Curriculum Development and Implementation

NSG 423

University of Ibadan Distance Learning Centre
Open and Distance Learning Course Series Development

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General Editor: Prof. Bayo Okunade

Vice-Chancellor's Message

The Distance Learning Centre is building on a solid tradition of over two decades of service in the provision of External Studies Programme and now Distance Learning Education in Nigeria and beyond. The Distance Learning mode to which we are committed is providing access to many deserving Nigerians in having access to higher education especially those who by the nature of their engagement do not have the luxury of full time education. Recently, it is contributing in no small measure to providing places for teeming Nigerian youths who for one reason or the other could not get admission into the conventional universities.

These course materials have been written by writers specially trained in ODL course delivery. The writers have made great efforts to provide up to date information, knowledge and skills in the different disciplines and ensure that the materials are user-friendly.

In addition to provision of course materials in print and e-format, a lot of Information Technology input has also gone into the deployment of course materials. Most of them can be downloaded from the DLC website and are available in audio format which you can also download into your mobile phones, IPod, MP3 among other devices to allow you listen to the audio study sessions. Some of the study session materials have been scripted and are being broadcast on the university's Diamond Radio FM 101.1, while others have been delivered and captured in audio-visual format in a classroom environment for use by our students. Detailed information on availability and access is available on the website. We will continue in our efforts to provide and review course materials for our courses.

However, for you to take advantage of these formats, you will need to improve on your I.T. skills and develop requisite distance learning Culture. It is well known that, for efficient and effective provision of Distance learning education, availability of appropriate and relevant course materials is a *sine qua non*. So also, is the availability of multiple plat form for the convenience of our students. It is in fulfilment of this, that series of course materials are being written to enable our students study at their own pace and convenience.

It is our hope that you will put these course materials to the best use.

Prof. Abel Idowu Olayinka

Vice-Chancellor

Foreword

As part of its vision of providing   education for "Liberty and Development" for Nigerians and the International Community, the University of Ibadan, Distance Learning Centre has recently embarked on a vigorous repositioning agenda which aimed at embracing a holistic and all encompassing approach to the delivery of its Open Distance Learning (ODL) programmes. Thus we are committed to global best practices in distance learning provision. Apart from providing an efficient administrative and academic support for our students, we are committed to providing educational resource materials for the use of our students. We are convinced that, without an up-to-date, learner-friendly and distance learning compliant course materials, there cannot be any basis to lay claim to being a provider of distance learning education. Indeed, availability of appropriate course materials in multiple formats is the hub of any distance learning provision worldwide.

In view of the above, we are vigorously pursuing as a matter of priority, the provision of credible, learner-friendly and interactive course materials for all our courses. We commissioned the authoring of, and review of course materials to teams of experts and their outputs were subjected to rigorous peer review to ensure standard. The approach not only emphasizes cognitive knowledge, but also skills and humane values which are at the core of education, even in an ICT age.

The development of the materials which is on-going also had input from experienced editors and illustrators who have ensured that they are accurate, current and learner-friendly. They are specially written with distance learners in mind. This is very important because, distance learning involves non-residential students who can often feel isolated from the community of learners.

It is important to note that, for a distance learner to excel there is the need to source and read relevant materials apart from this course material. Therefore, adequate supplementary reading materials as well as other information sources are suggested in the course materials.
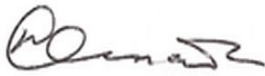
Apart from the responsibility for you to read this course material with others, you are also advised to seek assistance from your course facilitators especially academic advisors during your study even before the interactive session which is by design for revision. Your academic advisors will assist you using convenient technology including Google Hang Out, You Tube, Talk Fusion, etc. but you have to take advantage of these. It is also going to be of immense advantage if you complete assignments as at when due so as to have necessary feedbacks as a guide.

The implication of the above is that, a distance learner has a responsibility to develop requisite distance learning culture which includes diligent and disciplined self-study, seeking available administrative and academic support and acquisition of basic information technology skills. This is why you are encouraged to develop your computer skills by availing yourself the opportunity of training that the Centre's provide and put these into use.

In conclusion, it is envisaged that the course materials would also be useful for the regular students of tertiary institutions in Nigeria who are faced with a dearth of high quality textbooks. We are therefore, delighted to present these titles to both our distance learning students and the university's regular students. We are confident that the materials will be an invaluable resource to all.

We would like to thank all our authors, reviewers and production staff for the high quality of work.

Best wishes.

Professor Bayo Okunade

Director

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About this course manual

Curriculum Development and Implementation NSG 423 has been produced by University of Ibadan Distance Learning Centre. All course manuals produced by University of Ibadan Distance Learning Centreare structured in the same way, as outlined below.

How this course manual is structured

The course overview

The course overview gives you a general introduction to the course. Information contained in the course overview will help you determine:

- If the course is suitable for you.
- What you will already need to know.
- What you can expect from the course.
- How much time you will need to invest to complete the course.

The overview also provides guidance on:

- Study skills.
- Where to get help.
- Course assignments and assessments.
- Margin icons.

We strongly recommend that you read the overview *carefully* before starting your study.

The course content

The course is broken down into Study Sessions. Each Study Session comprises:

- An introduction to the Study Session content.
- Study Session outcomes.
- Core content of the Study Session with a variety of learning activities.
- A Study Session summary.
- Assignments and/or assessments, as applicable.
- Bibliography

Your comments

After completing Curriculum Development and Implementation we would appreciate it if you would take a few moments to give us your feedback on any aspect of this course. Your feedback might include comments on:

- Course content and structure.

- Course reading materials and resources.

- Course assignments.

- Course assessments.

- Course duration.

- Course support (assigned tutors, technical help, etc.)

Your constructive feedback will help us to improve and enhance this course.

Course Overview

Welcome to Curriculum Development and Implementation NSG 423

This is a nursing education course. It introduces the students to the concepts of curriculum development and implementation. The course is designed to introduce students to a variety of models for curriculum design and uses of elements in curriculum development. Selection and organization of methods and organization of methods and materials for curriculum implementation will be discussed. The role of National and International bodies in the pursuance of the goals of Nursing as a profession and of Nursing education.

Course outcomes

Upon completion of Curriculum Development and Implementation NSG 423, you will be able to:

Outcomes

- identify elements of the curriculum and the relationship of elements in the process of curriculum development.
- utilize the knowledge of curriculum process in the development of a health educational problem.
- identify the role of national and international bodies in the pursuance and the goals of Nursing as a profession and of the Nursing Education.
- acquire knowledge and skills in evaluating self and others in the classroom and clinical settings.

Getting around this course manual

Margin icons

While working through this course manual you will notice the frequent use of margin icons. These icons serve to "signpost" a particular piece of text, a new task or change in activity; they have been included to help you to find your way around this course manual.

A complete icon set is shown below. We suggest that you familiarize yourself with the icons and their meaning before starting your study.

Activity	Assessment	**Assignment**	Case study
Discussion	**Group Activity**	Help	Outcomes
Note	**Reflection**	Reading	Study skills
Summary	Terminology	Time	Tip

Study Session 1

Curriculum Process

Introduction

In this study session, you will be introduced to the meaning of curriculum, terminologies used in curriculum development, element of curriculum development and stages of curriculum development.

Learning Outcomes

Outcomes

When you have studied this session, you should be able to:

1.1 explain the concept of curriculum.

1.2 identify the elements of curriculum.

1.3 describe the relationship of the elements in the process of curriculum development.

1.4 discuss stages of curriculum development.

Terminology

Curriculum	The planned interaction of pupils with instructional content, materials, resources, and processes for evaluating the attainment of educational objectives.

1.1 Concept of Curriculum

Curriculum as a word came from Latin word "Currere" which means to run/to proceed, referring to the course of deeds and experiences through which children grow to become mature adults. It was earlier associated with race courses and the running of races and it is now commonly defined as a "work schedule" or a "particular body of courses" and generally linked with an orderly plan and progression. Curriculum is all the opportunities planned by the teachers for pupils.

A curriculum (plural: curricula or curriculums) is the planned interaction of pupils with instructional content, materials, resources, and processes for evaluating the attainment of educational objectives. It is all the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school. It is the aggregate of courses of study given in a learning environment. The courses are arranged in a sequence to make learning a subject easier. A curriculum may also refer to a defined and prescribed course of studies, which students must fulfil in order to pass a certain level of education.

ITQ
Question
Define the term curriculum.
Feedback
Curriculum is all the opportunities planned by the teachers for pupils.

1.2 Terminologies Frequently Associated with Curriculum Studies

Curriculum development: the planning of learning opportunities intended to bring about certain desired changes in pupils, and the assessment of the extent to which these changes have taken place. a cyclical process revealing creation of what learners need to learn through objective statements, choosing and or providing the right methods, learning experiences, learning resources, and evaluation techniques.

Curriculum process: a continuous cycle of activities in which all elements of the curriculum are considered and interrelated.

Humanistic curriculum: curriculum that stresses the need to take human values, interests, and aspiration into consideration through an understanding of human approach to learning.

Curriculum planning: a description of the process of creating a curriculum that entails developing, monitoring and evaluating the total curriculum plan.

Curriculum leader and curriculum committee co-ordinator may be used interchangeably but the individual must also be an author researcher, experienced teacher and or examiner in the subject area the committee works on. (See pages 191-193 of the national curriculum for senior secondary schools health science volume 10 of July 1985).

Curriculum Guide: a document usually developed by state or local school agencies. The content may be recommendations for teaching a subject   on content, teaching resources, learning experiences or opportunities to be provided and evaluation techniques or methods

Crisis Curriculum: a curriculum plan (inform or a crash programme) aimed at solving an immediate or recent societal problem. For example increase in drug abuse among youths in a state may call for planning and introduce alcohol and drug education in the school.

Genesis of the Curriculum: this is elementary school curriculum that consist of science, communication, human relations, art, health, mathematics, geography, history and politics.

Curriculum Design: a substantive entity of a curriculum revealing the arrangement of the components or elements of the curriculum like aims, goals and objectives, subject matter or content, learning activities and evaluation.

Curriculum Models: graphic models that enable curriculum planners to visualise curriculum components, their relationships, process development as well as implementation. They facilitate theory building through provision of clues of what to think about thereby stimulating further research and theoretical constructs.

Curriculum Change: change in the educational curriculum of a society due to new expectations from the education system of a country like the 6-3-3-4 education system in Nigeria. Curriculum change should not be for change sake but there must be a justification for change.

Curriculum Foundations: they are those areas that determine what a curriculum will look like. These are nature of knowledge, society/culture, learning theories, the individual learner. They are themselves influenced by basic philosophical assumptions and the determinant also influence the foundation aspects of the curriculum.

Curriculum Functional Aspects: like the name suggests, they are those aspects of the curriculum that put the curriculum into action namely; aims, goals, objectives, content, learning activities, and evaluation.

Hidden Curriculum: learning that takes place within the school and during school program but which the school did not consciously put down as what to be learnt in school.

Official Curriculum: the content areas the school must facilitate the learners to learn as written down in syllabus, brochure, course description, course outline or prospectus.

Actual Curriculum: those content areas actually taught to the students or the overall educational benefits a child receives at the end of a course.

Formal Curriculum: learning experiences or activities the school recognise and put on its time-table.

Informal Curriculum/Extracurricular activities: activities that are not formally recognised or that take place after the school hours, during holidays or at week-ends.

Activity 1.1

Itemize 10 of the terminologies frequently associated with curriculum studies.

Activity 1.1 feedback

- Curriculum development
- Informal Curriculum/Extracurricular activities
- Hidden Curriculum
- Curriculum Change
- Curriculum Guide
- Humanistic curriculum
- Curriculum Design
- Curriculum Models
- Curriculum Foundations
- Curriculum Functional Aspects

1.3 Elements/Components of the Curriculum

The nature of the elements and the manner in which they are organized may comprise what we call a curriculum design. The elements are also called components of curriculum.

- Curriculum Aims, Goals and Objectives
- Curriculum Content or Subject Matter
- Curriculum Experience
- Curriculum Evaluation

Component 1: Curriculum Aims, Goals and Objectives

We live in a changing society in which new knowledge is constantly being discovered and in which old knowledge is being proved wrong. It is no longer possible for even highly educated specialist, in some fields to know everything in their own specialism. With the realization that pupils must be prepared to cope with the demands of a society which is changing so quickly, teachers need to reappraise what they are offering to their pupils. The fact that a wider range of objectives is being sought in schools emphasises the need for careful planning. The first element of curriculum involves:

Aims: Elementary, Secondary, and Tertiary

Goals: School Vision and Mission

Objectives: Educational objectives. Learning objectives can be grouped into 3 major categories/domains

Domains:

1. **Cognitive** – knowledge, comprehension, application, analysis, synthesis, evaluation
2. **Affective** – receiving, responding, valuing, organization, characterization
3. **Psychomotor** – perception, set, guided response, mechanism, complex overt response, adaptation, origination.

