

Construction of Curriculum Assessment and Evaluation System for International Trade Majors in Higher Vocational Education

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Abstract: *With the development of the times, the evaluation of international trade courses has become an important part of teaching activities, because course evaluation can help students understand their learning process, and enable them to better learn knowledge and master the skills of international trade. At present, professional courses in vocational colleges still adopt the traditional evaluation model, with the purpose of assessing knowledge, which cannot accurately understand students' learning level. So this article focuses on the construction of an assessment and evaluation system for international trade courses in vocational colleges, aiming to more accurately evaluate students' learning level by constructing an assessment and evaluation system. This article tested the accuracy improvement of student level evaluation using vocational international trade courses through experiments, and found that the accuracy increased by a minimum of 10% and a maximum of 20%. This indicates that the assessment and evaluation system for international trade courses in vocational colleges can indeed achieve good results.*

Keywords: *Assessment and Evaluation, Evaluation System, International Trade, Vocational Courses*

1. Introduction

The assessment and evaluation of international trade courses in vocational colleges is currently the focus of research. The evaluation of international trade courses in vocational colleges should break away from the traditional exam based evaluation model and establish a new type of assessment system for international trade courses in vocational colleges. This is of great significance for more accurate evaluation of students' level.

Many scholars have conducted research on higher vocational education. Chiu P S critically examined the quality of evaluation in higher vocational education, identified key factors that affect evaluation quality, and studied whether self-evaluation would better understand how higher vocational education can be improved [1]. Aixia W believes that in the context of big data, accounting teaching in vocational colleges should attach importance to the cultivation of professional practical abilities, optimize the accounting curriculum, and construct a model for the assessment and evaluation of digital teaching courses [2]. Tuononen T believes that teaching quality evaluation is a judgment process that uses the theory and technology of educational evaluation systems to test whether the teaching process and results have reached a certain level of quality [3]. Although there is a lot of research on curriculum evaluation in higher vocational colleges nowadays, there are still some shortcomings.

Vocational education should strengthen cooperation between industry and academia, and strengthen curriculum construction in order to achieve better results. This article focuses on the construction of a curriculum assessment and evaluation system for higher international trade majors, which aims to gain a more accurate understanding of students' learning level through the construction of the assessment and evaluation system. This article experimentally tested the improvement of accuracy in the assessment and evaluation of vocational international trade courses, and the data showed that the improvement was good, indicating that the use of vocational international trade course assessment and evaluation was effective.

2. Construction of a Curriculum Assessment and Evaluation System for International Trade Majors in Vocational Colleges

2.1 Positioning of International Trade Majors in Higher Vocational Education

Higher vocational and technical colleges should always be market-oriented in cultivating specialized talents for international trade majors [4-5]. Currently, companies have increasingly high requirements for skills, so the goal and positioning of cultivating international trade professionals is to enable them to have a deep understanding of the management process of foreign trade, as well as strong business communication and negotiation skills, as well as strong business English and computer operation skills [6-7].

2.2 Shortcomings of International Trade Courses

The shortcomings of international trade courses are shown in Figure 1:

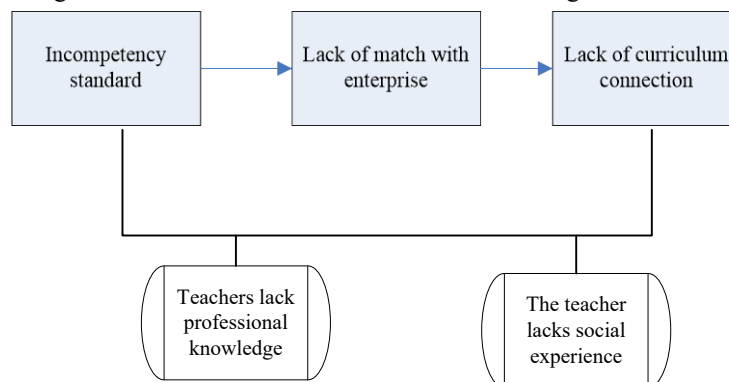


Figure 1: The inadequacy of international trade courses.

