

## **A Review on the Curriculum Evaluation of Preschool Pedagogy**

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### **Abstract**

**As a compulsory course for students majoring in preschool education, Preschool Pedagogy plays a very important role in the construction of students' professional knowledge framework and the formation of professional ideas. Curriculum evaluation is an important way to test the value and effect of curriculum. By combing the related literature such as the research on Preschool Pedagogy curriculum, the research on curriculum evaluation and the research on Preschool Pedagogy curriculum evaluation, the writer masters the research trend, the transformation and trend of evaluation concept of this curriculum in recent years. It will help to promote the transformation of teachers' teaching methods, change students' learning attitudes and methods and promote the reform of this curriculum.**

### **Keywords**

**Preschool Pedagogy; Courses; Research Review.**

### **1. Introduction**

With the continuous improvement of preschool teachers' quality demand, higher requirements are put forward for the training of preschool teachers. The high-quality development of kindergartens in the new era is an important reflection of their scientific research level and scientific research ability. The scientific research level of kindergartens is closely related to their teachers' scientific research quality and ability. The cultivation of scientific research interest and scientific research ability in preschool teachers' pre employment education directly affects their scientific research level after employment. As a compulsory course in the pre employment training system of preschool teachers, Preschool Pedagogy plays an important role in cultivating their interest in scientific research. A good curriculum evaluation method will directly affect students' ability to ask, find and solve problems. Through combing the relevant research of Preschool Pedagogy and grasping the relevant development trend of its curriculum evaluation. It is significant and valuable to reform the evaluation method of Preschool Pedagogy and improve students' interest in learning.

### **2. Research on the Curriculum of Preschool Pedagogy**

#### **2.1. A Summary of the Research on the Curriculum Reform of Preschool Pedagogy**

Guo Zhongling (2013) proposed that the curriculum reform of Preschool Pedagogy should be practice oriented, and she made the following attempts: clarify the curriculum objectives, optimize the curriculum content, adopt case teaching to establish students' correct educational concept, strengthen students' practical training to cultivate educational skills, pay attention to practicality in evaluation and examination, integrate students' proposition, closed book

examination, record cases, draw lots for oral examination, group cooperation, practical exercises and other diversified ways. Based on the analysis of the current situation of Preschool Pedagogy, Li Juan et al.(2014)proposed curriculum reform in combination with the "work-integrated learning mode" to improve teaching quality and meet the needs of talent training. Combining with the current situation of "excellent teacher training plan" and Preschool Pedagogy, Tong an (2016) pointed out that the curriculum reform should "pay attention to practice" strategy in terms of objectives, content, structure, teaching mode and evaluation methods. Chen Dan(2019)proposed that the ideological and political path should be integrated in the curriculum construction, and the curriculum ideological and political path should be constructed from the aspects of educational objectives, curriculum content, ideological and political carrier, teaching means and academic evaluation, so as to realize the goal of teaching and educating in professional courses. Liu Xiufang et al.(2019) believed that the curriculum reform of Preschool Pedagogy should cultivate applied talents and made the following Explorations: Reconstructing the curriculum objectives based on students, they believed that Preschool Pedagogy could not comprehensively improve students' specific teaching skills, but only provide general and regular scientific basis for students to solve specific preschool education problems. They construct the project-based curriculum content and divide the curriculum content into four parts: Basic Theory of Preschool Education, Elements of Preschool Education, Kindergarten Care and Education Activities and Class Management and Kindergarten and Family, Community and Teaching. The reform of teaching methods aims to strengthen students' practical ability, integrate educational probation, analyze cases and social investigation. Reform the assessment method to pay attention to the comprehensive quality of students, and adopt the combination of formative assessment, summative assessment, teacher evaluation and student self-evaluation. Chen Hongli et al.(2019) reformed the objectives, contents and teaching methods of Preschool Pedagogy based on the concept of kindergarten school cooperation. She proposed to establish an effective mechanism of kindergarten school cooperation mode, consider the benefits of the curriculum mode to kindergartens and improve the implementation rules of kindergarten school cooperation curriculum mode. Cui lanqian(2020) investigated the ideological and political construction of Preschool Pedagogy under the background of "Three Complete Education". He analyzed the problems existing in the ideological and political construction of Preschool Pedagogy, and put forward some improvement suggestions to schools, teachers and students. Based on the perspective of preschool teacher qualification examination, Chen Longtu(2020)puts forward the reform strategy of Preschool Pedagogy by analyzing the relationship between Preschool Pedagogy, Nursing and Education Knowledge and Ability and Comprehensive Quality.