Cognitive domain: This area was developed by Bloom et al (1956). In the cognitive domain are the objectives which deal with recall or recognition of knowledge and development of intellectual abilities and skills. It is the area where most works have been done, area where the clearest definitions of objectives are to be found stated as the students behaviour. This includes objectives to names, list, defined label, compare and contrast etc. at the end learners behaviour can be clearly stated.

Affective domain: was developed by Krathwoll et al 1964, objectives in this domain are those that describe changes in interest, attitudes and values and the development of appreciations. Specialist in this area have said it is a very difficult area and objectives here are not stated very precisely and that many teachers are not clear about the learning experience which are appropriates to the achievements of the objectives. It is difficult to describe the behaviors appropriate to these objectives since internal feeling and emotions are significant to this domains as well

as external behaviour. Emotions cannot be seen. This is attitudinal behavior, that is, appreciating good water devoid of guinea worm in contrast to what operates in the village ponds. They show interest by asking questions that would be of help to them. Home visit will confirm whether they practice the technique or not. Summarily, objectives here include showing interest, appreciation, enjoyment.   Another major objective is to appreciate the importance of what you have taught.

Psychomotor or motor skill domain: Developed by Bloom and Associates. Objectives here deal with skills requiring use and coordination of skeletal muscles. Here, objectives are stated in these forms:

- Demonstrating: procedures
- Performing: lifting points appropriately
- Constructing
- Designing
- Manipulating syringes etc
- Mending, sowing etc are other areas.

All learning objectives can be developed in one of these areas.

Component 2: Curriculum Content or Subject Matter

This is information to be learned in school.

Criteria used in selection of content or subject matter for the curriculum:

Self-sufficiency – "less teaching effort and educational resources, less learner's effort but more results and effective learning outcomes – most economical manner.

Significance – contribute to basic ideas to achieve overall aim of curriculum, develop learning skills

Validity – meaningful to the learner based on maturity, prior experience, educational and social value

Utility – usefulness of the content either for the present or the future

Learnability – within the range of the experience of the learners

Feasibility – can be learned within the tile allowed, resources available, expertise of the teacher, and nature of learner.

ITQ
Question
What are the criteria used in selection of content or subject matter for the curriculum?
Feedback
Self sufficiency
Significance
Validity

Utility

Learnability

Feasibility

Principles to Follow In Organizing the Learning Contents

Balance. Content curriculum should be fairly distributed in depth and breadth of the particular learning are or discipline. This will ensure that the level or area will not be overcrowded or less crowded.

Articulation. Each level of subject matter should be smoothly connected to the next, glaring gaps or wasteful overlaps in the subject matter will be avoided.

Sequence. This is the logical arrangement of the subject matter. It refers to the deepening and broadening of content as it is taken up in the higher levels.

Integration. The horizontal connections are needed in subject areas that are similar so that learning will be related to one another.

Continuity. Learning requires a continuing application of the new knowledge, skills, attitudes or values so that these will be used in daily living. The constant repetition, review and reinforcement of learning is what is referred to as continuity.

Component 3 – Curriculum Methods

Instructional strategies and methods will link to curriculum experiences, the core and heart of the curriculum. The instructional strategies and methods will put into action the goals and use of the content in order to produce an outcome. Teaching strategies convert the written curriculum to instruction. Among these are time-tested methods, inquiry approaches, constructivist and other emerging strategies that complement new theories in teaching and learning. Educational activities like field trips, conducting experiments, interacting with computer programs and other experiential learning will also form part of the repertoire of teaching.

Whatever methods the teacher utilizes to implement the curriculum, there will be some guide for the selection and use. Here are some of them:

- teaching methods are means to achieve the end
- there is no single best teaching method
- teaching methods should stimulate the learner's desire to develop the cognitive, affective, psychomotor, social and spiritual domain of the individual
- in the choice of teaching methods, learning styles of the students should be considered
- every method should lead to the development of the learning outcome in three domains
- flexibility should be a consideration in the use of teaching methods

Component 4 – Curriculum Evaluation

All curricula must have an element of evaluation to be effective. Curriculum evaluation refer to the formal determination of the quality, effectiveness or value of the program, process, and product of the curriculum. Several methods of evaluation came up. The most widely used is Stufflebeam's CIPP Model. The process in CIPP model is continuous and very important to curriculum managers.

CIPP Model – Context (environment of curriculum), Input (ingredients of curriculum), Process (ways and means of implementing), Product (accomplishment of goals)- process is continuous.

Regardless of the methods and materials evaluation will utilize, a suggested plan of action for the process of curriculum evaluation is introduced. These are the steps:

Focus on one particular component of the curriculum. Will it be subject area, the grade level, the course, or the degree program? Specify objectives of evaluation.

- Collect or gather the information. Information is made up of data needed regarding the object of evaluation.
- Organize the information. This step will require coding, organizing, storing and retrieving data for interpretation.
- Analyze information. An appropriate way of analyzing will be utilized.
- Report the information. The report of evaluation should be reported to specific audiences. It can be done formally in conferences with stakeholders, or informally through round table discussion and conversations.
- Recycle the information for continuous feedback, modifications and adjustments to be made.

Relationship Between Elements in the Process Of Curriculum Development

Key elements within the curriculum and the relationships between them are shown in diagram below.
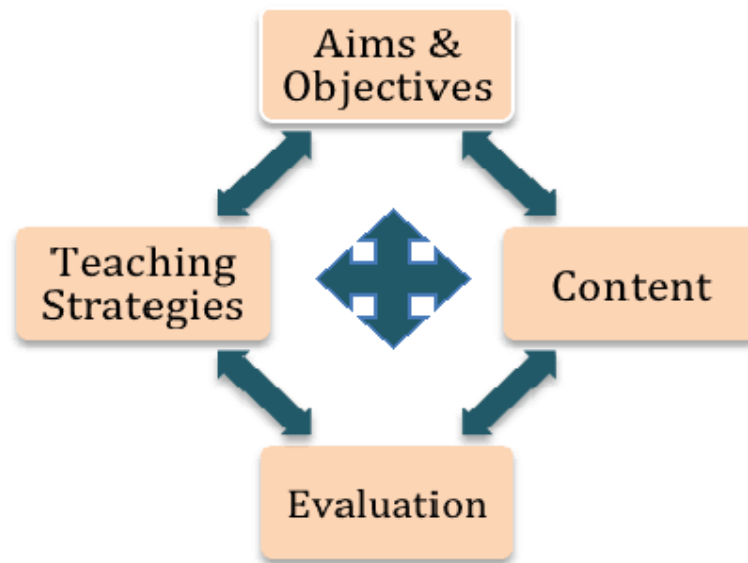
Fig 1.1: Key elements and relationships in the curriculum (Picture Source: Google Image)

Contents – Objectives – Methods – Evaluation.

The four aspects are closely interrelated and changes to any one aspect may affect all the others.

The above elements can be compared with the diagram of curriculum process. There is a difference only in terminology. Content is used instead of materials, and assessment and feedback have been put together as evaluation. Each element of the curriculum is given thorough study and attention during the process of curriculum development.

These elements and relationships of course are all context bound. In current systemic approaches to curriculum design, a major element of the educational context is the intended learning outcomes for students of a topic or course.

Intended learning outcomes describe the characteristics that a student should be able show on successful completion of a course or topic. Assessment gauges the extent of students' achievement of the intended outcomes, learning interactions and content should help to build towards students' achievement of those outcomes.

Intended learning outcomes are formed under the influences of:

- university policy and regulations
- the interests of the particular academic discipline,
- our understanding of the characteristics of students entering the course of topics,
- the expectations of society, professions and potential employers, and educational theory and good practices.

> **ITQ**
>
> **Question**
>
> Mention the elements/components of the curriculum
>
> **Feedback**
>
> - Curriculum Aims, Goals and Objectives
> - Curriculum Content or Subject Matter
> - Curriculum Experience
> - Curriculum Evaluation

Study Session Summary

Summary

In this Study Session, you have been introduced to the meaning of curriculum, terminologies used in curriculum development, element of curriculum development and stages of curriculum development.

Assessment

Assessment

SAQ 1.1 (tests Learning Outcome 1.1)
What is curriculum?

SAQ 1.2 (tests Learning Outcome 1.2)
What are the elements of the curriculum?

SAQ 1.3 (tests Learning Outcome 1.3)

Use a diagram to describe the relationship of the elements in the process of curriculum development.

SAQ 1.4 (tests Learning Outcome 1.4)

Identify the stages involved in curriculum development.

References
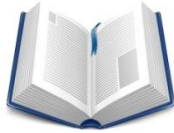
Reading

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Tyler, R. W. (1949). Basic principles of curriculum and instruction. Chicago, IL: University of Chicago Press.

Study Session 2

Curriculum Development Theory and Model

Introduction

In this study session, you will be introduced to the meaning of curriculum theory and models, various types of models in curriculum development and different types of curriculum design. You will also learn the advantages and disadvantages of the different types of curriculum models and design

Learning Outcomes

Outcomes

When you have studied this session, you should be able to:

2.1 Identify different types of curriculum theory/models.

2.2 Explain different types of curriculum design

Terminology

Curriculum Design	A statement which identifies the elements of the curriculum, states what their relationships are to each other, and indicates the principles of organization and the requirements of that organization for the administrative conditions under which it is to operate.
Curriculum Model	A framework for instructional methods and evaluation criteria. Curriculum models assist educational institutions with implementation of uniform standards by providing educators an example from which to teach.

2.1 Curriculum Theory and Models

Lets us start this study session by defining model. **Models** are blueprints of curriculum that are miniature sample that summarises data and methods which help the reader to have an understanding of the whole package within a short period of time. They help in theory building in curriculum work. Depending on the nature and complexity of what they represent, models generally are used in four categories.

Physical model: It is the simplest and also known as working model. It is a three dimensional device showing how things work as in cluster of coloured balls used in chemistry class to show the structure of molecules.

Conceptual Model: It is also known as verbal model where a verbalized concept or metaphor is essentially stuck to on phenomena as an aid to comprehension.

Mathematical Model: It is the most complex and reduced complex phenomena to mathematical expressions as in chemical equations.

Graphic Model: This is commonest which involves drawings or diagram which makes it possible for one through visual means to describe the components of the thing being modeled and explain the relationships among its parts.

A curriculum model should allow quick comprehension of curriculum components and must be useful in theory building through suggestion of question that need to be asked in data and in providing clues to possible answers. It should be possible to use model as a tool for usefulness of curriculum models, we shall examine.

There are several models of curriculum development. An attempt to describe the various models oftentimes leads to confusion. To avoid falling into the confusion trap, we have settled for three of the well-known models. These models are:

- Objective model
- Process model
- Situation analysis model.

Models are generally used in four categories, mention these categories.

Feedback

- Physical model
- Conceptual Model
- Mathematical Model
- Graphic Model

Activity 2.1

2.1.1 The Objective Model

This model is influenced by behavioural psychology and makes use of objectives expressed in behavioural terms. According to this model, there are five major stages in curriculum development:

1. *Stating General Aims, Goals and Objectives*: This stage is the entry point in the model and it is derived from the national philosophy of education. Aims are formulated in line with the wider social context in which learning is taking place, hence they should be influenced by society's accepted needs and values. The aims of higher educational institutions are embodied in their mission statements enacted by parliament at the time the institution was founded. Goals and objectives are also formulated in line with the general policy framework.
2. *Selection of Content*: After stating aims, goals and objectives, the next line of action using the objectives model is to select content.

The content to be taught in a higher educational institution is usually decided upon by the higher education institution's authorities who set up the programme. Where the curriculum is to be improved or revised the existing content is reviewed by adding new topics that have become essential. If an entirely new course is to be developed a survey of what should be offered to fulfil the stated goals is undertaken.

3. *Selection of learning experience*: Experiences to be provided to learners in order to achieve the content identified are spelt out. These will range from Units to field trips and laboratory or other practical exercises. Learning experiences are essential for each content area to be taught.

4. *Organisation and matching of learning experience with context*: Each learning experience must be matched with the appropriate content area. These are then organised in sequence indicating the scope of the content to be covered.

5. *Evaluation stage*: This enables the implementers of the curriculum to determine the effectiveness of the curriculum and then to make modifications. This stage thus prepares the ground for the commencement of further curriculum development activities. The evaluation stage examines the extent to which the objectives are realised in practice thereby indicating the effectiveness or otherwise of the curriculum.