(1) In curriculum construction, the fundamental requirement of "ability based" is not reflected; At present, the curriculum of vocational colleges is still in a state of "undergraduate compression". According to the traditional three parts of "public foundation, professional foundation, and professional courses", with theory and practice as modules, there is a lack of comprehensive and professional courses, which cannot fully utilize the professional abilities of vocational colleges.

(2) When establishing the curriculum system, the analysis of employability did not match the needs of enterprises and industries. This leads to insufficient targeted curriculum design and training objectives in the curriculum system, which cannot meet the ability needs of foreign trade applied talents in enterprises and industries.

(3) The establishment of the curriculum system did not follow the training rules of technical application talents, did not analyze the connections between various courses, and did not make reasonable arrangements in the curriculum arrangement. It also did not reform the teaching content of this course based on the professional qualification standards of international trade professionals.

2.3 Suggestions for Constructing a Diversified Evaluation System for International Trade Courses in Vocational Colleges

Diversified evaluation contents: the international trade specialty of higher vocational education is oriented to many positions, such as delivery clerk, documentary clerk, documentary clerk, customs broker, inspector, etc. The assessment content of the exam should not be the same for everyone, but should be carefully set according to the characteristics of professional abilities [8-9]. Not only should theoretical knowledge be evaluated, but details in practice should also be evaluated, and students should be evaluated through comprehensive relevant courses, such as simulating external communication, judging situations, evaluating students' language intelligence, interpersonal intelligence, and natural observation intelligence. Students' language and language abilities, as well as logical thinking abilities, can be evaluated [10-11].

Diversified evaluation methods: In terms of form, appropriate evaluation formats are selected based on the requirements of different courses for knowledge, ability, and quality. Teachers are encouraged to adopt diversified evaluation formats, promoting multiple formats such as closed book, open book, oral

exam, task project report, survey report, etc. For example, in international business negotiation courses, written and oral exams can be combined [12-13]. For international trade practice courses, a relatively new model can be adopted to complete an export business process and assess it in the form of task item reporting. From a time perspective, teachers should be encouraged to value the assessment of the process. Learning is a dynamic process, and evaluation should be a natural part of the learning process. In the classroom teaching process, transaction scenarios can be set through project tasks, and phased project task evaluations can be completed through teacher evaluation, student self-evaluation, and student mutual evaluation. The phased evaluation includes attendance rate, classroom participation, homework, training reports, unit assessments, and other content. It is ultimately combined with the final evaluation to conduct a comprehensive evaluation of students' abilities [14-15].

2.4 Shortcomings in the Assessment and Evaluation of International Trade Courses in Vocational Colleges

Unilateralization of evaluation content: The main task of international trade majors is to cultivate highly skilled foreign trade talents. Their courses have characteristics such as extroversion, comprehensiveness, and applicability. Therefore, students must possess corresponding vocational skills while learning basic knowledge. Nowadays, international trade majors take separate exams based on different courses, neglecting the internal connections between courses. Students learn one subject and forget about another subject, lacking a systematic grasp of knowledge and skills. To solve a foreign trade problem, it is necessary to comprehensively apply various knowledge and skills [16-17]. Specifically, the evaluation content of various subject exams is still mainly based on theory and knowledge, while the assessment in practical aspects is relatively weak. The exam and evaluation questions for professional courses such as "Fundamentals of International Trade", "International Financial Integration", and "International Trade Practice" mainly focus on single choice, multiple choice, judgment, noun explanation, brief answer, case analysis, and discussion. There are relatively few questions related to specific business processes and scenarios, making it difficult to comprehensively assess students' ability and level of practical knowledge application [18-19].