## **2.2. A Summary of the Research on the Teaching of Preschool Pedagogy**

Gan Bo (2012) put forward a new idea of curriculum teaching, that is, adhere to three guidance: guide students to establish a correct outlook on children, guide students to understand children's cognitive characteristics, and guide students to feel children's self construction. He advocated explore three optimizations: optimize teaching methods, teaching means and curriculum structure. He also initiated practice three implementation methods: implement situational teaching method, case teaching method and problem teaching method. Zhao Guangwei (2016) pointed out that we should actively explore the project-based teaching of Preschool Pedagogy from three aspects such as curriculum objectives, curriculum content and curriculum design. Yang Jian (2016) proposed that emotional teaching psychology should be applied to the teaching of Preschool Pedagogy. In teaching, teachers should reasonably control their emotions, strengthen the cultivation of students' emotions and introduce teaching cases to analyze emotions. Li Xiaojie (2017) put the transformation of the teaching idea of Preschool Pedagogy under the background of national examination of teacher qualification certificate, and proposed to adjust the teaching objectives according to the examination standards and change

the teaching methods according to the examination forms, such as adding case teaching and problem teaching methods, increasing the amount of homework, strengthening the ability to take the exam, prolonging the time of educational practice, and adopting information-based teaching methods. Cai Jing (2017) drew lessons from the structuralist learning theory and proposed that the classroom teaching design of Preschool Pedagogy should discover the structure of teaching materials, guide students to experience the excitement of discovery and strengthen students' internal motivation. Yu Huiyang (2020) put forward some suggestions on the reform of curriculum ideological and political teaching on the basis of thinking about the current situation of Ideological and political teaching in Preschool Pedagogy.

### **2.3. A Summary of the Research on the Value Orientation of Preschool Pedagogy**

Jiang Yong (2008) believes that Preschool Pedagogy should move from theory to practice and highlight the practicality of early childhood education, which is embodied in moving towards humanistic ethics, paying attention to on-site situation and returning to generative practice. He also pointed out that Chinese Preschool Pedagogy has no Chinese flavor from the perspective of culture, and proposed to build a Preschool Pedagogy that moves towards cultural consciousness, returns to national tradition and moves towards world culture.

### **2.4. A Summary of the Research on the Textbook Construction of Preschool Pedagogy**

Textbook construction is an important standard to measure the quality of a course construction. Xia Wei et al. (2012) used the content analysis method to study the textbook of Preschool Pedagogy in recent 20 years and found the following four characteristics: the textbook is mainly co-authored, the breadth of the textbook content is good, but lack of depth. The discipline consciousness of the textbook is reflected preliminarily, relevant research needs to be carried out, and the academic level and service consciousness of the textbook are low.

## **3. Research on Curriculum Evaluation**

### **3.1. Research on the Development of Curriculum Evaluation Theory**

#### **3.1.1. Historical Perspective**

Through the analysis of literature, it is found that in the research on the development of curriculum evaluation theory, some scholars have combed the development process of curriculum evaluation at home and abroad with time as a clue. In his master's thesis, Luo Xin (2011) combed the development process of curriculum evaluation in China since 1949. He selected four time nodes: 17 years before the Cultural Revolution (1949-1965), 10 years of the Cultural Revolution (1966-1976), 1977-1999 and since 2001, which discussed the development process of curriculum evaluation value orientation, curriculum evaluation content, curriculum evaluation approaches and methods in China under such a time line. Xiong Yangjing et al. (2018) reviewed and reflected on the development of curriculum evaluation in China since the reform and opening up. He divided the development of curriculum evaluation in China since the reform and opening up into four stages: the stage of foreign theory reference and experience analysis (1978-1998), the stage of research ideas expansion and multidimensional perspective (1999-2000), the stage of formal paradigm shift and theme refinement (2001-2007), the stage of research content deepening and hot spot care (since 2008). The development of foreign curriculum evaluation theory has also gone through roughly three stages: the first stage (1904-1928) takes the Introduction to Spiritual and Social Measurement written by American educational psychologist Thorndike as the starting point,

the second stage (1929-mid-20th century) takes the emergence of eight-year research as the starting point, and the third stage is since the mid-20th century.