This five staged objective model is cyclic and can be represented diagrammatically as follows:
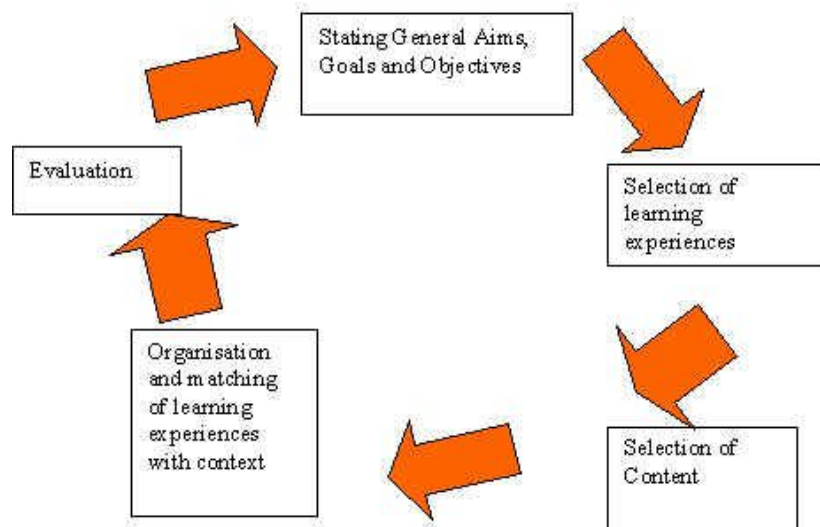
Fig. 2.1: Cyclical Stages of Curriculum Development

2.1.2 The Process Model

This is a model of curriculum development in which content as well as principles and procedures are specified rather than anticipated outcomes in terms of objectives. In this approach to curriculum development, the content selected represents a particular form of knowledge which is intrinsically worthwhile. The content shows important procedures, key

concepts and criteria inherent in a field of knowledge. The choice of content is not dependent on students' behaviour to which it might give rise but on the degree to which it reflects the form of knowledge.

Developing a curriculum using the process model involves devising teaching methods and materials which are consistent with the principles, concepts and criteria inherent in such activities. In this design, the process is specified (i.e. the content being studied, the methods being employed and the criteria inherent in the activity). The end product is not specified before hand in terms of behaviour but can be evaluated using the criteria inherent in the field of knowledge. Behavioural objectives are absent, and the teacher does not promote any particular point of view of response from students. In place of objectives, the emphasis is on defining acceptable principles of procedure for dealing with such issues. The stages in this model are not successive as in the objective model.

Stages in the Process Model of Curriculum Development

- Selection of Content
- Selection of Principles of procedures (learning strategies)
- Devising teaching methods and materials
- Evaluation by criteria inherent in the field of knowledge

Only the organisation and matching of content with learning experience is absent from the process model, all the other stages correspond to stages in the objectives model.

ITQ

Question

The choice of content is not only dependent on students' behaviour to which it might give rise but on _____

Feedback

The degree to which it reflects the form of knowledge.

2.1.3 The Situation Analysis Model

This model puts curriculum development firmly within a contextual framework. It views curriculum development as a means where teachers modify and transform learners' experiences through providing knowledge of each specific situation. The model underlines the importance of the curriculum development process and its inevitable political character as different pressure groups and ideological interests seek to influence the process of education. In this model, recommendations about the curriculum are made separately for each institutional situation as these are assumed to be unique. It makes specific provisions for different planning contexts including a critical appraisal of the institutional situation as one of its most crucial features. The model is based on the assumption that focuses for curriculum development should be on the context where learning is taking place including national, and societal and institutional. Of concern also are the institution and its teachers. Institution-based curriculum development is one of the most effective ways of promoting genuine change at institutional level. This is where

curriculum experts go to the institution, work with its teachers to develop the curriculum or improve the teaching of the subject.

The stages in this model are:

Situation analysis: This involves a review of the situation and an analysis of the interacting elements. External factors to be considered are broad social changes including ideological shifts, parental and community expectations, the changing nature of the subject and the potential contribution of teacher support systems such as senior colleagues and specialised institutions. Internal factors include the learners and their attributes, teachers and their knowledge, skills, interests, materials, resources and perceived problems.

Goal Formulation: The goals are derived from the outcomes or results of the situational analysis.

Programme building: This comprises the selection of subject matter, the sequencing of teaching and learning episodes, the development of staff and the choice of appropriate supplementary materials and media.

Interpretation and Implementation: This is where practical problems involved in the introduction of a modified curriculum are anticipated and tackled as the implementation proceeds.

Monitoring, Assessment Feedback and Reconstruction: This involves a much wider concept of evaluation than determining to what extent a curriculum meets its objectives. Tasks here include providing on-going assessment of progress of a wide range of outcomes (including learners attitudes and the impact on the institutions) and keeping adequate records based on responses from a variety of participants.

Examples of these models are:

Macdonald's Model

The curriculum according to Macdonald's model depicts curriculum as one of one interacting systems and other systems involving a teacher performing his professional roles, learning as another personality system wherein the student perform task-related activities or behaviors which is learning while instruction is the social system in which formal teaching and learning , processes occur which involves principally the teacher and the learner while the   teacher is regarded as the social system which culminates in a plan for instruction
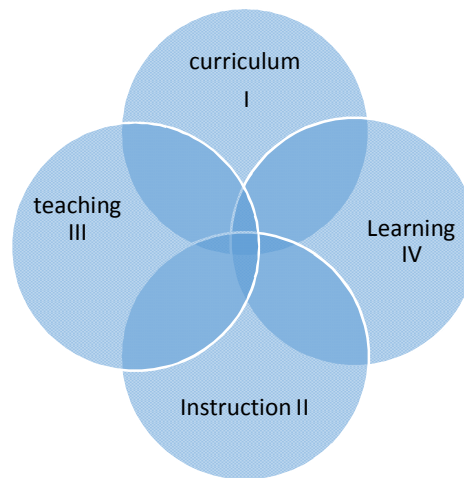
Fig 2.2: Macdonald's Model

Activity 2.2

Highlight the stages involved in situational analysis model.

Feedback

- Situation analysis
- Goal Formulation
- Programme building
- Interpretation and Implementation

Zais Eclectic Model (The Foundations and nature of the Curriculum)

Zais model attempts to show in static terms the curriculum components and the principal forces that influence its substance and design. It represent, concern is to show graphically the principal variables and their relationships, that planners needs to consider in curriculum construction. As shown in the model, the curriculum boundaries are not well defined but it is an integrated unity.

Within the model line, the four components making the curriculum viz:

- Aims, goals, objectives
- Content
- Learning activities

Evaluation are separated by jagged lines like a jigsaw puzzle which is meant to indicate the relatedness of each component to the rest fitting well to give a well articulated picture.

Eclectic curriculum means, curriculum choosing and accepting freely from various sources.

The philosophical assumption serves as the basement which influences the value judgment of the foundational areas which are also interrelated as the arrow shows but not a unified whole.

The shaded arrow links the foundations to the components of the curriculum which shows the influence of curriculum components (i.e. the curriculum design).

2.2 Curriculum Designs

Curriculum design is the arrangement of the components or elements of a curriculum which may also be referred to as curriculum organization. In developing specific learning activities for a given set of objectives, curriculum designers need to decide whether they want to place the subject-matter, the learners, or problems at the center. The following sections discuss each category of activity. The key features of curriculum designs are:

- Their pattern of content organization
- Activities organization
- Areas of living organization

Curriculum designers must have the following at the back of their mind scope, sequence, continuity and integration to have a good design at the end of the day. Curriculum design may be considered along:

- subject centered design
- learner centered design
- problem centered design

ITQ

Question

What are the key features of curriculum design?

Feedback

- Their pattern of content organization
- Activities organization
- Areas of living organization

2.2.1 Subject-Centred

Many learning activities in schools emphasize subject-matter or academic disciplines. Either a particular subject-area, the broader themes of a discipline, interdisciplinary concepts or themes, the correlations among two or more subject areas, or particular processes can serve as this organizing center. In each case, the characteristics of the subject-matter, and the procedures, conceptual structures or relationships which are found within or among the subject-matter, dictate the kinds of activities that will be selected.

Therefore, curriculum designers need to look for ways of linking subject-matter to students own experience, and concentrate on the developmental

structure of the subject-matter (that is, the sequence in which the subject-matter is most easily and naturally learned).

Designers who are developing a curriculum organized around a given subject-area (for example, Nursing Science) will look at the facts, concepts, and skills related to, or encompassed by, that subject area, and plan activities that will lead students from their prior experiences into mastery of the elements of the subject area.

Characteristics

- Learning a subject is subject based upon language activities-talking, listening, reading. Hence it is expository in nature.
- Emphasis is on processes of absorption and memorization. Methodology will include consideration drill to establish the content in the learners mind.

Advantages

- It is systematically arranged, it is therefore effective in passing important societal cultural heritage on the learners
- Because most teachers passed through this type of design, as a result it will make their jobs easier
- Its organization from simple to complex makes it easy to administer.

Disadvantages

- Rote memorization is encouraged rather than the process of thinking and as a result it is not an efficient arrangement of the curriculum for learning and use
- It encourages passive learning and structured knowledge might lead to stricture.

2.2.2 The Discipline Design

A variant of the subject-area-centered curriculum is one that is focused on a discipline. In this case, the center of the curriculum is the conceptual structures and processes that define the discipline and inform the work of people within the discipline. Students engage in activities that imitate the activities of scholars in the field. Hence we have disciplines like nursing, economics, philosophy, psychology etc.

Advantages

- It is more systematic and efficiently organized than the subject designer in the transmission of societal cultural heritage
- It gives room for rational thinking on the art of the learner.

Disadvantages

- There is still problem of non integration of knowledge since the learner are presented with 'bit by bit' curriculum
- It is more academic and intellectual in nature and as such not an efficient way for learning and use.

2.2.3 The Broad Field Design

This is out to cater for fragmentation of knowledge which the subject and discipline designs are accused of. Hence related subject matters are grouped together and organized with emphasis on large fields or areas rather than on seperate subjects. For example Language Arts may have

Topics on spellings, reading, language-grammar, oral communication and literature under it while integrated science may have topics such as health science, biology, physics, chemistry, home economics, agricultural science under it.

Advantages

- It presents to the learners in an orderly and systematic experience, the society's cultural heritage and values.
- It integrates different subjects that are related together and so presents an harmonious package to the leaner.

Disadvantages

- It tends to make teachers master of 'all subjects'.
- If a teacher trained in one field is made to handle the subject, his major interest may dominate the topics or well, explained.

2.2.4 Progressive or Learner/Child Centred

According to Dewey, instead of the society fitting its children to the school curriculum, the curriculum should be tailored to the child's own experiences, needs and interests. Thus a child learns to comb, brush his teeth, bathe, because the child needs to have personal health. What one is saying here is that the children's mind should not be a dumping ground of knowledge which is a teacher curriculum but the knowledge must be one that is carefully selected and tested and of interest and use of the learner. It emphasizes on individual development and as a result they are less practicable and place heavy demand on the teacher's competence.

Criticisms

- The cost of running this design is enormous.
- Most schools textbooks and teaching materials are not tailored to this design.

Advantages

- Learning is relevant to the learner's needs, which makes it meaningful and real.
- The problem solving activities will enable them to face similar situations in real life.

ITQ

Question

Mention one criticism and one advantage of learner-centred curriculum.

Feedback

Criticism

- The cost of running this design is enormous

Advantage

- Learning is relevant to the learner's needs, which makes it meaningful and real.

2.2.5 Problem-Centred Design

Problem – cantered designs like the learner-centred ones developed in man's centred philosophical assumptions with their structures based on democracy with emphasis on group on welfare(man is neutral). The designs area of focus is the problem of the individual and social problems of living which are very general, broad and all embracing. What distinguishes it from other designs is the emphasis placed on group welfare, that is , social needs rather than individual or relative degree of emphasis they place on individual as opposed to social needs.

Types

- Area of living /Life situation design
- Core designs
- Social problem/reconstructionist designs

Characteristics

- Planned prior to arrival of students, but willing to adjust to fit needs of students
- They stress both the content and the learners development by taking his needs, abilities, interest into consideration through scope and sequence

Study Session Summary

Summary

In this Study Session, you have learnt the concept of curriculum theory and models, various theory/models and different types of curriculum design. You also learnt the advantages and disadvantages of the curriculum models and design.

Assessment

Assessment

SAQ 2.1 (tests Learning Outcome 2.1)

Mention three types of curriculum model.

SAQ 2.2 (tests Learning Outcome 2.2)

Discuss in details, one of the curriculum models.

