

English abstract of the paper	
Thesis title	Evaluation of International Cooperative Education Programs: Focusing on the Educational Programs of the Department of Japanese in Higher Vocational Education in China
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<p>With the advancement of globalization and the development of Industry 4.0, the demand for high-quality technical talents is increasing. Chinese vocational colleges are responsible for cultivating high-quality technical talents that can adapt to the development of the times. To nurture high-quality technical individuals with a certain level of competitiveness at the international stage, vocational colleges have vigorously launched international cooperative education programs, such as overseas study and technical internship projects. The quality of these international cooperative educational programs directly impacts the quality of talent cultivation, student employment, and the strategic adjustments of both the sending and receiving parties. Evaluation of education programs serves as a vital means of ensuring program quality. This study focuses on the evaluation of international cooperative programs, especially the Japanese language study abroad and technical internship programs offered by vocational colleges in China.</p> <p>According to the literature review, due to the different objectives of the stakeholders of the educational program, the evaluators need to listen to the voices of the program stakeholders, so it is more reasonable to use the CIPP evaluation model to evaluate the background, input, process and outcome of the program from the perspective of social constructivism. There are few studies on the quality evaluation of overseas study and technical internship in vocational colleges, especially from the perspective of social constructivism, using the CIPP evaluation model to evaluate the background, input, process and outcome of international cooperative education programs.</p> <p>This study proposes the following research hypotheses: 1) Whether the educational effects of study and technical internship in Japan have met the</p>	

requirements of the Japanese language professional talent training objectives; if not, what factors have hindered their achievement? 2) How do stakeholders evaluate the content and effectiveness of the programs? 3) What are the differences in evaluation results between the study abroad and technical internship programs?

This study employs various research methods, including literature review, questionnaire survey, interviews, case study, data analysis, and comparative analysis. Specifically, firstly, a questionnaire survey was conducted among students in the Japanese language study abroad program and technical internship program in vocational colleges nationwide. The survey divided the participants into four groups: study abroad participants and their respective program directors (sending side), and technical internship participants and their respective program directors (sending side). Different types of questionnaires were distributed to these different groups (four types in total). Secondly, using the cooperative education program of the Japanese language program at the nationally representative 'P Vocational and Technical College' as an example, interviews were conducted with participants (students), project directors from the sending side, and project directors from the receiving side for both study abroad and technical internship projects. The content of the interviews was then analyzed using the CIPP evaluation model. Additionally, the satisfaction levels of the study abroad and technical internship programs were compared based on questionnaire survey data and interview content.

The results of the analysis are as follows: 1. Students' Japanese language proficiency, intercultural communication skills, and overall competencies and professional skills have improved through participation in study abroad or technical internship programs. 2. In terms of the interface and cooperation between the sending and receiving sides, teachers on the sending side tend to use more didactic teaching methods, and the textbook content is relatively outdated. As living, studying, or working in the host country requires strong subjective initiative, students need some time to adapt to their study abroad or technical internship

life. In addition, cooperation between the sending and receiving sides is insufficient. 3. A comparison of satisfaction levels between study abroad and technical internship programs revealed higher satisfaction with the former. Further analysis showed that among female students, satisfaction with the support provided by the receiving side, changes in Japanese language proficiency, and changes in intercultural communication skills after program participation were higher for study abroad programs than for technical internship programs. Additionally, among non-double-high (a term specific to Chinese vocational education referring to high-level vocational schools and high-quality professional groups) groups, satisfaction with the support provided by the receiving side, changes in Japanese language proficiency, intercultural communication skills, competencies and professional skills, and educational effectiveness after program participation were also higher for study abroad programs.

When further examined from a social constructivist perspective, the above findings suggest that the frequency of interactions among stakeholders has a significant impact on program effectiveness. For example, improving Japanese language proficiency through increased interaction with others and fostering intercultural communication skills by increasing shared knowledge during interactions can be beneficial. Close contact with others improves skills, and increased teacher-student and student-student interactions increase student initiative in learning.

The conclusion of this study is that the study abroad programs and technical internship programs conducted by the Japanese language departments at vocational colleges have basically met the expectations of the project stakeholders. Satisfaction with study abroad programs is higher than with technical internship programs. There is room for further development of study abroad and technical internship programs in Japan. In addition, it provides experience and inspiration for the practical application and research of the GIPP evaluation model in the evaluation of cooperative project.

In order to improve the quality of cooperative education programs, the following suggestions based on social constructivism are proposed: enhancing the trust of stakeholders, promoting communication and cooperation, emphasizing the subjectivity of students, increasing the interaction between students and teachers, as well as between students and technical instructors, and improving the integration of teaching and guidance content between the sending and receiving sides will contribute to improving the quality of the international education programs.