing on whether the plan is fully and successfully carried out when the goals and concepts of ethical education and English instruction are clearly stated, as well as whether the teacher and financial resources required for its implementation are adequate and comprehensive. The bulk of the assessment indicators are funding and instructor feedback [22]. The two main markers of assessment are the faculty and financing contributions.

**3. Process Evaluation:** The "P" in the CIPP model, process evaluation, is responsible for overseeing and offering feedback on the way ethical and English teaching instruction is carried out at colleges and universities. Enhancing and optimising the implementation process, providing formative evaluation, making the required corrections and modifications, and supporting the implementing choices are the main objectives [21, 22]. The bulk of the assessment indices are composed of teaching management, practice platforms, and creative entrepreneurial endeavours [22].

**4. Product Evaluation:** The "P" in the CIPP model, also known as product evaluation, represents the assessment of performance outcomes connected to ethical education and English instruction at higher education institutions. A big dataset with a wide range of program participants will be gathered in order to assess the efficacy of education on entrepreneurial and English teaching abilities in higher education institutions [23]. Subsequently, the data will be analysed to see whether including ethical and English teaching instruction accomplishes the desired goals or provides extra advantages for society. The university, industry, and student level are some of the criteria that make up the key assessment indices [22].

Curriculum Ideological and Political Education (CIPE) is based on Opinions on Developing the Reform of the System of Education and Mechanisms, a 2017 article released by the Chinese Central Group [22]. To highlight Moral Cultivating (MC), all aspects of schooling are included. 2020 Guidelines for the Ideological and Political building of Higher Education Courses [23] made it apparent

that CIPE development in higher regions applied universities needed to be encouraged. CIPE is more comprehensive than Moral Education (ME), which focusses on execution, civic and ethical awareness, and motivation to behave morally, when it comes to fostering moral integrity and integrating principles, expertise, and talents to increase whole talent growth [22].

Since MC is stressed in [23], we decided to look at CIPE's evaluation index approach utilising it as our keyword. With its flexibility, relevance, and continuity, mixed learning is thought to be the next big thing in education. The latest mixed-learning concept for improving classrooms deserves more attention given the dynamic digital landscape of regional applied education. The restructuring of the instructional process in mixed learning [23], especially when mixing it with MC, presents challenges for the development and execution of course assessments in this teaching paradigm. The underutilisation of the CIPP (Context, Input, Process, and Product) evaluation framework by the MC program.

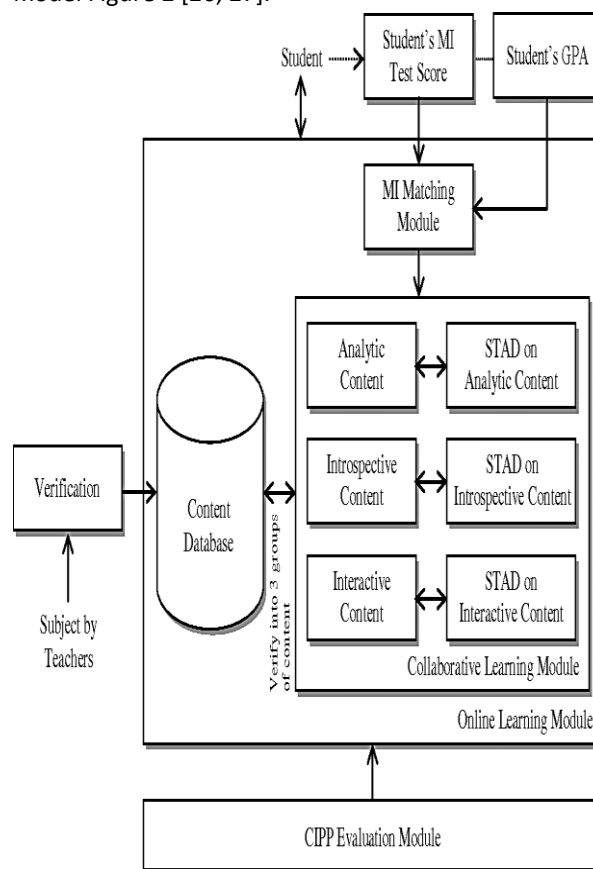
The CIPP strategy might enhance MC programs by tackling problems such inadequate funding, bad implementation, unclear results, and a lack of continuous improvement through comprehensive assessment. The study has evaluated additional aspects of blended learning and the design of assessment systems and procedures from a number of perspectives. For example, Yang discussed at Region Applied Universities in [24] the development of quality evaluation metrics for blended learning. Still, many researchers and industry professionals were uncertain about how to assess mixed courses and which frameworks, methods, or tools to utilise [23, 24].