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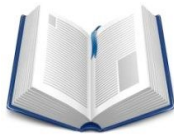
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Study Session 3

Curriculum Implementation and Evaluation

Introduction

In this study session, you will be exposed to the concept of curriculum implementation and evaluation. You will also be exposed to factors that influence curriculum implementation as well as curriculum evaluation.

Learning Outcomes

Outcomes

When you have studied this session, you should be able to:

3.1 Define curriculum implementation and curriculum evaluation.

3.2 List factors that influence curriculum implementation.

3.3 Identify determinants of curriculum implementation.

3.4 Distinguish among various forms of evaluation.

3.5 Describe functions of curriculum evaluation.

Terminology

Curriculum Implementation	How the planned or officially designed course of study is translated by the teacher into syllabuses, schemes of work and lessons to be delivered to students.
Curriculum Evaluation	Set of measurement procedures that use direct observation and a recording of a student's performance in a specific curriculum to gather information. The information is then used to make instructional decisions.

3.1 Definition of Curriculum Implementation

In the last study session, we learnt about curriculum development theory and model. It is imperative to learn about curriculum implementation. Curriculum implementation entails putting into practice the officially prescribed courses of study, syllabuses and subjects. The process involves helping the learner acquire knowledge or

experience. The learner is the central figure in the curriculum implementation process. Implementation takes place as the learner acquires the planned or intended experiences, knowledge, skills, ideas

and attitudes that are aimed at enabling the same learner to function effectively in a society. Viewed from this perspective, curriculum implementation also refers to the stage when the curriculum itself, as an educational programme, is put into effect. Putting the curriculum into operation requires an implementing agent (the teacher). The curriculum implementation is the manner in which the teacher selects and mixes the various aspects of knowledge contained in a curriculum document or syllabus. Implementation takes place when the teacher-constructed syllabus, the teacher's personality, the teaching materials and the teaching environment interact with the learner. Curriculum implementation therefore refers to how the planned or officially designed course of study is translated by the teacher into syllabuses, schemes of work and lessons to be delivered to students.

3.2 Factors That Influence Curriculum Implementation

3.2.1. The Teacher

The teachers view their role in curriculum implementation as an autonomous one. They select and decide what to teach from the prescribed syllabus or curriculum. Since implementation takes place through the interaction of the learner and the planned learning opportunities, the role and influence of the teacher in the process is indisputable. The teacher must play a more significant role in designing the curriculum. Teachers must be involved in curriculum planning and development so that they can implement and modify the curriculum for the benefit of their learners.

3.2.2 The Learners

Learners are also a critical element in curriculum implementation. While teachers are the arbiters of the classroom practice, the learners hold the key to what is actually transmitted and adopted from the official curriculum. The official curriculum can be quite different from the curriculum that is actually implemented. The learner factor influences teachers in their selection of learning experiences. However characteristics of learners in curriculum implementation for example, home background and learner ability can determine what is actually achieved in the classroom.

3.2.3 Resource Materials and Facilities

For the officially designed curriculum to be fully implemented as per plan, the government or Ministry of Education should supply schools with adequate resource materials such as textbooks, teaching aids and stationery in order to enable teachers and learners to play their role satisfactorily in the curriculum implementation process. Government must also provide

physical facilities such as classrooms, laboratories, workshops, libraries and sports fields in order to create an environment in which

implementation can take place. The availability and quality of resource material and the availability of appropriate facilities have a great influence on curriculum implementation.

3.2.4. Interest Groups

These include parents, parents' and teachers' associations, and School Development Committees, religious organizations, local authorities, companies and private school proprietors. These groups can influence implementation in the following ways:

- Provide schools with financial resources to purchase required materials.
- Demand the inclusion of certain subjects in the curriculum.
- Influence learners to reject courses they consider detrimental to the interests of the group.

It is therefore important to involve these groups at the curriculum planning stage.

3.2.5 The School Environment

Schools located in rich socio-economic environments and those that have adequate human and material resources can implement the curriculum to an extent that would be difficult or

impossible for schools in poor economic environments.

ITQ

Question

Interest Groups is one of the factors that influence curriculum implementation. Interest Groups include parents, parents' and teachers' associations, and School Development Committees, religious organizations, local authorities, companies and private school proprietors True of false

Feedback

If you choose True, you are right. If you choose False you are wrong and this is because the above listed people or organizations constitute the interest groups.

3.2.6 Culture and Ideology

Cultural and ideological differences within a society or country can also influence curriculum implementation. Some communities may resist a domineering culture or government ideology and hence affect the implementation of the centrally planned curriculum.

3.2.7 Instructional Supervision

Curriculum implementation cannot be achieved unless it has been made possible through the supervisory function of the school head. The head does this through:

- deploying staff,
- allocating time to subjects taught at the school,
- providing teaching and learning materials, and
- creating an atmosphere conducive to effective teaching and learning.

3.2.8 Assessment

Assessment in the form of examinations influences curriculum implementation tremendously. Due to the great value given to public examination certificates by communities and schools, teachers have tended to concentrate on subjects that promote academic excellence.

3.3 Curriculum Evaluation

3.3.1 Definitions of Curriculum Evaluation

The term curriculum evaluation has three major meanings:

- The process of describing and judging an educational program or subject.
- The process of comparing a student's performance with behaviorally stated objectives.
- The process of defining, obtaining and using relevant information for decision-making purposes.

What you need to understand about these definitions is that each does not exist in isolation from the others although each can be an activity on its own. The first activity involves the collection of descriptive and judgmental information for the purpose of establishing whether an educational program or project is doing what it is expected to do. The evaluator pronounces judgment at the end of the exercise. The second activity involves comparing the performance of one or more students with set standards. Such an evaluation determines the extent to which the objectives of a learning activity are being realized. This is the kind of evaluation teachers' conduct on a daily basis. The third activity is concerned with the identification of deficiencies in an educational program or syllabus for the purpose of effecting revision and improvement.

You are advised to note that curriculum evaluation exercises usually combine these three activities. Data is collected for passing judgement, to identify deficiencies in programs and

to analyse programs in order to determine alternatives or find appropriate interventions.

3.3.2 Curriculum Evaluation Approaches

Five curriculum evaluation approaches have been identified:

- bureaucratic evaluation
- autocratic evaluation
- democratic evaluation

- norm-referenced evaluation
- criterion-referenced evaluation.

Bureaucratic Evaluation

This evaluation is usually initiated by the government or the Ministry of Education. In your circumstances, the Ministry of Education could evaluate a course of study or subjects taught in schools to find out whether they need improvement or modifications. The results of the evaluation are used by the Ministry of Education or the government.

Autocratic Evaluation

This evaluation focuses on what is considered to be the educational needs of a curriculum. Governments or ministries usually ask independent evaluators such as consultants to conduct this evaluation. The government or ministry is not obliged to accept the results of the evaluation.

Democratic Evaluation

This focuses on the experiences and reactions the curriculum initiators have had with the programs or project being evaluated. In this approach, the evaluation does not lead to firm recommendations to be considered by the initiators or program implementers.

Norm-Referenced Evaluation

This evaluates students' performance relative to other students' performance. The performance of current students or of previous students can be compared.

Criterion-Referenced Evaluation

Criterion referencing measures students' actual performance and compares it with the objectives of instruction identified in the syllabus.

Activity 3.1

Itemize the various types of curriculum evaluation approaches.

Feedback

- Bureaucratic evaluation
- Autocratic evaluation
- Democratic evaluation
- Norm-referenced evaluation
- Criterion-referenced evaluation

3.4. Functions of Curriculum Evaluation

Functions of curriculum evaluation:

- informing decision-makers on the state of affairs of certain curriculum programs or syllabuses, and
- enabling teachers to evaluate themselves.

Decision Making

⇨ The principal purpose of evaluation is to contribute to decision making. In our circumstances, curriculum evaluations are conducted in order to correct deficiencies, make improvements and establish new priorities. For meaningful decisions to be made, they must be supported by evidence from evaluation exercises.

Self-Evaluation

⇨ This enables the teacher who is at the centre of the evaluation exercise to examine himself. The advantage of self-evaluation is that it allows you to change the curriculum or instructional strategies if evaluations show that they could be more effective.

3.5 Focuses of Evaluation

Evaluation generally focuses on the whole curriculum or aspects of it such as objectives, content, methodology and outcomes.

3.5.1 Curriculum Objectives

These have to be evaluated because they are the foundation on which the curriculum program or project is frequently based. In order to conduct evaluations on objectives, a number of questions must be asked.

- Are the objectives worthwhile?
- Can they be achieved?
- What are the expected outcomes?

Also, objectives have to be evaluated because curriculum content, methodologies and materials are designed to fit objectives. Teachers use curriculum objectives to guide classroom activities, hence the need for evaluation.

3.5.2 Curriculum Content and Methodology

The content must be evaluated in order to establish whether it is relevant to the needs and aspirations of the society. When evaluating curriculum content, the focus should be on the

effect it has on learners. It is important to determine whether the methodology is consistent with the curriculum objectives and appropriate for the content.

3.5.3 Curriculum Outcomes

The evaluation of objectives, content and methodology are conducted simultaneously as the evaluation of outcomes. The purpose of this evaluation is to supply curriculum designers with information that can be used in improving the curriculum as a whole.

3.6 Forms of Evaluation

In the context of curriculum evaluation, there are formative and summative evaluations. Both can be conducted to provide information necessary for effective decision making.

3.6.1 Formative Evaluation

The term 'formative evaluation' was originally coined by Scriven (1973) to classify evaluation that gathered information for the purpose of improving instruction as the instruction was being

given. The performance of the learner was the primary focus in Scriven's version of formative evaluation. Information about the learner's immediate retention of skills and knowledge, retention over time and attitudes were used to shape instruction as it proceeded. Formative evaluation was considered to be an integral part of instructional design and delivery.

In our curriculum context, formative evaluation can be considered to be the process that looks for evidence of success or failure of a curriculum program, a syllabus or a subject

taught during implementation. Formative evaluation answers two questions:

- Is the instruction successful?
- If it is not successful, what can be done to avoid failure?

It ensures that all aspects of the program or project are likely to produce success. It provides information that can be used to stop doubtful projects from being implemented. It is therefore a conceptual and physical exercise that is carried out before a programme comes to an end.

3.6.2 Summative Evaluation

This type of evaluation assesses whether or not the project or program can perform as the originators and designers intended. It considers cost effectiveness in terms of money, time and personnel. It also assesses the training that teachers might need in order to implement a program successfully. It determines whether a new curriculum program, syllabus or subject is better than the one it is intended to replace or other alternatives. It is usually conducted at the end of the program cycle. Formative and summative evaluations can take place wherever an evaluation exercise is conducted. They can be conducted on educational projects and programs existing in the curriculum or on the teaching of individual subjects in the school systems.

3.7 Evaluation Methods and Tools

A variety of methods and tools can be used to conduct evaluations, including the following:

- Observations
- Interviews
- Tests
- Questionnaires.

The observation, interview and questionnaire techniques can be used when evaluating the entire curriculum as well as specific curriculum programs or projects. One technique that is usually used to evaluate the outcomes of curriculum programs is subjecting students to structured tests. Students' academic performance is usually evaluated by using this technique. Also, the content of a subject matter can be evaluated by testing students in its various content areas. Results from this type of evaluation are given to curriculum designers to enable them to review the subject areas affected and make necessary changes and improvements.

Activity 3.2

List four evaluation tools that you know.

Activity 10.2 feedback

- Observations
- Interviews
- Tests
- Questionnaires.
- Check-list

Study Session Summary

Summary

In this Study Session, In this study session, we outlined some of the factors that influence the implementation of a curriculum and discussed how each factor influences the implementation process. In educational practice, these factors interact with each other and generate influences that cannot be attributed to one factor or another. You should view them as a whole. It has also helped to understand what is meant by curriculum evaluation. The unit defined curriculum evaluation and described some approaches to this activity which includes: bureaucratic, autocratic, democratic, norm-referenced and criterion referenced evaluation. The concepts of formative and summative evaluations were also explained briefly.

Assessment

SAQ 3.1 (tests Learning Outcome 3.1)

What is curriculum implementation?

SAQ 3.2 (tests Learning Outcome 3.2)

What are the factors that influence curriculum implementation?

SAQ 3.3 (tests Learning Outcome 3.3)

Distinguish between formative and summative evaluation.

SAQ 3.4 (tests Learning Outcome 3.4)

Describe functions of curriculum evaluation.
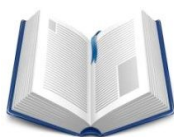
Assessment

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Reading

Study Session 4

Evaluation Methods

Introduction

In this study session, you will be introduced to the meaning of measurement and evaluation, methods of evaluation, evaluation methods in the classroom and clinical settings and self evaluation. The purpose is to increase knowledge and skill in evaluation self and others in the classroom and clinical settings.

