A Discussion on Improving Students’ Accessory Design and Production Capacity in Vocational Schools Offering Cosmetics Subjects through CIPP Evaluation Model

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要旨: 本文「CIPP 評価モデルで美容関係専門学生の装飾デザインと製作能力アップの検討」は、質的研究法—资料分析、インタビュー、フォーカスグループなどの方法を通して、装飾デザイン課程の教師の教學及び学生の学習について分析する。本研究は、美容関係専門学生の装飾デザインと製作能力を高める方針、教師の教學能力を高め、装飾デザイン課程の教材編集、そして学生的装飾デザインの学习效果アップなどを説明するためにある。

Key words: CIPP Evaluation Model, Design Education, Cosmetics, Accessory Design

1. Introduction

“Accessory Design” course not only expands the design elements of the overall fashion but cultivate the physical and psychological state as well as aesthetic qualities in students.

The purpose of vocational education is to cultivate the talents required for a national economic development. The Ministry of Education (2013) statistics show 14 vocational schools offer ing cosmetics subjects in: cosmetics application and management, cosmetics styling, fashion and styles, cosmetics care, and fashion design.

In sum, the paper integrates qualitative research with relevant information to improve the teaching effectiveness of teachers in cosmetic and accessory design courses, thereby to enlighten students with the application of acquired knowledge and cultivation of humanistic and artistic quality.

2. Research Purpose

The paper “discusses the improvement on students’ accessory design and production capacity in vocational schools offering cosmetics subjects through CIPP Evaluation model.” The ultimate value of the paper aims to improve the teaching effect of teachers in cosmetics design education, accessory design courses, and the learning effectiveness of students.

3. Research Framework

The study framework adopts the CIPP Evaluation Model proposed by Stuffelbeam (2000):

(1) “C”—refers to context evaluation defining the scope of environment such as educational goals, course outline and industry overview.

(2) “I” - refers to input evaluation consisting of relevant resources such as teaching environment, faculty overview and course materials.

(3) “P” - refers to process evaluation that constantly reviews plans under implementation such as teaching method, students learning and teaching evaluation.

(4) “P’” - refers to product evaluation as a result of undergoing measurement and judgment such as student works and industry evaluation.

4. Research Method and Implementation Course

(1) Interview Participation

The study conducts the interview with 40 students from the accessory course, to understand the students’ opinions and views on the educational goals, course outline, teaching environment, teacher instruction, course materials, teaching methods, learning status, and work exhibition.

(2) Focus group

The focus group seminar is limited to 4-12 people (Krueger & Casey, 2000), continuous course opening for three years, including 2 instructors of accessory courses and 2 accessory retailers, with the content described below:

A. What is the educational goal and meaning of the accessory design course?
B. What is the difficulty for teacher instructing accessory courses and the difficult for students?
C. How can students improve accessory design and production capacity in vocational schools?

5. Outcome Analysis

(1) Relevance between accessory design course goals for students in vocational schools and the fashion industry today:

A. The educational goal and course outline of accessory design involves color study, creativity theory, introduction or aesthetics and fashion design.

B. Cooperate with the Ministry of Education in the implementation of collaborative teaching to combine the industry overview and the accessory design practice course.

C. Accessory design is the can help students appreciate works and artistry, and respect for other people’s designs.

D. The accessory design courses should follow the fashion trend to prepare course outline that helps students learn accessory design and production capacity.
(2) Analyze appropriateness in context of accessory design course:
A. Install photography equipment and audio control equipment to the classroom in order to present and film the accessories.
B. Use large desks for groups in the classroom to facilitate the production and cutting by students.
C. The electricity meter in the classrooms should offer sufficient power sockets for each working table.
D. Instructors are required to meet the qualification of professional course instruction.
E. Instructors are recommended to routinely participate in relevant seminars such as relevant course trainings offered by civil camp, private cram schools, community colleges, and associations.
F. Choose new and clear course materials with explicit and comprehensible steps. CD for self-learning by students is preferred.
G. Teachers can prepare their own materials and record each demonstration process through photos and films as self-prepared materials for aided teaching.

(3) Analysis of relevance for the teaching process of accessory design course in vocational schools offering cosmetics subjects:
A. Teachers can demonstrate according to the difficulty of materials so that students can carry out effective learning.
B. Consider individual difference in students and provide remedial teaching for students with poor learning effect.
C. Purchase materials for accessory course together depending on the level of difficulty, in groups or individually.
D. The feedback for mid teaching evaluation can be provided to teachers as reference to improve their instruction.
E. Grade at consistent time to maintain fairness in teachers without the interference of different emotions.
F. Encourage students to participate in related competition to accumulate practical experience for learning effectiveness.

(4) Analyze students participate in accessory design courses.
A. The industries highly recognize the artistry and creativity in students from vocational schools.
B. Students can enhance competitiveness for higher education and employment through participating in relevant competitions.
C. Encourage students to hold public performance for enhancement of creativity value and personal experience.
D. Accessories can be used as startup basis for students. For example, the products can be sold online to generate economic values.

6. Conclusion
(1) Background Related Evaluation and Conclusion
A. The accessory design course should be combined with fashion industries to cultivate qualified talents for the industries.
B. The accessory design course should be diversifies with rich course context and effectiveness.
C. Cultivate students with moral values in “appreciation” and “respect” for accessories.

(2) Input Related Evaluation Conclusion
A. Classroom environment can be used to assist teachers and students.
B. The professionalism and advanced study for teachers can substantially improve teaching effectiveness.
C. Course materials should be applied with clear images and process to help students.

(3) Process Related Evaluation Conclusion
A. The teaching method should match the learning qualities of students with individual differences through separate demonstration and explanation.
B. The accessory materials should be specified and purchased according to the course requirement and class needs.
C. Teaching evaluation should emphasize on fairness and objectivity.

(4) Output related evaluation conclusion
A. Schools should set up rules and regulations to encourage students to participate in competitions, in order to maintain a win-win situation.
B. Students should apply acquired knowledge in order to maximize the economic benefits of accessory courses.

7. Suggestions
(1) The paper is carried out through qualitative research and quantitative research should be integrated in future research to improve the representation of data collection.
(2) It is suggested to add comparison of universities of science and technology and vocational colleges offering accessory courses for future study.

Reference