### **3.1.2. Academic Rationality Perspective**

In addition to combing the development process of curriculum evaluation theory with time as the main line, there are also scholars combing the development of curriculum evaluation theory with the connotative development of curriculum evaluation, that is, from the perspective of academic rationality. Qiu Fenglan (2008) divided the process of curriculum evaluation into four stages according to its connotation development. The first stage is the stage of the initial emergence of evaluation connotation and form in teaching activities. This stage is represented by Xueji and China's imperial examination system. The second stage is the birth and application of educational measurement theory. The purpose of teaching evaluation in this stage is to divert students. The third stage is the stage of evaluation replacing measurement and Taylor's goal evaluation thought leading. In this stage, the development of curriculum evaluation has laid the foundation of modern curriculum evaluation and there were eight-year research and Taylor's behavior goal in this stage. The fourth stage is the stage of further development of curriculum evaluation. There are two characteristics of curriculum evaluation in this stage: one is the establishment and development of taxonomy of educational objectives, and the other is the continuous expansion of the connotation of curriculum evaluation and the strong humanistic tendency. Ding Chaopeng et al. (2005) reviewed the nine characteristics of the development of curriculum evaluation since the 20th century from the perspective of methods, objectives, value orientation and schemes of curriculum evaluation. The first is from the methodology of natural science to the methodology of humanities, the second is from target oriented evaluation to target free evaluation, the third is from result evaluation to process evaluation, and the fourth is from paying attention to the external value of curriculum to the internal value of curriculum itself, the fifth is from investigating a single variable in isolation to describing and explaining the overall situation of the implementation of the curriculum plan, the sixth is from paying attention to the curriculum plan to paying attention to the individual educated, the seventh is from seeking objective knowledge to paying attention to the value and significance in the process of education, the eighth is from value neutrality to value load, and the ninth is the relationship between the evaluator and the evaluated from the opposition between the subject and the object to the negotiation between the subjects.

### **3.2. Research on Curriculum Evaluation Model and Method**

In the west, the models and methods of curriculum evaluation started earlier. Due to the limitation of space, this study only introduces several representative and applicable curriculum evaluation models. The first is the goal model, whose proposer Taylor believes that curriculum evaluation is to solve the problems in educational practice, and the discovery of problems needs to be compared and evaluated with the preset goals. The second is the gap model, which was first proposed by American curriculum expert Roworth in 1969. He corrected the mistake of focusing only on results and ignoring process in the target model. The third is the CIPP model, which includes four steps: Context Evaluation, Input Evaluation, Process Evaluation and Product Evaluation, which was proposed by American curriculum expert Stavre in the 1960s-1970s. The American Association for the Advancement of Science began to organize and implement the 2016 plan on a large scale in the 1980s. In this plan, an integrated curriculum paradigm is proposed, which makes efforts from the following three aspects: the first is to build a framework of modern knowledge and realize the integration of curriculum content. The second is to establish a new value concept of scientific culture, so as to realize the substantive integration of curriculum content. The third feature is to realize the reality of curriculum integration by creating several operable curriculum models.

China's research on curriculum evaluation models and methods started late. In the early research, it mainly used foreign curriculum evaluation models for reference and absorption, and it lack of localization and innovation. However, with the expansion of research field and the deepening of research content, some innovative research has also appeared. Li Yanbing (2000) proposed to construct a new qualitative evaluation model, that is self acceptance evaluation, which enables each student to accept and affirm himself with a healthy, positive and optimistic attitude. Yang Xiaoping et al (2004) believe that the qualitative evaluation method has some beneficial enlightenment to the evaluation of basic education curriculum in China. On the basis of introducing the two typical qualitative evaluation methods of Growth Portfolio recording method and Socratic discussion evaluation method, they put forward their enlightenment to the evaluation subject, evaluation object and value orientation of basic education curriculum in China. Liu Zhijun (2004) put forward the method of developmental curriculum evaluation, that is, adhere to the principles of understanding, diversification and reality in curriculum evaluation, establish the network structure model of curriculum evaluation method, and take action research as the basic strategy. By analyzing the scope of higher vocational education curriculum evaluation, Xu Guoqing (2013) constructed the formulation idea of higher vocational education curriculum evaluation indicators, and established a five element model of higher vocational education curriculum evaluation, which includes five parts: demand, structure, content, condition and implementation. Yao Kai et al. (2017) used text mining technology to establish a MOOC evaluation index system which includes five first-class indicators such as curriculum content, instructional design, interface design, media technology and curriculum management as well as 25 second-class indicators such as curriculum description and content goal consistency.