Learning Outcomes

Outcomes

When you have studied this session, you should be able to:

4.1 Explain the concept of measurement and evaluation

4.2 Explain different methods of evaluation in the classroom and clinical settings

4.3 Explain the term self evaluation.

Terminology

Assessment	A process by which information is obtained relative to some known objective or goal
Evaluation	This involves judging the value or worth of a student, of an instructional method, or of an educational program and making decisions.
Measurement	A procedure for assigning numbers or specified attributes or characteristics in a manner that conveys the real world nature of what is being measured
Tests	These are systematic procedures for observing persons and describing them with either a numerical scale or a category system.

4.1 Concept of Measurement and Evaluation

Measurement is a procedure for assigning numbers or specified attributes or characteristics in a manner that conveys the real world nature of what is being measured.

It refers to the process by which the attributes or dimensions of some physical object are determined., when we measure, we generally use some standard instruments to determine how big, tall, heavy, voluminous, hot, cold, fast, or straight something actually is. Standard instruments

refer to physical devices such as rulers, scales, thermometers, pressure gauges, etc

Assessment is a process by which information is obtained relative to some known objective or goal. Assessment is a broad term that includes testing. A test is a special form of assessment. In other words, all tests are assessments, but not all assessments are tests. We test at the end of a lesson or unit. We assess progress at the end of a school year through testing. Whether implicit or explicit, assessment is most usefully connected to some goal or objective for which the assessment is designed. A test or assessment yields information relative to an objective or goal. In that sense, we test or assess to determine whether or not an objective or goal has been obtained. Assessment of skill attainment is rather straightforward. Either the skill exists at some acceptable level or it doesn't. Skills are readily demonstrable. Assessment of understanding is much more difficult and complex. Skills can be practiced; understandings cannot.

Evaluation goes beyond measuring, testing or assessment. It involves judging the value or worth of a student, of an instructional method, or of an educational program and making decisions. Evaluation is the process of observing and measuring a thing for the purpose of judging it and of determining its "value," either by comparison to similar things, or to a standard. When we evaluate, what we are doing is engaging in some process that is designed to provide information that will help us make a judgment about a given situation. A situation is an umbrella term that takes into account such ideas as objectives, goals, standards, procedures, and so on. When we evaluate, we are saying that the process will yield information regarding the worthiness, appropriateness, goodness, validity, legality, etc., of something for which a reliable measurement or assessment has been made. For example, in determining the temperature of the classroom there would be need to get a thermometer and take several readings at different spots, and perhaps average the readings. That is simple measuring. The average temperature tells us nothing about whether or not it is appropriate for learning. It is the context of the temperature for a particular purpose that provides the criteria for evaluation. Teachers, in particular, are constantly evaluating students, and such evaluations are usually done in the context of comparisons between what was intended (learning, progress, behavior) and what was obtained. To sum up, we measure distance, we assess learning, and we evaluate results in terms of some set of criteria. These three terms certainly share some common attributes, but it is useful to think of them as separate but connected ideas and processes.

Tests on the other hand are systematic procedures for observing persons and describing them with either a numerical scale or a category system. Thus, tests may give either qualitative or quantitative information. To arrive at an evaluation, you use various means of assessment such as observation, interviews, and administration of tests. Thus assessment is the process of judging the worth of a person, program or event using tests as tools. Tests are used regularly in relation to a number of classes of decision such as:

- ▪ Selection - decisions are made when it is necessary to accept some persons and reject others.
- ▪ Placement - decisions involve assigning persons to different levels of instruction or work.
- ▪ Classifications - decisions involve the assignment of persons to one of several categories, jobs, or program that are not necessarily thought of as levels of work or instruction.
- ▪ Career counseling and guidance - decisions are made by individuals as they explore possible careers and the world of work.
- ▪ Educational diagnostic and remediation - Diagnosis implies that both the content and the nature of the instruction the student will receive are known.
- ▪ Program improvement and evaluation - decisions are often improved by the use of test information. It is frequently helpful to measure the instructional process as well as the outcomes or products of instruction.
- • Tests serve other purposes, such as:
- • Providing information for grading students,
- • Giving feedback to students to facilitate learning,
- • Providing feedback about the effectiveness of learning,
- • Motivating students to study, and
- • Serving as scientific tools in research in education and the social sciences.

ITQ

Question

Tests are used regularly in relation to a number of classes of decision. Mention these decisions.

Feedback

- • Selection
- • Placement
- • Classifications
- • Career counseling and guidance
- • Educational diagnostic and remediation
- • Program improvement and evaluation

4.2 What to Evaluate

In evaluation the teacher should evaluate according to the objectives set for each domains of learning.

Cognitive Domain

Evaluation of cognitive learning involves measuring the student's knowledge and understanding in a subject by means of oral or written tests. For teacher to facilitate the evaluation of cognitive learning outcomes, the instructional and behavioral objectives should be stated very clearly and categorically.

Affective Domain

This is area of learning in which we evaluate students internalizing behavior, attitudes values emotion. In order to evaluate students behavior, a norm or standard has to be established to provide the yardstick. For example to assess the students' behaviors, you may be concerned with the way they talk, dress, respect, attentive and so on.

Psychomotor Domain

This aspect measures the extent to which the student is able to apply the skills which he has learnt in classroom setting to practice. Giving bed bath to patient on the ward which was taught in demonstration room is an example.

ITQ
Question
What are the three domains of learning?
Feedback
Cognitive Domain
Affective Domain
Psychomotor Domain

4.3 Process of Evaluation

Evaluation is also a process that involves the following systematic series of actions:

- Identifying the purpose of the evaluation
- Identifying a time frame
- Determining when to evaluate
- Selecting the evaluators
- Choosing an evaluation design/framework or model
- Selecting an evaluation instrument
- Collecting data
- Interpreting data
- Reporting the findings
- Considering the costs of evaluation

The steps can be modified depending on the purpose of evaluation.

4.4 Methods/Tools of Evaluating Learning in Classroom

- Test these includes: Essay and objective tests.
- Term papers.

4.4.1 Tests as Tools for Evaluation

The major tools of evaluation in institution of learning are tests. Tests can be of various types. They can be classified on the following basis:

- By kind of item
  - Choice items (true-false, multiple choice, matching)
  - Completion items
  - Short answer items
  - Essay items
- By how observations are scored
  - Objectives tests
  - Subjective tests
- By degree of standardization
  - Standardised tests
  - Non standardised tests
- By administrative conditions
  - Individual tests
  - Group tests
- By language emphasis of response
  - Verbal test
  - Performance tests
- By emphasis on time
  - Power tests
  - Speed tests
- By score-referencing scheme
  - Norm-referencing
  - Criterion-referencing
- By what attribute is measured
  - Achievement tests
  - Specific subject tests
  - Aptitude tests
  - General scholastic aptitude tests
  - Readiness tests
  - Self-report questionnaires
  - Vocational or career interests
  - Attitude and values questionnaire

4.4.2 General Principles of Test Construction

Planning the test

To plan a test, you prepare a two-way table, called a test blueprint. The names of the major categories of a taxonomy head the table columns while the row heading indicates the major topics of the subject matter to

be tested. In the body of the table, the "cells", formed by a combination of a particular taxonomy category and a particular subject-matter topic, contain specific instructional objectives. Thus, the blueprint serves as a double-entry classifying scheme for specific objectives. After objectives are classified, the number of test items that will be used to test each objective is recorded in the table. Thus, the test blueprint serves as a plan which assures that all important objectives are included and that they receive the proper emphasis on the test.

Developing a table of specification

Let us assume that we wish to construct an objective test on Anatomy and physiology. The major topics in the curriculum are: Organization of human body, Cell theory, Human genetics, Concept of adaptation and homeostasis, issues, organ and system. Let us assume that out test is to measure knowledge, Comprehension and Application

- Organization of human body(OH)   10
- Cell theory (CT)
                    12
- Human genetics (HG)   12
- Concept of adaptation and homeostasis(AH)   8
- Tissues, organ and system (TOS)   8

    Total   50 items

Topic	Knowledge No of Items	Comprehension No of items	Application No of items	Total
OH	3	3	4	10
CT	3	4	5	12
HG	3	4	5	12
AH	2	2	3	8
TOS	3	2	3	8
Total	14	15	21	50

Hints for Constructing Essay-type Tests

Ask questions that are relatively specific or focused, and which require relatively brief responses.

Require all examinees to answer the same questions; don't give optional questions.

☐ Word questions so that all examinees will interpret the task the way you intend.

☐ Word questions so that all examinees know the limits of the tasks, their purposes, and can answer them in the time allotted.

☐ Word questions so that experts can agree on the correctness of an examinee's response.

☐ Word questions so the examinee can judge the approximate length of the answer desired and knows the point-value of weight each will be given.

Hints for Scoring Essay-type Answers

☐ Prepare some type of scoring guide (e.g., an outline, an "ideal" answer, or "specimen" responses)

☐ Grade all responses to one question before moving on to the next question.

☐ Periodically re-score previously scored papers.

☐ Score papers without reference to the identity (e.g. registration or matriculation number or name) of the student.

☐ Provide students with feedback on the strengths and weaknesses of their responses.

☐ When the grading decision is crucial, have two or more readers score the essays independently.

Hints for writing short-answer (completion) items

☐ Use the question form of the short-answer variety if possible.

☐ Word each item in specific terms with clear meanings so that the intended answer is the only one possible, and so that the answer is a single word, brief phrase, or number.

☐ Word each item so that the blank or answer space is toward the end of the sentence.

☐ Avoid copying statements verbatim from texts or classroom materials.

☐ Omit important rather than trivial words.

☐ Avoid "butchered" or "mutilated" sentences; use only one or two blanks in a completion sentence.

☐ Keep the blanks of equal length and arrange the items so the answers

are placed in a column at the right or left of the sentences.

☐   State the precision, numerical units, or degree of specificity expected of the answer.

☐   Word the items to avoid irrelevant clues or specific determiners.

Activity 4.1

Write the hints for scoring essay-type answers.

Feedback

- Prepare some type of scoring guide (e.g., an outline, an "ideal" answer, or "specimen" responses)
- Grade all responses to one question before moving on to the next question.
- Periodically re-score previously scored papers.
- Score papers without reference to the identity (e.g. registration or matriculation number or name) of the student.
- Provide students with feedback on the strengths and weaknesses of their responses.
- When the grading decision is crucial, have two or more readers score the essays independently.

Hints for writing true-false items

☐   Make sure the item is either definitely true or definitely false.

☐   Avoid verbal clues (specific determiners) that give away the answer.

☐   Test important ideas, knowledge, or understanding (rather than trivia, general knowledge, or common sense).

☐   Keep the word-length of true statements about the same as that of false statements.

☐   Avoid copying sentences directly from textbook and other written materials.

☐   Avoid presenting items in a repetitive or easily learned pattern.

Hints for constructing matching exercising

Within a single matching exercise, make the premises and responses homogeneous.

☐   Write directions that explain completely the intended basis for matching.

☐   Check to see that all the responses function as plausible options to each premise.

☐   Keep the list of premises and responses within a single matching exercise relatively short.

☐   Avoid creating "perfect matching" in which each response matches only one premise.

☐ Place the longer phrases (sentences) in the premise list and the shorter phrases, words, or symbols in the response list.

☐ If at all possible, arrange the responses in a logical, meaningful order.

☐ Use numbers to identify the premises and letters to identify the responses.

☐ Avoid using incomplete sentences for premises.

☐ Keep all the premises and responses belonging to a single matching exercise on the same page.

Activity 4.2

Write the hints for writing true or false items.

Feedback

- Make sure the item is either definitely true or definitely false.
- Avoid verbal clues (specific determiners) that give away the answer.
- Test important ideas, knowledge, or understanding (rather than trivia, general knowledge, or common sense).
- Keep the word-length of true statements about the same as that of false statements.
- Avoid copying sentences directly from textbook and other written materials.
- Avoid presenting items in a repetitive or easily learned pattern.

4.5 The Framework for Evaluation

Putting a value on a measure can be based on scores which are:

Norm-referenced – This is comparison with an identified reference group e.g. through the use of percentile rank.

Criterion-referenced - This is comparison with stated absolute achievement levels e.g. indicating level of mastery based on percentage score.

4.6 Purpose of Evaluation

From learner point of view

- Evaluation is necessary for deterring level of knowledge and understanding of the learner- this can be at the beginning of a Unit, a course or at other times.
- Evaluation helps to determine level of leaner's performance towards achieving states objective.
- To identify specific difficulties of individuals of the whole group as basis for further teaching. This can fall under summaries purpose of evaluation purpose of this evaluation is to identify specific difficulties so as to be able to plan the next step of teaching.

