

Application of Diversified Evaluation in the Business Correspondence

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Abstract: The important value of applying diversified evaluation in business correspondence is becoming increasingly prominent. As a crucial medium for business communication, business correspondence directly influences the seamless progression of business cooperation. The study employs Concurrent Triangulation Mixed Methods and aims to explore the application methods and mechanisms of diversified evaluation in business correspondence. A total of 90 students participated in the survey questionnaire, and 7 individuals were interviewed. The findings indicate that the method currently used in the research sample is the diversified evaluation approach, which exerts a positive effect on the business correspondence course. Moreover, the diversified evaluation can help enhancing students' learning outcomes, engagement, and evaluation. It can be used as an alternative to traditional evaluation methods. This research offers fresh perspectives and orientations for the optimization and enhancement of business correspondence.

Keywords: diversified evaluation, business correspondence, assessment improvement, student learning

Introduction

The application of diversified evaluation in the business correspondence course is a widely discussed topic in this field. Business correspondence, as important tools for communication and exchange in the business field, play an irreplaceable role. Traditional assessment methods used to measure business communication need to evolve constantly to adapt to the ever-changing business world. Introducing diversified evaluation into business correspondence is a contemporary initiative aimed at analyzing communication effectiveness from multiple dimensions and covering a broader perspective. Therefore, considering the use of diverse evaluation methods is not only a step forward but also necessary.

The diversified evaluation method emphasizes student participation and knowledge transfer, and introduces interactive teaching activities such as group discussions, role-playing, and simulated negotiations. Students can deepen their understanding of knowledge and improve their application abilities through practical operations^[1]. Furthermore, information search behavior, information technology skills, reading and writing abilities have a positive impact on students' academic performance^[2]. It was found that this is a cost-effective approach to education and evaluation^[3]. Constructing a scientific and diverse curriculum evaluation method is an important way to improve teaching quality.

Currently, the majority of research in the educational domain is concentrated on the application of diversified evaluation within general education. However, due to the unique characteristics and specific requirements of the business field, there is a notable scarcity of in - depth investigations into how diversified evaluation can be implemented in business correspondence courses. In light of this, the objective of this study is to delve into the utilization of diversified evaluation in business correspondence. By doing so, this study endeavors to put forward relevant strategies and approaches, with the intention of offering practical support and valuable suggestions for the enhancement of business correspondence courses

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and their associated teaching practices.

1. Research methodology

1.1 Theoretical framework

This paper explores the application of diversified evaluation in business correspondence, drawing on communication theory and multiple evaluation theory. The communication theory helps to understand the complexity of business communication. The multiple evaluation theory emphasizes choosing evaluation tools according to the cultural backgrounds of the evaluated, promoting fair and culturally - sensitive evaluations, and moving away from traditional one - dimensional methods. Supported by these theories, the application of diversified evaluation in business correspondence can be examined. The research follows the input - process - output model^[4].

1.2 Research design

This study employed a method that combined qualitative and quantitative research, known as Concurrent Triangulation Mixed Methods, and used a combination of stratified sampling and random sampling to select participants. The target population of this study included third-year students majoring in a university. 90 students participated in the survey questionnaire and 7 individuals were involved in the interviews. The data collection was conducted through questionnaire, while the interviews involved in this study were conducted in a face-to-face one-on-one format at one university.

1.3 Treatment of data

The treatment of data in this research involved a series of steps systematically designed to synthesize, analyze, and interpret the data gathered from both the surveys and interviews. The 4-point Likert scale responses, ranging from '1 = Strongly Ineffective' to '4 = Highly Effective', were analyzed and processed using the mean as a quantitative descriptor. The mean range of the Likert scale in this study is shown in Table 1.

Table 1 Criteria for the Division of Mean Value Levels

Mean Value Standards	Description
3.26-4	Highly Effective
2.51-3.25	Somewhat Effective
1.76-2.5	Somewhat Ineffective
1-1.75	Strongly Ineffective

As for the qualitative data derived from the interviews, a thorough and meticulous thematic analysis was employed. After being transcribed verbatim, the interview records underwent numerous readings to understand the perspectives of the respondents. These readings allowed for the identification of recurring ideas or 'themes', which were then coded and categorized based on their relevance to the research objectives. This process ensured pertinent insights and profound understandings were drawn from qualitative data. Hence, this combination of statistical methods and qualitative thematic analysis was essential to meet the research objectives, leading to valuable conclusions from the study findings.

2. Research results and discussion

2.1 Evaluation methods currently used in the business correspondence

Regarding the evaluation methods currently used in Business Correspondence, diversified evaluation method is being commonly employed, including process-based evaluation, summative evaluation, multi-source evaluation from teachers, classmates, and students themselves, as well as evaluation through e-platforms. Meanwhile, traditional evaluation methods such as examinations and assignments are also being utilized simultaneously.