### **3.3. Research on the Content of Curriculum Evaluation**

For the content of curriculum evaluation, each scholar has not formed a completely consistent view, and different people have different opinions. American curriculum expert Eisner believes that the curriculum itself, teaching and its effect are the three main contents of curriculum evaluation. Schwab, an American scholar, believes that the main content of curriculum evaluation should include students, teachers, environment, teaching materials and other elements. Lu Yongli (2002) believes that curriculum evaluation should include many aspects, but it should mainly include students, teachers and curriculum implementation. From the perspective of Multiple Intelligences Theory, Huang Liming et al. (2003) proposed that curriculum evaluation should come from students' activities, based on students' learning activities, and develop learning activities matching Multiple Intelligences Theory. Chinese scholar Liu Zhijun (2007) believes that curriculum evaluation mainly includes four aspects: The first is needs evaluation, which is carried out before the curriculum reform. The second is the evaluation of curriculum standards The third is the evaluation of teaching materials. The fourth is the evaluation of the process of curriculum implementation.

### **3.4. Research on the Value Orientation of Curriculum Evaluation**

Jiang Yajun (2014) put forward curriculum evaluation is a combination of facts and value judgment. Therefore, the value orientation of evaluation will be reflected when curriculum evaluation activities are carried out. Foreign research on the value orientation of curriculum evaluation has gone through three stages. The first stage is based on the goal orientation of technical rationality. The second stage is based on the process orientation of practical rationality. And the third stage is the subject orientation of emancipating rationality. Based on the exploration of localized curriculum evaluation, Chinese scholars have put forward some new value orientations of curriculum evaluation. Huang Liming et al. (2003) proposed curriculum evaluation based on the theory of multiple intelligences, and believed that curriculum evaluation has new significance: that is, the evaluation criteria are diversified, the

purpose is to promote development, the source is activity, the core is holistic view, and the method should use portfolio and activity method. Li Bin (2004) discussed the life orientation of curriculum evaluation in his master's thesis. He proposed to infiltrate the conceptual requirements of life orientation in traditional evaluation activities, and realize the transformation of students' evaluation function based on the methodological significance of curriculum evaluation. Wu Shaoling (2007) put forward the concept of curriculum evaluation based on paying attention to life. She believes that curriculum evaluation should emphasize autonomy, openness, development and transcendence. Zhong Qiquan (2010) believes that curriculum evaluation should be rooted in the educational thought of Chinese culture, so as to move towards humanization. Its connotation includes that the learning view should move from storage to construction, and the evaluation view should move from education points to education, so as to make the curriculum evaluation from utilitarianism to humanization.

#### **4. Research on Curriculum Evaluation of Preschool Pedagogy**

In CNKI, the author takes curriculum evaluation, Preschool Pedagogy, curriculum evaluation, early childhood pedagogy as the keywords to search, and the search results are none. Which indicate that there is no systematic research on the problem of curriculum evaluation in Preschool Pedagogy.

At present, the research on the curriculum evaluation is scattered in some documents, and only discusses the assessment method of students, that is, the assessment method of the curriculum. Which is lack of systematicness and comprehensiveness. It is also difficult to touch other aspects of curriculum evaluation.

Tong an (2016) proposed that Preschool Pedagogy should change the evaluation method, pay attention to the evaluation of practical process, increase the proportion of process evaluation, and flexibly adjust the evaluation form by combining quantitative evaluation and qualitative evaluation. Ma Jingjing (2018) believed that the teaching reform of Preschool Pedagogy should implement a developmental evaluation system based on the principle of diversity and process and reform the assessment methods. Liu Xiufang et al (2019) believe that the curriculum reform of Preschool Pedagogy should change the assessment methods and use the methods of formative assessment and summative assessment, student evaluation and teacher evaluation to test the comprehensive quality of students.

#### **5. Review of Existing Research**

At present, the theoretical research on curriculum evaluation at home and abroad is basically perfect. Whether it is the research dimension or the research depth, it is of great significance for the theoretical reference of this study. However, there are few empirical studies on curriculum evaluation. At present, there are relatively few studies on curriculum evaluation based on a certain curriculum or activity. It mainly focuses on the analysis of the connotation of curriculum evaluation and the construction of ideal curriculum evaluation model. This is also the significance of this study, which provides practical test and proof based on the existing theoretical research.

The relevant research on Preschool Pedagogy has begun to take shape. Firstly, it is reflected in the research content, involving the value and direction of the curriculum, the reform of the curriculum, the teaching of the curriculum and the content of the curriculum. Secondly, it is reflected in the research perspective, involving many directions such as practice orientation, curriculum thought and politics, split classroom and so on. However, as far as the research status is concerned, there are the following two problems. First, there is a lack of systematic research on the curriculum evaluation of Preschool Pedagogy. Curriculum evaluation is a logical and systematic problem. The existing research only stays in the single perspective of

curriculum assessment, which is difficult to go deep into other problems related to curriculum evaluation. Second, the research on a course needs to go deep into the classroom and the whole teaching implementation process, it needs a long time to find, solve and verify problems. The logic of the existing research is poor.

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