- Helps teacher to know the learner is strength and weakness and suggest additional assignment or remedial measure as may be needed.
- Evaluation helps learner to acquire attitudes and skills of self evaluation leading to individuals becoming more self directing in his studies.

From instructors' point of view:-

- Evaluation provides information for selection of future learning experiences.
- Aids in judging appropriateness attainability and attainability of instructional objectives.

From administrator point of view:-

- Enables the teacher/instructor to assignment marks and report learner progress to their parent, guardian or other institution bodies.
- Enables instructor to select student for special classes and determines whether the students are meeting the graduating requirement.

Evaluation in classroom situation is more elaborate than in the clinical setting.

4.7 Elements of Evaluation

- Gathering of information
- Processing the information
- Decision making on the information

4.8 Principles of Evaluation

Measurement is just a part of evaluation. Evaluation is quantitative description (which is measurement) plus value judgment. It is not always every time we allot marks hence.

Evaluation is described as qualitative description plus value judgment. Non-measurement scales can be used to evaluate a person. The systematic evaluation in clinical setting or classroom setting involves recommendation about junior nurses or student nurses respectively, not just academic records but value judgment on level of self initiation, competence, how many fairs, good, poor etc on individual behavior and performances. Hence evaluation can be both quantitative, qualitative and value judgment/ descriptions.

Evaluation should be viewed at all time as a process intended to be helpful to search for what is good, what needs to be corrected to stimulate improvement and encourage other further efforts.

4.9. Functions of Evaluation

- Achievement of educational goals
- Improvement of educational programmers
- Motivation and guidance of learning of individual (learner)
- Motivation of the teacher - evaluation done enables the teacher to identify area where instruction is effective and the area that is deficient
- Motivation of faculty i.e.it enables members of school of nursing of staff, staff member of administrative sector to work together for improvement of curriculum and educational program.

4.10 Types of Evaluation in Education

The two major evaluation in class room situation are;

- Formative evaluate
- Summative

4.10.1 Formative evaluation

Formative evaluations used to monitor learning progress. The major purpose is to provide continuous feedback to both leaner and instructor about learning success and failures. The feedback gives reinforcement to student, gives information for modified instruction and for prescribing group or individual remedial work on the part of the teachers. Results of formative evaluate are typically not used for assigning course grades since it is directed towards improving learning and instruction.

4.10.2 Summative Evaluation

Usually comes at the end of a course or unit of instruction. The main aim is to determine the extent to which the instructional objective has been achieved. This is used as end of as session examination. It is used primarily for assigning grades or for certification. The technique of evaluation would be determined by instructional objective. It also provides information for appropriateness of course objectives and effectiveness of instruction.

ITQ
Question
The two types of evaluation in education are _____ and _____
Feedback
a. Formative evaluation and   b. Summative Evaluation

4.11 Evaluation in the Clinical Setting

In clinical settings, nursing students perform nursing procedures and care on actual patients. While the clinical instructor is there to supervise them and ensure they don't make a mistake that would be detrimental to the patient, they also evaluate them through observation. They rank their skills and knowledge while also providing feedback on their strengths as well as areas where they can improve. At the end of the clinical course, students are graded on their overall clinical experience. The evaluation in clinical setting could be based on three approaches:

4.11.1 Student-Centered Approach

The student-centered approach gives students an active role in learning. Instead of being passive in the classroom, students demonstrate what they learned through performance of procedures they have learnt, presentations care report or research papers that require them to synthesize, evaluate and analyze subjects. This method lets the instructor measure whether the students are meeting a class's learning objectives.

4.11.2 Competency-Based Approach

The competency-based approach helps the instructor and students stay current with sociopolitical forces that affect current health care and nursing standards. One goal is to graduate nurses who require minimum training, supervision and orientation on the job. The approach examines clinical units, interpersonal relationships and clinical decisions based on observation and how the nursing student performs in clinical situations. It is usually not graded based on letter grades, but on a "satisfactory" and "unsatisfactory" basis.

4.11.3 Professional Development Approach

This approach evaluates and reinforces the link between theory and practice. It combines the student-centered approach and the competency approach. This lets the instructor further evaluate both methods in a comprehensive evaluation of students.

4.11.4 Tools for Evaluation in Clinical Settings
- The major tools used to evaluate learning in clinical settings are:
- Oral tests.
- Practical demonstration.
- Objective Structured Clinical Examination (OSCE)
- Observation
- Simulation
- Testimony of others
- Student self-evaluation
- Written portfolio evidence
- Interview
- Patient comments
- Peer evaluation
- Case studies
- Team mentorship.

Activity 4.3

List eight tools for evaluation in clinical settings

Activity 11.3 feedback

- Oral tests.
- Practical demonstration.
- Objective Structured Clinical Examination (OSCE)
- Observation
- Simulation
- Testimony of others
- Student self-evaluation
- Written portfolio evidence

4.11.5 Types of clinical evaluation

Observation

Simulation – summative assessment, using simulation, may occur where opportunities to demonstrate competences in practice are limited. Students participate in lab classes to practice the nursing skills they've learnt in the classroom. This practice is generally completed on mannequins or simulation dummies as this allows students to make mistakes without posing a risk to an actual patient. Instructors evaluate students by asking them to demonstrate their nursing skills.

Objective Structured Clinical Examination (OSCE) - this is objective clinical/practical examination in which all the candidates are presented with the same test, the marking scheme for each station is structured and specific skill modalities are tested at each station. This type of assessment gives room for the evaluation of candidates based on variety of procedures/psychomotor skills.

Traditional Practical Examination – this is a form of assessment tool in which there is a prepared guideline for the assessment of every procedure done by the students. Two assessors are involved in the assessment of one student. At the end of exercise, the two raters will find the average for the candidates.

Fig 4.1 Nursing students taking readings during observation (Picture Source: Google Image)

4.12 Self-Evaluation

A **self-evaluation** is an individual's thoughtful and considered written review of his/her performance during the evaluation cycle. It involves rating established goals, competencies, and overall performance.

In order to become lifelong learners, students need to learn the importance of self-evaluation. They can do this by filling out self-evaluation forms, taking tests, writing revisions of work, asking questions, and through discussions. When students evaluate themselves, they are assessing what they know, do not know, and what they would like to know. They begin to recognize their own strengths and weaknesses. They become more familiar with their own beliefs, and possibly their misconceptions. After they self-evaluate they will be able to set goals that they feel they can attain with the new knowledge they have about themselves.

Teachers should encourage self-evaluation because self-assessment makes the students active participants in their education. There are a variety of ways for teachers to provide the students with self-assessments. Research suggests that the simplest tools to encourage student self-assessment are evaluative questions that force students to think about their work. Some examples of these questions include the following:

- How much time and effort did you put into this?
- What do you think your strengths and weaknesses were in this assignment?
- How could you improve your assignment?

What are the most valuable things you learned from this assignment?

It is important for teachers to model self-assessment too. Teachers need to show their students that it is important for everybody to self-evaluate by doing their own self-evaluations. One thing teachers can do is to ask their students for feedback on how the class is going and what the teacher is doing well and not so well. In this way the teacher is showing that they want to make improvements where needed. Teachers could put up a suggestion box, and they can hand out evaluation forms at different times of the year. This shows the students that continuous improvement is important.

ITQ
Question
Why should teachers encourage self-evaluation?
Feedback
Because self-assessment makes the students active participants in their education.

The Benefits of a Self-Evaluation?

- It enables you become an active participant in your own evaluation.
- It enables you to honestly assess your strengths and also areas you need to improve.
- It enables you to participate more constructively in the evaluation meeting with your teacher/supervisor.
- Self-evaluation also serves to increase commitment to goal setting/achievement, competency development, and career planning.

4.13 Qualities/Principles in Evaluation Tools

- Reliability, especially scorer reliability
- Validity.
- Relevant
- Practicable
- Manageability within available time, manpower and finance especially considering large classes.
- Validity
- Validity ensures that assessment tasks and the assessment criteria effectively measure the student's attainment of the intended learning outcomes at an appropriate level.
- Reliability
- Total reliability of a particular assessment would mean that different assessors using the same assessment criteria and mark scheme would arrive at the same results. This may be the case in some quantitative assessments.   Complete objectivity is otherwise hard to achieve. With summative assessment it is, however, necessary that we aim for the goal of complete objectivity. This means that there need to be explicit intended learning outcomes and assessment criteria. Students should have access to them when the assessment task is set. Where there are multiple markers they should be discussed. In an ideal world they should be 'tested' on a sample of cases to ensure that all markers are applying the criteria consistently. Moderation and/or double marking are means of ensuring consistency between markers and internal consistency for an individual marker.
- Relevant
- Clinical performance evaluation should be about assessing both knowledge and skills. When devising assessment tasks it is important that it addresses the skills you want the student to develop.
- Manageable

The scheduling of assignments and the amount of assessed work required should provide a reliable and valid profile of achievement without overloading staff or students.

- Practicable

Can the task(s) be done in the time available? Can the task(s) be achieved within existing constraints such as student numbers, accommodation facilities etc? Are the tasks achievable by the students at their level of study? It is important that the overall workload is examined from the point of view of both staff and students. ? Are students over assessed? Is it necessary for each intended learning outcome to be assessed separately?

Study Session Summary

Summary

In this Study Session, In this study session, you have learnt the meaning of measurement and evaluation, methods of evaluation both in classroom and clinical settings and self evaluation. The process of evaluation has been highlighted, purposes and functions of evaluation has been dealt with. In evaluation therefore the evaluator should therefore ensure that the evaluation instruments imbibe desired qualities discussed.

Assessment

Assessment

SAQ 4.1 (tests Learning Outcome 4.1)

Define measurement and evaluation.

SAQ 4.2 (tests Learning Outcome 4.2)

What are the different methods of evaluation in the classroom and clinical settings?

SAQ 4.3 (tests Learning Outcome 4.3)

What is self evaluation?

References

Reading

Clark, D. R. 2010. Evaluation in Instructional Design Retrieved May 6, 2013 from http://nwlink.com/~donclark/leader/leader.html

Wojtczak, A. 2002: Evaluation of Learning Outcomes -Assessment Methods and Measurement Instruments Working Review August 2001

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Study Session 5

In-service Education and Continuing Education

Introduction

In this study session, you will be introduced to the nature of in-service education, method of in-service education, the need for in-service education and roles of the nurse in in-service education. The purpose is to increase awareness of the teacher's responsibilities as a professional person.

Learning Outcomes

Outcomes

When you have studied this session, you should be able to:

5.1 Explain the concept in-service education and continuing education.

5.2 Describe the nature of in-service education.

5.3 Explain different methods of in-service education.

5.4 Explain the roles of nurses in in-service education.

Terminology

Continuing Education	Education provided for adults after they have left the formal education system, consisting typically of short or part-time courses.
In-service Education	Education connotes continuous education. It is a planned education that takes place while an employee is in the service of his employer

5.1 Concept of In-Service Education and Continuing Education

In service education has been viewed as a teaching/learning process at the same time a tool for supervision both in service and education settings. Its philosophy is based on the promotion of optimum client care. In service education connotes continuous education. It is a planned education that takes place while an employee is in the service of his employer. Education occurs while the employee is holding a job. It is deliberately planned. It excludes graduates and post graduate educations but where this is subsidized by the employer, it becomes in-service education.

It is also defined as education delivered in a structured setting that enables one to become more competent professionally to further develop technical subject matter competencies to keep abreast of, and if possible, a head of change, and explore educational and technological content and process in varying depth and to extend personal competencies.

In-service education is an institutional activity provided for one reason only: to improve the quality and productivity of the institution. The way an in-service program is carried out may foster the growth and development of the employees and give the individual employee a sense of self-direction, achievement, and even self-actualization.

5.2 Purpose of In-Service Education

The superior classroom teacher, or the leadership staff of a good in-service program, seeks to maintain the following conditions:

- Creates an atmosphere of warmth and acceptance.
- Generates feelings of acceptance and value of the individual by authority figures as well as by peers.
- Involves entire group in self-selected aspects of common problems
- Orient new members.
- Values differences of individuals, thus encouraging each to develop unique skills and abilities.
- Shares all plans for change and new development.
- Encourages interaction with other individuals and groups.

5.3. Functions of In-service education

The following functions have been identified:

- It is designed to retrain people
- Improve their performance
- Improve their communicative ability
- To get them started on the never ending continuum of education.
- In addition: in-service education also permits increased delegation of authority. i.e. from the employer's point of view, the employer can re-appoint the employee to a higher post after his training to utilize the newly acquired skill in the new post.
- It promotes good morale among administrative personnel which in turn influences staff. The new appointment or delegation boosts the employee's morale
- It lessens the amount of direct supervision of staff
- It providers a broader selection possibilities for promotions
- Helps to develop individual and appreciation of service and objective of the institution.
- Meets employee's need for preparation for advancement when they are unable to obtain pre-school formal education.

