

BASIC CONCEPT OF CURRICULUM EVALUATION

1. What is evaluation?

- Evaluation describes how to assess the nature, impact and value of an activity through the systematic data collection, analysis and interpretation of information with a view to make an informed decision.
- Evaluation involves 3 activities
 - Outlining clear purposes
 - Gathering evidence
 - Judgement
- Evaluation should be an apart of development rather than apart from it.

2. Why evaluate?

- Evaluation takes place for 2 reasons
 - To prove the quality
 - To improve the quality
- This includes
 - Keeping track of the project progress
 - To improve the quality of learning for students
 - To elicit the principles of good practice
 - To objectively analyze new products (the students)

3. Why curriculum evaluation?

- It involves making judgments about the effectiveness of curricula and whether they are meeting the needs of students
- It involves gathering of information in order to determine how well the curriculum is performing
- The reasons are to make improvements such as changes to the curriculum document

- It is intended to be a shared, collaborative effort involving all the major education partners
- Teacher self-evaluation is an important aspect
- Good teaching practice is an important aspect

4. What to evaluate?

- Usability
- Teaching and learning effectiveness
- Accessibility (where and when can material be used)

5. Focuses of evaluation

- The effectiveness of school programs (program evaluation)
- The effectiveness of the curriculum (curriculum evaluation)
- Progress in student learning (student evaluation/assessment)
- The effectiveness of teachers' instruction (teacher self-evaluation)

6. Methods of curriculum evaluation

- Evaluation and revision occurs through out all stages of the development and implementation of the curriculum. This is to facilitate accountability to the professions, society, the education facilities and the learners
- There is regular review of the curriculum to reflect the changes that influence the professional setting of staff
- There is regular review of the implementation of the curriculum
- Educators and trainers, learners, the profession and the key external stakeholders participate in regular and on going evaluation of the curriculum and its outcomes, as appropriate
- The curriculum is revised and modified in response to the evaluation process
- Learners receive constructive feedback following assessment by peers, educators and trainers, and are facilitated and supported in the self evaluation process

- Development and implementation of curriculum is externally moderated as required by the organization, the national standard body and the sector
- The timeframe and extend of the evaluation will depend on
 - Regulation
 - Organizational quality assurance system
 - The length of time since the curriculum was developed
 - External changes which make new material essential for inclusion
 - Existing content obsolete (need to be deleted)

7. Choosing quantitative and qualitative means based on

- The quantitative and qualitative data that are collected from
 - Focus group (staff and student)
 - Questionnaire
 - Structured interview
 - Participants observation
 - Message to e-mail list
 - Diary entries
 - Critical incident analysis
 - Subject-specific research paper
 - Local report
 - University reports
 - Student monitoring
 - Server statistic
 - Student feedback
 - Staff development feedback

8. Importance of curriculum evaluation

- Evaluation is as essential part of the educational process

- It provides evidence of how well students' learning objectives are being achieved and whether teaching standards are being maintained
- It enables the curriculum to develop
- A curriculum should constantly develop in response to the needs of student institution and society
- Evaluation can check that curriculum is progressing in the desired way

9. Purposes of curriculum evaluation

- To ensure teaching is meeting students' learning needs
- To identify areas where teaching can be improved
- To inform the allocation of faculty resources
- To provide feedback and encouragement for teachers
- To support application for promotion by teacher
- To identify what is valued by health profession schools
- To facilitate development of curriculum

10. Phases of the evaluation process

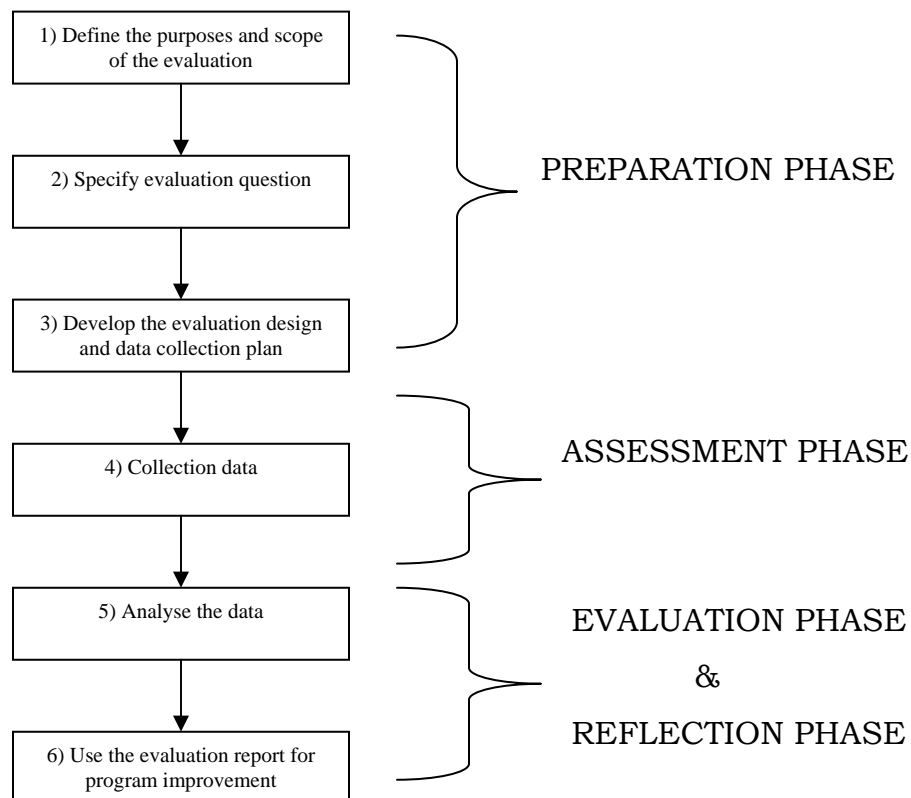
- Preparation phase
 - What is to be evaluated
 - Type of evaluation to be used
 - The criteria against which student learning outcomes will be judged
 - Appropriate assessment technique with which to gather information
- Assessment phase
 - Identify information gathering strategies
 - Construct or select and administer instrument
 - Collect and organize the information
 - Identification and elimination of bias
- Evaluation phase

- Interpretation of assessment information and making judgments about student progress
- Reflection phase
 - To consider the extent to which the previous phases in the evaluation process have been successful
 - Evaluation of the utility and appropriateness of the assessment techniques used

11. Characteristics of an ideal evaluation

- Reliability
- Validity
- Acceptability – to evaluator and to person being evaluated
- Inexpensiveness/ feasibility

Steps in the evaluation process



12. Planning for evaluation

- 5 questions to be asked when assessing and evaluating of curriculum
 - Criteria – What?
 - What curricular competencies will be evaluated?
 - What essential learning or key features of subject area competencies will be evaluated?
 - Purpose – Why?
 - Why is data being gathered and recorded?
 - What will be done with the information gathered?
 - How will it be used to benefit student learning?
 - Tools – How?
 - How will data be gathered and recorded?
 - What methods and tools will be used?
 - People – Who?
 - Who will gather and record data and draw conclusion?
 - Who will be involved in the process of decision making and the formulation of new action?
 - Opportunity – When?
 - During what part of the project process will the assessment and evaluation take place?
 - Specifically, what will students are doing?