With the purpose of providing theoretical justification and useful guidance for evaluating the efficacy of moral growth in blended learning courses at Region Applied University, this research will examine the CIPP-Based Examination Index Standard.

### III. Cipp-Based Evaluation System Construction For Moral Cultivation In Mixed Learning Courses

The CIPP assessment framework is a comprehensive, systematic, and objective evaluation method that is widely employed in the

field of education. This technique provides a full evaluation paradigm for each rating level. From a theoretical perspective, the CIPP model is useful for evaluating the sustainability of educational projects [24, 25]. The CIPP model may also prove to be a practical and concise tool for assessors in recognising issues that need to be addressed during the assessment process. Using concepts and knowledge from throughout the globe, this work aims to create a complete, multidimensional evaluation indicator system based on the CIPP model Figure 2 [26, 27].



**Fig. 2 CIPP-Based Mixed Learning Course Assessment Model. [27]**

All assessments, from the environment to the final output, are connected to the stages of mixed learning, which comprise the organising, executing, and concluding phases [28, 29]. These levels have different content emphases and evaluation goals. The analysis of online and offline mixed learning environments enables context evaluation, which aids in determining the viability of the learning objectives for each mode [30, 31]. Input evaluation looks at the resources (teachers, course materials) required for pre-class mixed learning in order to assess the viability of the mixed education teaching

plan. Process assessment requires continuous quality assurance observation of the implementation of the blended learning plan [24, 25].

To quantify educational successes, output evaluation combines data from process evaluation with both qualitative and quantitative approaches [25]. These four evaluation techniques are distinct yet related, so they can be applied singly or in combination. Indicators of evaluation for mixed learning in conjunction with moral growth will dictate the specific assessment content [31].

**IV. DEFINITION OF A CIPP-BASED EVALUATION MODEL'S CONTENT AND ESSENTIALS FOR MORAL CULTIVATION IN MIXED LEARNING COURSES**

Using Google Scholar and the Web of Science to examine the literature, an overview of studies on the evaluation model for moral growth was created (Table 1). The terms "teaching," "mixed education," "moral learning," "moral cultivation," "evaluation," and "assessment" were some of the ones that were searched. Commonly used assessment metrics for blended learning courses with moral development were found [31] after a comprehensive search and examination of the literature. The components and material for assessing the moral cultivation dimensions in mixed learning courses were developed in light of this literature review [30, 31].

**Table 1 Research Concerning Moral Cultivation Assessment Models.**

Research study	Ref.	Context	Input	Process	Product
Chen, X., & Zhu, J.	[32]	In higher education institutions, ethical and innovative	Based on the introduction of the CIPP framework, the goal of this study is to construct an	The Analytic Hierarchy Process (AHP) is then used to calculate the index weights. This process	It is advised that colleges provide instruction in ethics and English.

		thinking facilities.	index systems from four perspectives: context assessment, input assessment, process evaluation, and product assessment.	produces three major and six subsidiary indicators that, among many other factors, have a substantial influence on the quality of the education provided at institutions in ethical and English instruction.	
Lu, W.	[33]	Higher educational system.	The government's evaluation and quality control of private bachelor's colleges	Beginning with the definition of relevant concepts and the theoretical foundations of undergraduate	Processes for assessing faculty credentials at universities and private undergraduate

			es is currently the subject of public and academic attention. Using nine private universities under graduate colleges and the universities in Shaanxi Province as examples.	instructor qualification evaluation, the current state of development for private college degree universities and colleges is compared and analysed with the actual state of teaching growth for private undergraduate universities and colleges. Outlined the problems with the undergraduate teaching credentials evaluation	institutions.
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				process	
			Develops an index system based on the Context, Input, Procedure, and Product Evaluation (CIPP) paradigm for assessing ethical training at universities. There are four primary assessment indexes, twelve subsidiary	The effectiveness of introducing entrepreneurship education in higher education.	Ethics instruction and evaluation at Chinese universities.
			Assessment of effective ethical education		
			Wang, X., & Feng, N.	[ 3 4 ]	