Single evaluation method: The international trade major in vocational colleges has strong practicality, and the learning goal is to "use". Students must have the ability to negotiate business, calculate prices, contract, fulfill contracts, prepare documents, follow orders, understand international conventions and regulations, customer management, market analysis, and prediction. Although the cultivation of these knowledge, abilities, and qualities cannot be achieved in a single course module, at least in different course modules, the focus of cultivating these knowledge, abilities, and qualities should be different. Therefore, the assessment method for evaluating students' learning effectiveness should be adapted to different course objectives, teaching models, and teaching methods. However, at present, some international trade courses in higher vocational colleges mainly adopt the forms of closed book, written examination, thesis, unified examination, etc. The evaluation cycle is divided into two stages: mid-term and final, with a focus on achievement assessment. The evaluation results of students mainly adopt a comprehensive evaluation of the usual, mid-term, and final stages, which fails to reflect the timeliness of the evaluation [20].

2.5 Ideas and Principles for Setting up International Trade Curriculum System

The idea of curriculum design: (1) The construction of the curriculum system for international trade majors in vocational colleges should be based on job requirements and professional standards, guided by employment orientation, and meet the needs of economic and social development and student career development as the entry point. (2) Decompose and determine the positions and professional abilities required by the enterprise. (3) Determine the training targets through a comprehensive analysis of the training targets. (4) Collaborate with schools and enterprises to jointly develop professional courses and textbooks in accordance with job responsibilities, task groups, job abilities, and other requirements.

The principles of course design are shown in Figure 2:

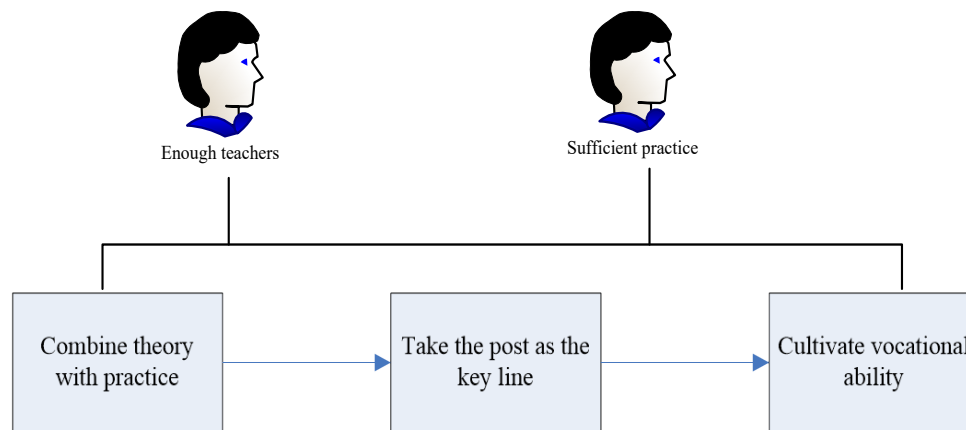


Figure 2: Principles of curriculum.

2.6 Trends in the Assessment and Evaluation of International Trade Courses in Higher Vocational Education

Emphasizing scores over abilities: Subject assessment should have four basic functions, namely: assessment function, guidance function, motivation function, and selection function. The traditional subject testing mode emphasizes the selection function. Due to this reason, many students would review and memorize hard during the final exam, and some even cheat in order to pass the exam. On the other hand, the traditional exam method for courses mainly consists of two parts: one is the final exam score, and the other is the usual score, with the usual score accounting for 10% to 20%. However, due to the lack of an effective assessment mechanism, the standard for measuring grades in daily life is whether there is truancy. If there is no truancy, the score would reach 100 points, which results in the normal score not being able to play its maximum role, and the easily obtained score would also make the final assessment much easier. This actually encourages them to not study hard in their daily lives and only suddenly face difficulties in the end. Therefore, under traditional assessment methods, students' learning is mainly for taking exams, and learning gradually tends to be utilitarian, resulting in the phenomenon of "high scores but low abilities".

