

Learning Performance in Classroom

- An Evaluation Based on Career Planning and Guidance Courses in Minjiang University

YING CHEN

Ph.D. student, National Chengchi University / Lecturer, Minjiang University

• Background

In Minjiang University (MJU, Fuzhou, China), the career planning and guidance courses are public required course for freshman and senior students, and the two courses were offered since 2008. However, due to the university paid more attention on employment rate rather than quality of courses, from more than a decade, there was no systematic evaluation focus on these two courses.

• Research Questions

Based on the background mentioned above, the researcher used Attention Relevant Confidence Satisfaction model (ARCS model) to evaluated the instructional structure of these two courses.

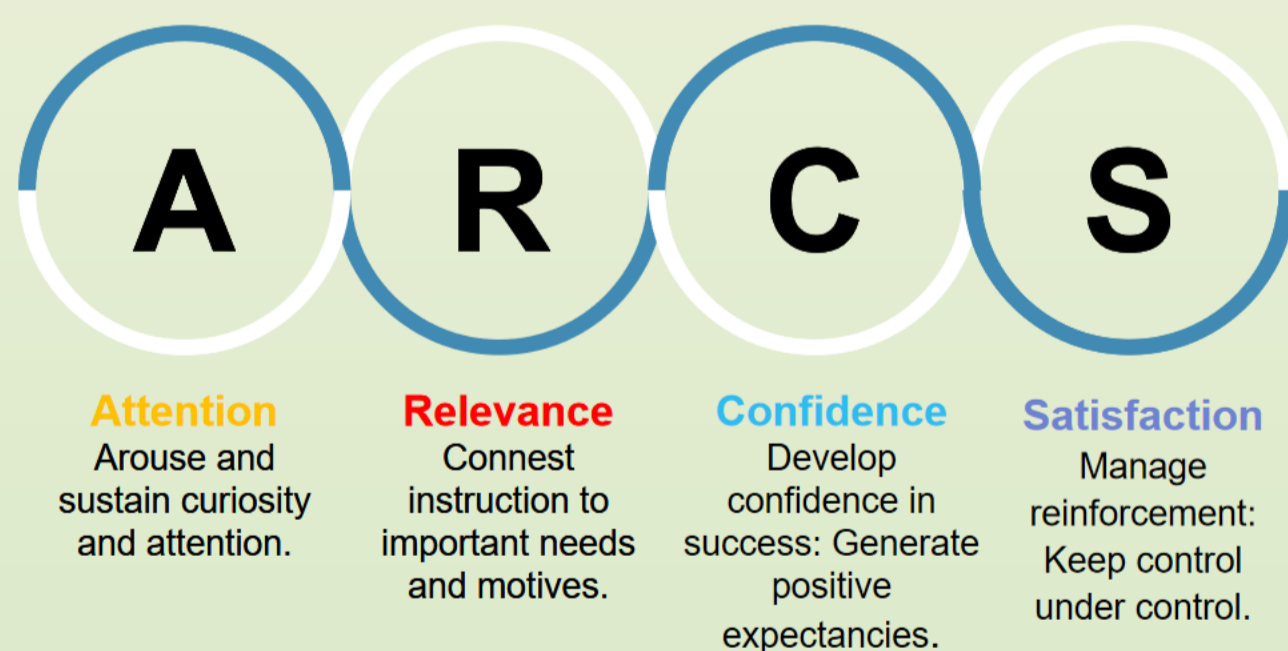


Figure 1. ARCS model (Keller, 1984)

Q1: According to ARCS model, are the four components (attention, relevance, confidence, and satisfaction) satisfied in career planning and guidance courses?

Q2: How do teachers enhance students' performance based on ARCS model?

Q3: What kinds of improvement measures could be used after this study?

• Research Method

Date	2019, Dec.	Sample	Freshman and senior students from MJU
N of Efficient Sample	696	Efficient Rate	96.8%
Instrument	Localized IMMS (Keller, 2010)	Item's N of Questionnaire	18

• Results

By using SPSS 20.0 analyzed the data from questionnaires, the survey showed a good reliability and validity (Pearson's correlation coefficients are all greater than .7).

	N	Cronbach's α	Mean Score	Standard Deviation
Factor 1	696	.958	3.3836	1.10216
Factor 2	696	.940	3.4474	1.02076
Factor 3	696	.858	3.7902	.99899
Factor 4	696	.950	3.4747	1.07494

*This survey was designed to utilize 5-point Likert Scale, 1 to 5 meant disagree to strongly agree. Factor 1= course content, factor 2= confidence and relevance, factor 3= attention and completeness; factor 4= positive feeling.

• Main Improvement Measures

1. Since many students mentioned the course content was out of date, the instructional designers need to renew textbook/powerpoint/examples.
2. To build up better relevance between courses and students, teachers should give students feedback timely.
3. Setting achievable goals for students by phases. For example, breaking assignments (e.g. CV/PS writing, career planning) down into smaller, more manageable pieces.