This situation leads to several aspects worthy of in-depth exploration. In general four themes can be reflected:

feedback of assessment methods, learning motivation and participation, teaching methods and learning experience, and teacher role and guidance, as shown in Table 2. In the study of business correspondence, S1, S4, and T1 reflect the drawbacks of traditional teaching methods and learning experiences, while interactive and multimedia teaching may be improved. In terms of evaluation method feedback, S2, S3, and S4 indicate that traditional exams have shortcomings, peer feedback has advantages, and multiple evaluations are necessary. Under the theme of learning motivation and participation, S1, S4, and S5 propose that practical applications and group dynamics can stimulate learning motivation. In terms of teacher roles and guidance, T1 and T2 are crucial for personalized guidance and group discussion guidance.

Table2 Themes of Evaluation in Business Correspondence Interviews

Themes	Sub-themes
Feedback of Assessment Methods	Accuracy of Exams in Measuring Skills, Role of Peer Feedback in Evaluation
Learning Motivation and Participation	Motivational Factors like Real-world Application, Influence of Group Dynamics on Motivation
Teaching Methods and Learning Experience	raditional Classroom vs. Interactive Teaching, Impact of Multimedia Use on Comprehension
Teacher Role and Guidance	Providing Individualized Instruction, Facilitating Group Discussions

2.2 Effectiveness of the evaluation methods on students' learning outcomes, engagement, and evaluation.

In terms of the effectiveness of the evaluation methods on students' learning outcomes, engagement, and evaluation, the diversified evaluation methods have indeed shown notable effectiveness. Table3 reveals that a significant portion of the respondents perceive business correspondence course to be at either a "somewhat effective" or a "highly effective" with regard to learning and evaluation. The mean values of the student learning outcomes, learning engagement, and The effectiveness of evaluation, are 3.24, 3.59, and 3.14 respectively, all of which exceed 3, which implies that business correspondence has achieved favorable performance in several aspects. The 3.59 mean of learning engagement implies students are actively engaged, perhaps due to activities like group projects and class debates.

Table 3 Statistical description of survey results on diversified evaluation method

Indicators	Mean	Standard Deviation	Description
Student learning outcomes	3.24	0.301	Somewhat effective
Learning engagement	3.59	0.314	Highly effective
The effectiveness of evaluation	3.14	0.451	Somewhat effective

2.3 Alternative evaluation method for business correspondence

Based on the previous discussion regarding the effectiveness and the identified areas for improvement of the existing evaluation methods, the alternative evaluation method for Business Correspondence could be introduced as the Integrating Tech and Refined Assessment Method.

This method builds upon the framework of the diversified evaluation method. To enhance the assessment details, a

more comprehensive and granular rubric system is developed. According to the survey data of the diversified evaluation approach, the mean values of students' learning outcomes, learning engagement, and the effectiveness of evaluation were above 3 (3.24, 3.59, and 3.14, respectively) which indicates the effectiveness of this evaluation approach. In terms of technological support, online platform could be utilized. It enables real-time monitoring of students' activities during practical projects and simulations. By implementing the Integrating Tech and Refined Assessment Method, it is expected to overcome the limitations of traditional evaluation methods and further amplify the positive aspects of the diversified evaluation approach, leading to more accurate and holistic evaluations of students' capabilities and achievements in Business Correspondence.

3. Conclusions and recommendations

This paper analyzes the application of diversified evaluation in students' simulated business communication process using quantitative and qualitative feedback mechanisms. The conclusions of the study are as follows:

Firstly, the current evaluation method for business writing courses is diversified evaluation, while traditional evaluation methods also exist. Secondly, diversified evaluation methods can effectively improve students' learning outcomes, participation, and evaluation. In the classroom using multiple evaluation methods, a more comprehensive understanding of students' learning situation can be obtained. In addition, comprehensive technology and refined evaluation methods based on diversified evaluation are alternative evaluation methods in the practice of business correspondence courses.

Based on the above elements and conclusions, this study makes several recommendations. Firstly, further expansion of multiple assessment methods in business correspondence courses will enable students to enhance their understanding of theoretical concepts while also equipping them with the practical skills needed for effective business communication. Secondly, modern information technology is more widely utilized to implement multivariate evaluation. Taking an enterprise or a sales company as the simulation core entity, so that students who enter the laboratory for training can learn to deal with various possible problems in practical work by using the data collected by teachers from the actual operation of enterprises and comprehensively, and form e-business business philosophy.

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