			evaluation indexes, and forty-one descriptive indexes in the index system.		
Haryono & Florentinus	[ 3 5 ]	Learning Plan.	Infrastructure and human resources (teachers, principal, etc.).	Be included into the school's core goals and objectives, extracurricular programs, curriculum, and school culture.	Moral behaviour, moral feelings, and moral reasoning.
Kartowagiran, B., & Rustini, T	[ 3 6 ]	Potential values and goals can be identified by educators and principals.	Knowledge of moral development and character, teacher credentials, financial resources	Learning activities, school programs (other than extracurricular and curricular), at-rest activities	All indicators.

			ces, school facilities, written policies, operational standards, media, lesson plans, and curriculum.	s (read books aloud), and extracurricular activities.	
Dahlia, D., & Aseri, A. F.	[ 3 7 ]	Vision, mission, goals, criteria, and issues within the program.	Human resources offering funding for worship formation, structures and facilities, education, and religious teaching.	Formation of worship, understanding of religion, instruction in writing success stories, and content of students.	The four categories of intelligence include intelligence resistance to change, intellectual, emotional, and spiritual.

**4.1 A Contextual Assessment of Ethical Development in Blended Learning Programs**

The development of policies, the academic atmosphere at university, and the constraints placed on the execution of moral cultivation in

mixed education courses are some of the variables that impact this practice. Context assessments identify issues and opportunities [38], which calls for prioritising, establishing goals, and determining the significance of the results. The assessment process for the moral cultivation teaching backdrop in these courses must involve, among other things, assessments of policies and course backgrounds [38, 39].

**1. Policy Background:** Institutional and governmental guidelines for the formation of moral character in mixed learning, along with details on execution, supervision, and resources to ensure quality, constitute the foundation of policy. Regulations at the university align education with both national and school goals. Context evaluation helps in planning, identifying needs, and setting goals. It addresses unmet needs, program suitability, and goal difficulties [39].

**2. Course Background:** Learners' needs, blended learning policies, curriculum structure, and teacher composition are all taken into consideration during the course background evaluation, which evaluates a course's foundation (i.e., its core content and vital components), objectives, requirements, skills, and situations [39, 40]. This makes it easier to plan for future expansion and makes the track's location more clear. Therefore, course background evaluation is crucial for developing assessment criteria for moral growth in mixed learning.

#### **4.2 Assessment of Input on Moral Development in Courses with Mixed Learning**

The degree to which input approaches complied with program scheduling and resource allocation criteria was evaluated. Its goals are to evaluate the resources at hand and ascertain the viability of the lesson plan [38]. Mixed learning assessments measure the moral growth of students, teachers, and the educational system as input.

**(1) Teaching System Elements:** Because it enables communication between students and teachers and streamlines learning activities, the online teaching platform is crucial to mixed learning. The standard of moral cultivation is impacted by this system's technical architecture, quality, and infrastructure. The technical environment, the course material, and the design of morally-cultivating courses are all significant

elements [37, 39]. Course materials ought to, for instance, be scientifically systematic, exemplify values, align with the goals of moral development, correspond to students' aptitudes, and be pertinent to the realities of society. Evaluating the value, applicability, depth, and quality of updates to educational resources is crucial.

**(2) Teacher Elements:** The online teaching platform is essential to blended learning because it facilitates communication between instructors and students and organises learning activities. The infrastructure, quality, and technological design of this system affect the standard of moral cultivation. Important components include the course material, the technical environment, and the design of morally-cultivating courses [37, 39]. For example, course materials should be scientifically structured, moral development goals aligned, ideals exemplified, aptitude-matched, and relevant to contemporary culture. It is essential to assess the relevance, usefulness, thoroughness, and quality of updates to instructional materials.

**(3) Student Elements:** Students' diverse origins and personality qualities, as well as their technical experience, self-efficacy, cooperative skills, technology expertise, views of the material and the system, and learning motivation, all have an impact on online learning environments. Teachers should include these components—which include encouraging moral growth, enhancing engagement, and increasing self-efficacy through a range of in-class and extracurricular activities—into their lesson plans [35, 37].