List five functions of in-service education.

Feedback

Activity 5.1

- It is designed to retrain people
- Improve their performance
- Improve their communicative ability
- To get them started on the never ending continuum of education.
- It promotes good morale among administrative personnel which in turn influences staff. The new appointment or delegation boosts the employee's morale

5.4 Types of In-Service Education Programs

5.4.1 Orientation Program

Viewed as part of in-service orientation is a means of getting the new employee by acquitting him with his surroundings. Orientation is the first of the three categories of in-service education.

- It sets the stage for the period of association between the hospital and the nursing employee.
- Enables one to become acquitted with physical layout of the institution.
- Promotes good human relationship.
- Enables new employee to settle down.
- Enables one to be aware of the aims and objectives of the institution.

5.4.2 Skill Training

This is designed to teach new procedures to personnel or staff who is already fully qualified at a skill level. Often it usually involves learning how to use machines e.g. cyclobed designed for quadriplegic clients to prevent pressure sores. A nurse trained at private hospital without such sophisticated machines has to learn the use and operation of the machine when transferred to teaching hospital. Another type is dialysis machine, the nurse has to be taught and supervised in the use of such machines then she continues to learn the job.

Fig 12.1: Training in Resuscitation (Picture Source: Google Image)

5.4.3 On the Job training

It is mostly associated with training nursing auxiliaries. It also implies a little theory as well as practice in skills to bring a person up to a specific skill level from another level. Often it is a substitution for a formal course and the type of education provided is technical education, that is, they teach mostly skill in addition to a little theory.

5.4.4 Continuing Education/Staff Development

This is the final category of in-service education, the most sophisticated name given to in-service education. The goal is to:

Keep current with advances in the occupational carrier field provides technical and professional education necessary to keep up with current technical advances.

- Provides education to satisfy man's aesthetic needs.
- Individual is developed to his highest potential, intellectually curious to know what is happening, using of one's imitative about development in one's carrier.
- It is used for staff in the higher cadre in most places of work.
- It takes various forms.

ITQ

Question

Mention four types of in-service education programme.

Feedback

- Orientation Program
- Skill Training
- On the Job training
- Continuing Education/Staff Development

5.5. Methods of In-Service Education

5.5.1 Formal Course

Formal course is one of the most commonly used in-service education. It may be 6 or 9 months course, may be 1 year, 18 months or 3 years. Number of years depends on the type of course may be locally, nationally or internationally. At the completion, a certificate is awarded. It involves a lot of financial lay-out. The employer pays for your accommodation, fees, feeding, transport, exam fees, books etc.

5.5.2 Workshop

- As an essential technique of in-service teacher training, workshop is organised with a group of ten to twenty five persons having shared problems in order to develop the psychomotor aspect of the nurses regarding practices and innovations in the area of nursing education
- Depending on where you are going, the type depends on area of specialty, i.e. school or clinical setting. If in school, competency development or improving curriculum. workshop may last a week or month during which modern techniques are taught on new items or objectives.
- Workshop may be out of hospital setting.
- A certificate of participation is issued at the end of the 2 or 3 weeks workshop.
- It involves some capital out-lay. i.e. paying for refreshment, transport allowance etc.
- This differs from institution to institution. There is opportunity for staff to carry on and improve on what they have acquired. It may be organised monthly or fortnightly. Less expensive. It may take forms of Unit, film show, demonstration, seminar.

> ***From administrative point of view may attend workshop on budgeting, i.e. how to prepare, develop, control your budget from year to year.***

Visit this website and read up the article http://www.yourarticlelibrary.com/education/in-service-education-top-9-techniques/76852/

Make a list of other methods of in-service education that we did not discuss in this study session.

Activity 12.2

5.6 Beliefs of The American Nurses Assessment About In-Service Education

In-service Education develops nursing personnel for the purpose of improving quality care. Nursing service administrator has the responsibility and obligation to initiate and promote in-service education and recognise that its contribution is important to nursing service. It must be an integral part of nursing service for it to be effective. Adequate qualified personnel and material resources should be provided to run the program. In some places, there is always a unit in charge of in-service.

Philosophy and objective of nursing department should serve as guidelines. Individual has a responsibility to seek his/ her personal growth and development by participation and cooperation in continuing educational program. The professional nurse has a responsibility and obligation to share her knowledge and skills with others through the process of teaching. This should increase productivity and job satisfaction. Where an in-service unit is to be established, all people going to be involved should be brought in to participate at the planning stage and that personnel allocated to that unit should make evaluation from time to time of the program.

5.7 Setting Up In-Service Education Program

In setting up in-service education program, the following questions should be asked.

Is the in-service unit going to be within or without the institution or both?

- What are the aims of the program?
- What are the purposes of this program from administrative point of view?
- Which categories of staff are you starting with?
- What are the financial implications?

Study Session Summary

Summary

In this Study Session, In this study session, you have been introduced to the concept of in-service education, method of in-service education, the need for in-service education and functions of in-service education. Nurse has roles to play in ensuring establishment of in-service education program in their establishment and in ensuring growth in nursing services through personal growth and development by participation and cooperation in continuing educational program.

Assessment

SAQ 5.1 (tests Learning Outcome 5.1)

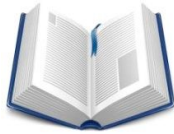What is in-service education?

SAQ 5.2 (tests Learning Outcome 5.2)

What is the nature of in-service education?

SAQ 5.3 (tests Learning Outcome 5.3)

Explain two different methods of in-service education.

References

Reading

Gurley, L.T. 1987 Pro & con: staff development vs in-service training. In-service education. Aug;16(8):25, 29.

Gordon, Z..J. Elements of Effective In-Service Education.

Study Session 6

The Roles/Expectations of Professional Organizations/Association

Introduction

In this study session, you will be introduced to the different professional organizations available in Nursing and their roles in the pursuance of the goals of nursing as a profession.

Learning Outcomes

When you have studied this session, you should be able to:

Outcomes

6.1 Identify different professional organizations in Nursing.

6.2 Describe the roles of different professional organizations in Nursing.

Terminology

Association	A group of people organized for a joint purpose.
Organisation	An organized group of people with a particular purpose, such as a business or government department.

6.1 Introduction to Different Professional Organizations in Nursing

Nursing profession is represented by its professional organizations. Their roles are to maintain standard of practice and education. Overall, they seek to represent and safeguard the interest of the consumer of health care as well as provider of such care. The nurse membership and participation in the professional nursing organization may be at the Local, State, National and international level. Let us discuss the various nursing professional organisations that are available and the roles they perform.

6.2 Nursing and Midwifery Council of Nigeria (N&MCN)

Fig 6.1: N&MCN Logo

Source: Google Image

The Nursing and Midwifery Council of Nigeria is a parastatal of the Federal Government under the Federal Ministry of Health, charged with the primary responsibility of regulating and controlling Nursing Education and Practice in Nigeria in all its ramification. The Nursing Council of Nigeria was established by the Registration of Nurses Ordinance of August 1947 to regulate and control the Practice of Nursing in Nigeria. The Midwives Board of Nigeria was established by the Midwives Ordinance of 1930 to regulate and control the Education and Practice of Midwifery in Nigeria. The two bodies were merged into the Nursing and Midwifery Council of Nigeria by Decree No. 89 of 1979 now known as Nursing and Midwifery Registration Act, Cap. N143, Laws of the Federation of Nigeria 2004.

The Council is a corporate body with perpetual succession and common seal charged with the general duty of:

- Determining what standards of knowledge and skills are to be attained by persons seeking to become members of the profession of Nursing and Midwifery and reviewing these standards from time to time as circumstances may require
- Securing in accordance with the provisions of this Decree the establishment and maintenance of a register of persons entitled to practice the profession and the publication from time to time of the lists of those persons
- Regulating and controlling the practice of the profession in all its ramifications
- Maintaining in accordance with the Decree, discipline within the profession and

Performing the other functions conferred upon the Council by the Decree

6.2.1 Roles of N&MCN

The functions of the Council are to:

1. Index all cadres of Nursing and Midwifery Students on commencement of their training.
2. Develop and review periodically, the different curricula utilized for the education of all cadres of Nurses and Midwives.
3. Co-operate with recognized bodies interested in conducting new schemes for Basic and Post Basic Education of Nurses and Midwives.
4. Accredit all training institutions and clinical practice areas utilized for the education of all cadres of Nurses and Midwives.
5. Conduct Final Qualifying Examinations for all cadres of Nurses and Midwives in Nigeria.
6. Establish and maintain Registers of all persons qualified to practice the discipline of Nursing and Midwifery in Nigeria.

7. Conduct Registration Interviews for Nurses and Midwives trained outside Nigeria who are seeking to practice in Nigeria.
8. Issue and Update Professional Practicing Licences every three years to all cadres of qualified Nurses and Midwives.
9. Issue professional Certificates to all cadres of Nurses and Midwives at the end of their training.
10. It is involved in policy making concerning nursing education in Nigeria.
11. Revoke and/or Restore Professional Certificates as applicable.
12. Determine and maintain standards of knowledge and competencies in Nursing and Midwifery Education and Practice in Nigeria.
13. Organize and Conduct Mandatory Continuing Professional and Educational Development Programmes for all cadres of Nurses and Midwives.
14. Conduct and Promote Researches in relevant areas of Nursing and Midwifery.
15. Maintain Discipline within the Nursing and Midwifery Profession in Nigeria
16. Prosecute Illegal Training Institutions.
17. Regulate and Control the practice of Nursing and Midwifery in all their ramifications.

Activity 6.1

List 10 roles of N&MCN.

Activity 13.1 feedback

1. Co-operate with recognized bodies interested in conducting new schemes for Basic and Post Basic Education of Nurses and Midwives.
2. Accredit all training institutions and clinical practice areas utilized for the education of all cadres of Nurses and Midwives.
3. Conduct Final Qualifying Examinations for all cadres of Nurses and Midwives in Nigeria.
4. Establish and maintain Registers of all persons qualified to practice the discipline of Nursing and Midwifery in Nigeria.
5. Conduct Registration Interviews for Nurses and Midwives trained outside Nigeria who are seeking to practice in Nigeria.
6. Issue and Update Professional Practicing Licences every three years to all cadres of qualified Nurses and Midwives.
7. Issue professional Certificates to all cadres of Nurses and Midwives at the end of their training.
8. It is involved in policy making concerning nursing education in Nigeria.
9. Revoke and/or Restore Professional Certificates as applicable.
10. Determine and maintain standards of knowledge and competencies in Nursing and Midwifery Education and Practice in Nigeria

6.3 National Association of Nigerian Nurses and Midwives

Fig 6.2: NANNM Logo

Source: Google Image

National Association of Nigerian Nurses and Midwives is a professional cum trade union organization recognized by the trade union amendment act of 2005. It is a nongovernmental nonprofit organization authorized to organize all professional Nurses and Midwives trained registered and licensed to practice nursing profession at all the levels of health care – primary, secondary and tertiary including the private sectors in Nigeria.

Other associations:

The professional Association Trained Midwives of Nigeria (PAMON)

1. The Nigeria Association of Nurse Tutor (NANT)
2. Professional health Visitors of Nigeria (PHVN)
3. Nigeria Industrial Nurses Association
4. Guild of Registered Nurses of Nigeria
5. Community Nurses Association of Nurses of Nigeria

Given the above scenarios, there was obvious disunity among the nurses which became more pronounced in the Udoji award of 1976 as nurses sang discordance tone on issues of common interest. This opens their eyes and they become the unifying factors. This scenario forced nurses and Midwives to unite together under one umbrella and so the 8th of December, 1977 at the city hall, Lagos, the National association of Nigerian nurse and Midwives was inaugrated with Mrs Anatu Omole as the President and Mrs Julie Omigbo as the deputy president. In February, 1978, Mr M. A. Olabode was appointed executive general Secretary. Then the promulgation of Trade Union amendment decree of 1978 further cemented the unification of the nurses.

To ensure that NANNM remains a formidable organization, the interest of the various component of professional are entrenched into the constitution. For instance area of specialization within the profession have representatives in the National executive council such as NEC, such as ophthalmic nurse, nurse anesthetics, nurse educators, orthopedic, public health, psychiatry, perioperative nurses, nurse administrators, professional association of midwives of Nigeria, private Nurses Association and other group registered by nursing and Midwifery council of Nigeria.