Emphasizing theoretical knowledge over comprehensive quality requirements: Due to the unclear guiding role of traditional courses in testing, the content of one-sided course exams is limited to the knowledge ontology in teaching textbooks. Especially in vocational international trade majors, it is a closed book written exam mainly based on a single theoretical knowledge. Its exam content focuses on examining students' understanding and memory abilities, and its form is mainly objective questions with standard answers. The traditional curriculum assessment ignores the practical and applied characteristics of the international trade industry, and the assessment of comprehensive abilities such as operational and practical skills for international trade students is almost blank. Thus fundamentally neglecting the cultivation of students' ability to comprehensively apply the knowledge they have learned and flexibly solve practical and specific problems.

2.7 Construction Method of the Assessment and Evaluation System for International Trade Major Courses

The construction of the assessment and evaluation system for international trade professional courses needs to be workflow oriented, based on positions, abilities, and typical work tasks, and build a workflow oriented professional core course. Therefore, it is necessary to conduct in-depth research on the action areas and professional abilities under typical work tasks, and according to the basic laws of vocational education, transform the professional ability requirements related to international trade practice into learning areas. Creating a work process context for students in international trade practice professional learning areas is beneficial for students to master basic knowledge, professional skills, and comprehensive qualities, thus forming a curriculum system for international trade practice majors.

The development of a curriculum system based on work processes in international trade is not a one-time solution. After the completion of core curriculum development, a monitoring and evaluation system needs to be established, with the most important being the evaluation and feedback of employers and graduates. Maintain close contact with representative enterprises engaged in

international trade practices such as foreign trade enterprises and international freight companies; In the process of building a curriculum system, in addition to involving enterprises throughout the entire process, it is also necessary to timely collect new production knowledge and requirements information from relevant enterprises, and based on the feedback results of enterprises on employment, quickly respond and revise and adjust the curriculum system plan in a timely manner. At the same time, attention should also be paid to listening to and absorbing the opinions of graduate students. In summary, vocational colleges should continuously improve the construction of the international trade practice professional curriculum system based on work processes, change the previous situation of emphasizing theory over practice, dispersing courses, and acting independently, and focus on cultivating core professional skills, in order to achieve the goal of enabling students to quickly develop professional abilities.

2.8 Automatic Test Paper Generation Method for International Trade Course Assessment

Automatic test paper formation is often used in international trade course exams. Automatic test paper formation is a combination of an objective function and multiple constraint conditions. The conditions that need to be met include the difficulty level of the test question, the type of test question, knowledge points, total score of the test paper, exam time, and the knowledge points contained in the test question, etc. By combining these conditions, a suitable test paper for students can be formed. The score loss rate of a student in an exam is shown in formula 1:

$$P = \frac{a}{b} \quad (1)$$

In formula 1, b is the total number of people who answered the question correctly, and a is the total number of people who answered the question incorrectly.

Assuming X is the total number of knowledge points included in the test paper, and Y is the total number of knowledge points required to be included in the test paper, the coverage rate of knowledge points in the test paper is shown in formula 2:

$$M = \frac{X}{Y} \quad (2)$$

In formula 2, X is the number of knowledge points after deduplication, so the number of X would be less than or equal to Y.

The frequency of selecting questions in the test paper is shown in formula 3:

$$N = \frac{F}{Q} \quad (3)$$

After the test question is selected, it cannot be used again for a period of time, so it is necessary to control the frequency of selection. In formula 3, F is the number of times the test question is selected, and Q is the total number of selected test questions.