#### **4.3 Process Assessment for Ethical Development in Mixed-Learning Programs**

Process evaluations first examined how planned activities were carried out, and then they determined the results. For the Mixed Learning programs associated with Moral Cultivation to be executed, precise assessment data that assesses the overall effectiveness of the plan's execution and highlights areas in need of improvement must be acquired [37]. The course design, curriculum, delivery methods, assessment, and help given to instructors and students are all evaluative elements of moral development in mixed learning courses. These characteristics ensure that the offline and online processes are continuously observed to identify any problems [37, 38].

As examples of how moral development goals should align with the university's mission, curriculum, and culture, below are some evaluation-related instances. Instructors should include moral elements into the mixed course curriculum by utilising institutional and local resources. Even though course design should prioritise objectivity and generativity, moral components must be incorporated into an organised teaching process with after-class help [38]. To aid students in understanding legal concepts and professional ethics, moral elements must to be included into instructional methodologies. Teachers should encourage critical thinking, provide historical examples, and facilitate discussions of conflicting ideologies in order to increase moral understanding [39].

#### **4.4 Product Assessment on Ethics Development in Blended Learning Programs Utilizing**

Product evaluations are used to assess a process's performance and identify both expected and unexpected effects. The program impacts and target attainment are measured in the product evaluation. Outcome assessment determines overall objective completion by combining context, input, and process assessments [39, 40]. It considers academic performance, moral fulfilment and achievement, moral cognition, emotions, and behaviour, in addition to unfavourable knowledge and emotional, spiritual, and psychological intelligence [40, 41]. Evaluations of student learning outcomes and emotional-social intelligence data are also conducted in order to completely gauge the program's effectiveness. This is especially crucial for character development, since independence, honesty, cooperation, and collaboration are emphasised [43]. These evaluations offer important new perspectives on the effects of the schooling and achievement endeavour.

#### **V.DEVELOPMENT OF A CIPP-BASED EVALUATING MODEL FOR MORAL CULTIVATION IN MIXED LEARNING COURSES FOR REGIONALLY APPLIED UNIVERSITY**

Based on our earlier concept, this study develops an index system to evaluate moral progress in mixed learning courses. The dimensions and sub-indicators, which are taken from indicators used in

international research on evaluations of mixed learning and moral development [43, 44], are detailed in Table 2. The primary objective of assessing the context of a hybrid learning program is to identify the curricular and policy settings to lay the groundwork. This involves evaluating rules, laws, regulations, and the strategic design of a mixed learning environment [44, 45]. It also entails examining the online course and curriculum structure within the context of Region Applied University.

The evaluation of the policy framework takes into account the degree to which the university's mixed teaching method, which heavily emphasises moral development, conforms to both local laws and the stated objectives of Region Applied Universities [45]. The curriculum background research establishes the foundation for future development and implementation of mixed learning courses by making sure that the plans, structure, and mixed course system satisfy the demands of students at Region Applied University. Evaluating moral development in mixed teaching inputs involves looking at the framework's, the teacher's, and the students' viability while focussing on the material, financial, and human capital for Region Applied Universities [46, 47].

The online platform's quality, design, and IT infrastructure, together with its stability and efficacy, are system components that integrate moral development and aid in assessing the viability and justification of online education initiatives. In mixed learning courses at Regional Applied Universities, teacher variables assess students' preparedness, technical competency, and attitudes towards moral growth [47, 48]. Content, internet effectiveness, motivation, and systematic assessment of moral development in mixed instructional and online learning techniques are among the student qualities assessed by Regional Applied University [49].

The evaluation of moral cultivation in Mixed Learning teaching outcomes for Regional Applied Universities provides a summative assessment of anticipated outcomes, including academic achievements, moral achievements (such as learning attitudes, social responsibility, and complete abilities), and general teacher and student satisfaction. Its main goals are to satisfy

requirements and provide desired results [44]. This result evaluation assesses the effectiveness of blended learning at Regional Applied Universities from an outcomes perspective and makes recommendations for improvement. The CIPP model-based system encompasses the phases of planning, execution, and completion and incorporates the diagnostic, formative, summative, and feasibility evaluations [43]. This tactic facilitates the early detection and resolution of issues, providing educators with additional time to enhance the quality of mixed education that incorporates moral development.