NANNM belief in activities which will bring about positive changes required in making nursing profession more responsive to health needs of individual, family and communities. It is the belief of the association that the broad interest of its member should be protected and well represented before contemporary profession, employer and public at large. The association beliefs in continuing education for nurses and that nursing research is a major way of attaining perfection in nursing practice.

The association beliefs in promoting unity, cooperation and understanding among its member and other working class organization generally

6.3.1 Roles of NANNM

1. It coordinates the functional activities of all trained nurses and midwives.
2. It provides forum or avenue where nurses speak with one voice.
3. It sets and improves the standard of service which the nurse gives to the general public.
4. It negotiate condition of services of its members, that is, obtain just and proper remuneration hour of work and other condition of scheme.
5. It provides the forum whereby understanding, fellowship and unity can be achieved and maintained at all time among all member of nursing profession.
6. It participates in planning, policy making and administration of health care delivery service at all levels.
7. It helps to improve nursing education at all levels throughout the federation.
8. It arrange for legal coverage of any of its victimized members.
9. It seeks the interest and act as guidance to other groups within the nursing profession such as student nurses and midwife association.
10. It establishes and maintains good relationship between nurses all over the world.

Activity 6.2

List 6 roles of NANNM.

Activity 13.2 feedback

1. It sets and improves the standard of service which the nurse gives to the general public.
2. It negotiate condition of services of its members, that is, obtain just and proper remuneration hour of work and other condition of scheme.
3. It provides the forum whereby understanding, fellowship and unity can be achieved and maintained at all time among all member of nursing profession.
4. It participates in planning, policy making and administration of health care delivery service at all levels.
5. It helps to improve nursing education at all levels throughout the federation.
6. It arrange for legal coverage of any of its victimized members.

6.4 International Council of Nurses (ICN)

International Council of Nurses is a federation of more than 130 national nurses' associations representing more than sixteen million nurses worldwide. Founded in 1899, ICN is a world first and widest reaching international organization for health professionals operated by nurses and leading nurses internationally, ICN works to ensure quality nursing care for all, sound health policies globally, the advancement of nursing knowledge and the presence worldwide of a respective nursing profession and a competent and satisfied nursing workforce.

The ICN maintain global look at nursing and its impact on world health standard. The president of member organizations serves as its governing body. Every nurse who is a member of national professional nursing organization is also a member of ICN. The ICN has published an international ethical code for nurses. It also publishes the international review journal.

6.4.1 Major Activities of ICN

ICN has identified three major key program areas as crucial to betterment of nursing and health. These are known as ICN's pillars and they are:

- Professional practice
- Regulation and
- Socioeconomic welfare

The association's activities are focused in these areas.

- The ICN center for human resources in Nursing is dedicated to strengthen the workforce globally through development, ongoing monitoring and dissemination of comprehensive information, standards and tools on nursing human resources policy management, research and practice.
- Positive practice environment: ICN together with other health professions such as international pharmaceutical federation, world confederation for Physical therapy, world dental Federation and world Medical association together with the International Hospital federation through multiyear multi stakeholder campaign promote safe, cost effective and healthy workplace, thereby strengthening health systems and improving patient safety.

In summary the ICN perform the following roles:

1. Foster unity among nurses all over the world.
2. It provides sponsorship for courses abroad.
3. It helps within the interchange of nursing development and experience throughout the world.
4. It assists in the curriculum development of nursing education for member states.

Activity 6.3

List 3 roles ICN.

Feedback

1. Foster unity among nurses all over the world.
2. It provides sponsorship for courses abroad.
3. It helps within the interchange of nursing development and experience throughout the world.
4. It assists in the curriculum development of nursing education for member states.

6.5 The West African Health Organisation (WAHO)

The West African Health Organisation (WAHO) was formed in 1987 when the Heads of State and Government from all fifteen countries in the Economic Community of West African States (ECOWAS) adopted the Protocol creating the organization. The Protocol, which was subsequently ratified by each government in the sub-region, grants WAHO status as a Specialised Agency of ECOWAS and describes the organization's mission as follows:

"The objective of the West African Health Organization shall be the attainment of the highest possible standard and protection of health of the peoples in the sub-region through the harmonisation of the policies of the Member States, pooling of resources, and cooperation with one another and with others for a collective and strategic combat against the health problems of the sub-region." Article III, Paragraph I 1987 Protocol of WAHO (in french).

The driving force behind WAHO's creation was the incongruence of the agendas that were being pursued by the two existing inter-governmental health organizations in the sub-region, the Francophone Organization de Coordination et de Cooperation pour la Lutte Contre les Grandes Endemies (OCCGE) and the Anglophone West African Health Community (WAHC).

It was determined that, as matters of health are not bound by linguistic difference, it would benefit the organisations to synchronise their efforts and combine resources to enhance the impact of their programmes in West Africa. Thus, the OCCGE and WAHC merged to form WAHO, an organisation committed to transcending linguistic borders in the sub-region to serve all fifteen ECOWAS Member States. In October of 1998, the ECOWAS Heads of State and Government established Bobo-Dioulasso, Burkina Faso as the site of WAHO Headquarters and appointed the Organisation's Director and Deputy Director. In March of 2000, WAHO began active operations as a leading health authority in the sub-region, serving ECOWAS Member States:

6.5.1 Visions and Strategies of WAHO

WAHO is a proactive instrument of regional health integration that enables high-impact and cost-effective interventions and programs by:

- Maintaining sustainable partnerships
- Strengthening capacity building
- Collecting, interpreting and disseminating information
- Promoting cooperation and ensuring coordination and advocacy
- Exploiting information communication technologies

Study Session Summary

Summary

In this Study Session, you have learnt about the different professional organizations available in Nursing and their roles in the pursuance of the goals of nursing as a profession. The students need to acquaint themselves to these organizations so as to be able to know how to function and relate with each of the organization as professional nurse in the course of nursing practice.
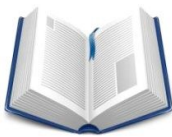
Assessment

Assessment

SAQ 6.1 (tests Learning Outcome 6.1)

Mention four professional organisations in Nursing.

SAQ 6.2 (tests Learning Outcome 6.2)

What are the roles of different professional organizations in Nursing?

References

Reading

Olanipekun, O. A. 2007 http://www.nmcnigeria.org/functions.php (updated 2007) (accessed on 19.07.2013)

WAHO/OOAS, 2009. Regional Programme Reproductive Health and HIV Prevention in the ECOWAS Region.

Notes on Self Assessment Questions

SAQ 1.1

A **curriculum** (plural: **curricula** or **curriculums**) is the planned interaction of pupils with instructional content, materials, resources, and processes for evaluating the attainment of educational objectives.

SAQ 1.2

The following are the elements of the curriculum:

- Curriculum Aims, Goals and Objectives
- Curriculum Content or Subject Matter
- Curriculum Experience
- Curriculum Evaluation

SAQ 1.3

Key elements within the curriculum and the relationships between them are shown in Figure 1.1.

SAQ 1.4

The following are the stages involved in curriculum development:

1) Problem Identification and General Needs Assessment
2) Needs assessment for targeted learners
3) Goals and objectives
4) Educational Strategies
5) Implementation
6) Evaluation and Feedback

SAQ 2.1

Three examples of curriculum models are:

1) The objective model
2) Situation analysis model
3) The process model

SAQ 2.2

We discussed both Macdonald's model and Zais model.

The curriculum according to Macdonald's model depicts curriculum as one of one interacting systems and other systems involving a teacher performing his professional roles, learning as another personality system wherein the student perform task-related activities or behaviors which is learning while instruction is the social system in which formal teaching and learning , processes occur which involves principally the teacher and the learner while the teacher is regarded as the social system which culminates in a plan for instruction.

See SS2 for discussion on other models.

SAQ 3.1

Curriculum implementation entails putting into practice the officially prescribed courses of study, syllabuses and subjects. The process involves helping the learner acquire knowledge or experience.

SAQ 3.2

The following factors influence curriculum implementation:

- The Teacher
- The Learners
- Resource Materials and Facilities
- Interest Groups
- The School Environment

SAQ 3.3

Formative Evaluation

The performance of the learner was the primary focus of formative evaluation. Information about the learner's immediate retention of skills and knowledge, retention over time and attitudes were used to shape instruction as it proceeded. Formative evaluation was considered to be an integral part of instructional design and delivery. It ensures that all aspects of the program or project are likely to produce success. It provides information that can be used to stop doubtful projects from being implemented. It is therefore a conceptual and physical exercise that is carried out before a programme comes to an end.

Summative Evaluation

This type of evaluation assesses whether or not the project or program can perform as the originators and designers intended. It considers cost effectiveness in terms of money, time and personnel. It also assesses the training that teachers might need in order to implement a program successfully. It determines whether a new curriculum program, syllabus or subject is better than the one it is intended to replace or other alternatives. It is usually conducted at the end of the program cycle.

SAQ 3.4

The following are functions of curriculum evaluation:

- informing decision-makers on the state of affairs of certain curriculum programs or syllabuses, and
- enabling teachers to evaluate themselves.

SAQ 4.1

Measurement is a procedure for assigning numbers or specified attributes or characteristics in a manner that conveys the real world nature of what is being measured.

Evaluation is the process of observing and measuring a thing for the purpose of judging it and of determining its value either by comparison to similar things, or to a standard.

SAQ 4.2

The major tools of evaluation in the classroom are tests and term papers. Tests can be of various types. They can be classified on the following basis:

- **By kind of item**
  - Choice items (true-false, multiple choice, matching)
  - Completion items
  - Short answer items
  - Essay items
- **By how observations are scored**
  - Objectives tests
  - Subjective tests
- **By degree of standardization**
  - Standardised tests
  - Non standardised tests
- **By administrative conditions**
  - Individual tests
  - Group tests
- **By language emphasis of response**
  - Verbal test
  - Performance tests
- **By emphasis on time**
  - Power tests
  - Speed tests
- **By score-referencing scheme**
  - Norm-referencing
  - Criterion-referencing
- **By what attribute is measured**
  - Achievement tests
  - Specific subject tests
  - Aptitude tests
  - General scholastic aptitude tests
  - Readiness tests
  - Self-report questionnaires
  - Vocational or career interests
  - Attitude and values questionnaire

Tools for evaluation in clinical settings

- The major tools used to evaluate learning in clinical settings are:
- Oral tests.
- Practical demonstration.
- Objective Structured Clinical Examination (OSCE)

- Observation
- Simulation
- Testimony of others
- Student self-evaluation
- Written portfolio evidence
- Interview
- Patient comments
- Peer evaluation
- Case studies
- Team mentorship.

SAQ 4.3

A self-evaluation is an individual's thoughtful and considered written review of his/her performance during the evaluation cycle. It involves rating established goals, competencies, and overall performance.

SAQ 5.1

In service education connotes continuous education. It is a planned education that takes place while an employee is in the service of his employer.

SAQ 5.2

To give further education to nurses on the job in form of training as well as skill acquisition

SAQ 5.3

Workshop:

As an essential technique of in-service teacher training, workshop is organised with a group of ten to twenty five persons having shared problems in order to develop the psychomotor aspect of the nurses regarding practices and innovations in the area of nursing education.

Refresher Courses:

These are important techniques of professional growth of teachers. They can help in updating the knowledge and experience of teachers.

These courses can be used for:

i.   Giving training to teachers in connection with latest developments in teaching and education and
ii. Giving them an understanding of educational plans and schemes introduced by government and other agencies from time to time.

SAQ 6.1

The followings are some of the professional organisations in Nursing:

Nursing and Midwifery Council of Nigeria (N&MCN)

National Association of Nigerian Nurses and Midwives (NANNM)

International Council of Nurses (ICN)

West African Health Organisation (WAHO)

SAQ 6.2

Roles of NANNM

1. It coordinates the functional activities of all trained nurses and midwives.
2. It provides forum or avenue where nurses speak with one voice.
3. It sets and improves the standard of service which the nurse gives to the general public.
4. It negotiate condition of services of its members, that is, obtain just and proper remuneration hour of work and other condition of scheme.

Roles of ICN

1. Foster unity among nurses all over the world.
2. It provides sponsorship for courses abroad.
3. It helps within the interchange of nursing development and experience throughout the world.
4. It assists in the curriculum development of nursing education for member states

Roles of N&MCN

1. Index all cadres of Nursing and Midwifery Students on commencement of their training.
2. Develop and review periodically, the different curricula utilized for the education of all cadres of Nurses and Midwives.
3. Co-operate with recognized bodies interested in conducting new schemes for Basic and Post Basic Education of Nurses and Midwives.
4. Accredit all training institutions and clinical practice areas utilized for the education of all cadres of Nurses and Midwives.