3. Simulation Experiment on the Assessment and Evaluation System of International Trade Courses in Vocational Colleges

The construction of a good assessment and evaluation system for the courses of vocational international trade majors can more accurately reflect the quality of students' learning. This article would select ten teachers from the school to conduct a questionnaire survey to investigate their satisfaction with the assessment and evaluation system of vocational international trade majors. The satisfaction is shown in Figure 3:

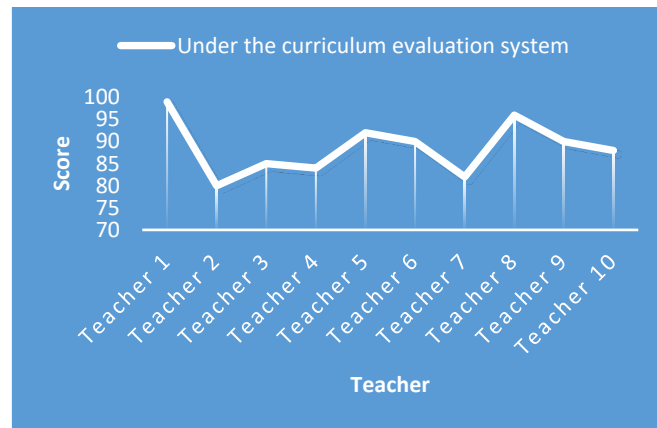


Figure 3: The satisfaction degree of international trade course evaluation system in higher vocational colleges.

From the experimental results in Figure 3, it can be seen that the teachers' satisfaction with the evaluation system of international trade courses in vocational colleges is the highest at 99 points and the lowest at 80 points. From this experimental data, it can be seen that the teachers' evaluation of the evaluation system of international trade courses in vocational colleges is still quite high.

This experiment also tested the accuracy improvement of student level evaluation in five classes using the vocational international trade professional course evaluation system. By understanding the improvement of accuracy, it can be indirectly determined whether the vocational international trade professional course evaluation system can achieve good results. The accuracy improvement of student level evaluation is shown in Figure 4:

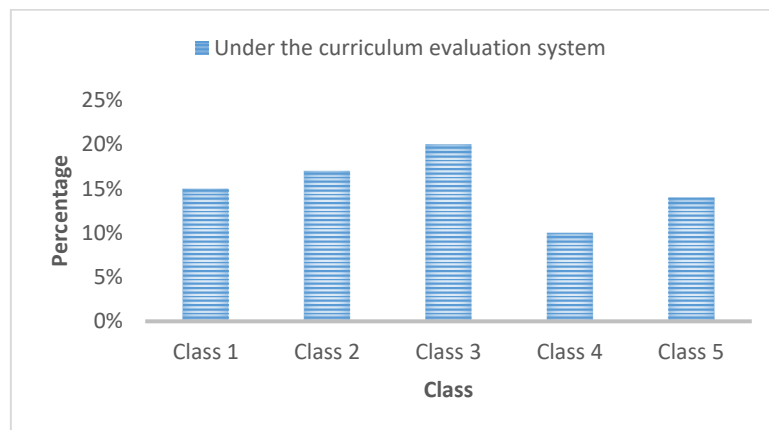


Figure 4: The accuracy improvement of students' level evaluation.

From the experimental results in Figure 4, it can be seen that the accuracy of student level evaluation in the class under the vocational international trade major curriculum evaluation system has been improved by at least 10% and at most by 20%. From this experimental data, it can be seen that the vocational international trade major curriculum evaluation system has a good effect in judging students' learning situation.

4. Conclusions

International trade is a very popular major in universities, and students who graduate from this major need to face the international community. Therefore, vocational colleges have strict monitoring of the learning quality of these students. Nowadays, the exams in schools are relatively traditional, which can only test students' written abilities and cannot test their practical abilities. This can lead to inaccurate and objective evaluation of students' level. So this article focuses on the construction of a curriculum evaluation system for international trade majors in vocational colleges, aiming to provide a more accurate assessment of students' level through the curriculum evaluation system. This article tested the effectiveness of using the international trade professional course evaluation system in several classes through experiments, and found that the accuracy of student level evaluation has indeed

improved, indicating that the international trade professional course evaluation system does have a good effect. Due to space limitations, the number of experiments conducted in this article is still insufficient and would be improved in the future. Finally, it is wished students majoring in international trade more and more excellence.

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