**Table 2 The Index System for Analysing Moral Growth in Mixed Learning Courses, Based on CIPP.**

Level-1 Indicator	Level-2 Indicator	Level-3 Indicator
Context evaluation	Policy Background	Institutional and governmental mandates, together with rules for moral growth in mixed learning at Regional Applied Universities [44, 45].
	Course background	Organisation, approach, and curriculum structure for regional applied universities that combine mixed-learning with moral education.
	Teaching Learning	The design, functionality, and integration of moral education for Region Applied Universities of this system.
		The infrastructure of the Regional Applied University facilitates the implementation of

		initiatives that aim to enhance moral and character traits.
		Regional Applied Universities' course materials ought to uphold moral principles and reflect their beliefs [38].
		The organisation has set aside funds specifically for Region Applied Universities' initiative that promotes moral conduct.
		Regional Applied Universities uphold a practical benchmark for moral instruction.
Input evaluation	Teacher elements	The teacher and the administration both have a general concept of moral growth and character.
		Proficiency in skill, teaching methodology, motivation, and communication with students at Regional Applied University [39].
		Teaching attitudes towards moral growth in blended learning at Regional Applied Universities [41].
		Convictions of fairness for Regional Applied University students.

	Student elements	Motivation to learn [41].
		Technical ability.
		Self-efficacy.
		Content and perception of the system.
Process evaluation	Course design	Make use of the internal logical framework of the Regional Applied universities to identify the components of moral growth in the course content. [44].
	Teaching content	Incorporate ethical elements into the content within the framework of local applied universities.
	Teaching methods	Incorporate moral and character development into the curriculum of the Region Applied University's extracurricular activities, classroom instruction, and other initiatives.
	Assessment	Using resources for moral growth in Regional Applied University course assessments.
	Student support	Academic support Different types of learning support.
	Teacher support	Regionally focused universities offering diversified teaching support [45].
	Product evaluation	Academic performance

		students at Region Applied University.
	Moral achievement	Learning perspectives, a sense of social responsibility, and complete competences are among the learning objectives that students at Region Applied University are expected to achieve.
	Satisfaction	Students in the Regional Applied program exhibit a deep comprehension of moral growth as well as a great deal of satisfaction with it [44, 50].

**VI. Conclusion**

This study developed an independent and connected assessment index system for moral development in mixed-learning courses. This makes it possible to utilise several indices as needed in a flexible manner. Relevant indices, such as quality control process indices, context and input indicators for evaluating the viability and logic of moral cultivation lesson plans in mixed learning courses at Regional Applied Universities in China, and product indices for an overall evaluation of teaching outcomes, can be selected for focused assessment.

This essay's primary focus is on the evaluation strategy for English language instruction employing materials for ethical development. Providing access to an integrated paradigm for assessing the efficacy of English education for specialists, teachers, and students. To completely use Ethical Development technology in English education, a new teaching mode is developed that includes aspects that are operational, scientific, practical, and reasonable.

It was found that the study on the assessment index system was limited. Initially, the research identified just important indications; no index was given a

weight. Second, the results' generalisability would have been impacted by the limitations on the size and breadth of the literature collection. Thirdly, there was little practical application or contribution from real educational environments; the majority of the study focused on theoretical aspects. The selection and interpretation of indices may have included biases that were not sufficiently considered. Fifth, there is insufficient long-term evidence to validate the recommended indexes' long-term effectiveness. There are five recommendations for further research on the moral cultivation assessment index system in mixed learning courses for Chinese Regional Applied Universities. First, the system ought to be enhanced in later research by applying the ethical development. Studies should, secondly, provide assessment standards in order to foster theoretical and practical research in online teaching evaluation. Third, longitudinal study should be done to evaluate the moral development programs that Regional Applied Universities provide. Fourth, in order to understand the system's overall impact, it is critical to examine the link between assessment outcomes. Fifth, additional evaluation indicators must to be incorporated into subsequent studies to ensure the results are representative and robust.

## VII. References

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