



كلية معتمدة

school management
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Nursing administration
department



CURRICULUM EVALUATION

Under supervision

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Objectives

General objectives:

At the end of this lecture the postgraduate student will acquire knowledge about curriculum evaluation.

Specific objectives:

At the end of this lecture the postgraduate student will be able to:

- Define curriculum evaluation.
- Determine purposes of curriculum evaluation.
- Identify types of curriculum evaluation.
- Mention models of curriculum evaluation.
- Discuss planning curriculum evaluation.
- Identify components of curriculum evaluation.

Introduction


Curriculum evaluation is an integral and essential part of the whole process of curriculum development. It is an ongoing process, which begins simultaneously with curriculum design. Evaluation can be used as a basis for preparation and implementation of a program. Educational decisions have to be made frequently during preparation and implementation of a program and the main purpose of evaluation is in fact to provide a basis for value judgments that permit better educational decision making.

Definition of Evaluation


Is the process of collecting data on a program to determine its value or worth with the aim of deciding whether to adopt, reject, or revise the program.

Definition of Curriculum


A curriculum is all of the educational experiences that learners have in an educational program, the purpose of which is to achieve broad goals and related specific objectives that have been developed within a framework of theory and research, past and present professional practice, and the changing needs of society.



Definition of Curriculum Evaluation

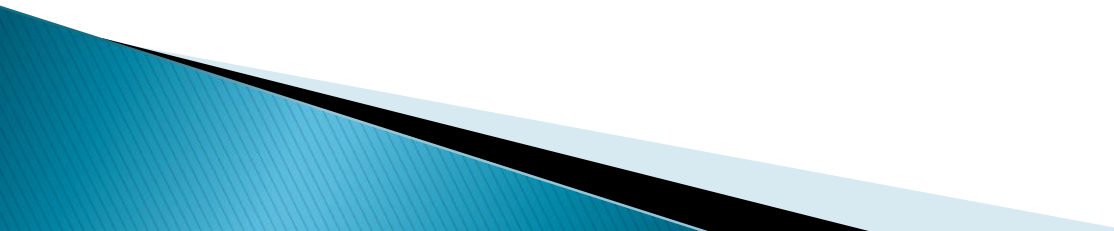
- Curriculum evaluation is usually a systematic, summative examination of all components of a curriculum that results in evaluative conclusions, such as approval or accreditation.
 - The aspects to be evaluated include the curriculum goals, design, and outcomes, Courses, teaching and evaluation strategies, human and physical resources to support the curriculum, learning climate and curriculum policies.
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Purposes of Curriculum Evaluation

- Determine the strengths and weaknesses of the curriculum.
 - It is undertaken to establish student achievement of the curriculum goals.
 - To monitor students' learning experiences while in the program.
 - Providing a basis for review, modification, and reorganization of the curriculum.
 - Essentially, it is a quality control mechanism to assure that the curriculum, its courses, the processes undertaken, teaching strategies, and student achievement of goals are meeting the required standards.
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Types of Curriculum Evaluation

▶ **Formative evaluation:**

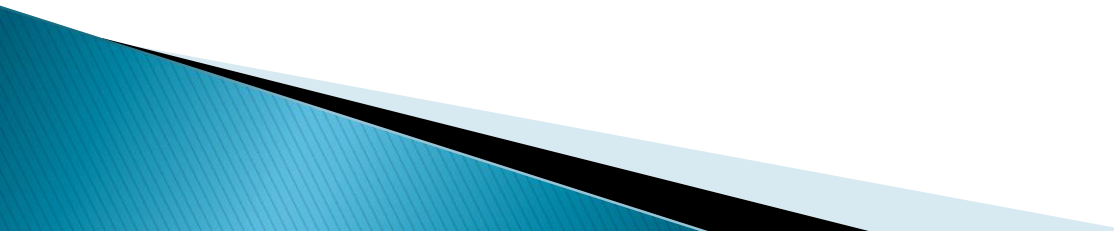
- ❖ Formative evaluation is generally any evaluation that takes place before or during the implementation of a new project with the aim of improving the project's design and performance.
 - ❖ It is an ongoing classroom process that keeps students and educators informed of students' progress toward program learning objectives.
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- ❖ The main purpose is to provide evidence about the feasibility and effectiveness of a portion of the curriculum, so that ongoing revisions and improvements can be made.
- ▶ **Evidence** comes mainly from teachers, expertise, supervisor, and students.
 - **Judgmental *data*:**
 - ▶ First type of evaluation involves judgmental data. In that experts, teachers, supervisor, as well as student provide opinions, judgment, reaction of the curriculum materials: this type of evidence is gathering by rating, questionnaires, interview.


- **Observational data:**

- ▶ The second type of evidence involves observational data, which trained or untrained observers systematically gather during teaching-learning situations in classroom or elsewhere. This type of evidence is obtained by direct observations in a free manner.

- **Student learning:**

- ✓ This type of evaluation approaches the central problems of curriculum development. What kind of student learning take place when curriculum materials and method are used properly. Here the main evidence has to do with student learning that takes place in relation to curriculum.
 - ✓ The best source of evidences for formative evaluation curriculum seems to be a sort of combined use of all of them to arrive at valid conclusions.
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▶ **Benefits of formative evaluation**

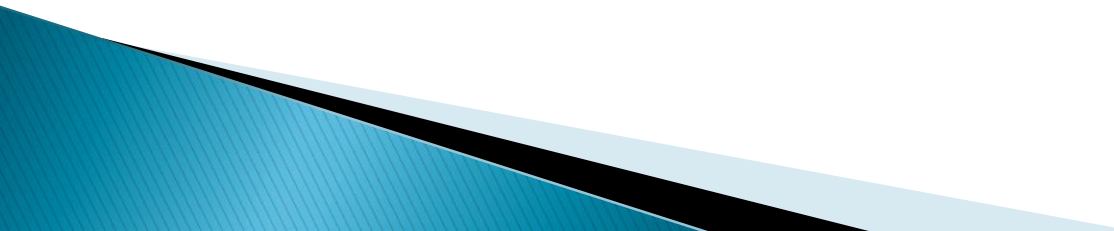
- ✓ It identifies problems in teaching and learning and helps to correct it.
 - ✓ By being formative it diagnostic weakness at an early stage for purpose of remediation or individual teaching, for instance, the teacher is failing to read the teacher can quickly find remedy. Thus keeps pupils on toes and even in the track of progress and gives immediate feedback which is motivating.
 - ✓ Formative evaluation is also ideal for future planning in terms of changing teaching methods and pupils activities.
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2. Summative evaluation:


- ❖ Summative evaluation is most often undertaken at the end of a project. As such, summative evaluation can also be referred to as post evaluation.
- ❖ The teacher uses summative evaluation to determine what has been learned over a period of time, to summarize student progress, and to report to students, parents and educators on progress relative to curriculum objectives.
- ▶ **The purpose** is to judge the effectiveness of all of the curriculum.
- ▶ Summative evaluation is also performed to compare one curriculum with another.

Evidence comes from teachers, students, graduates, administrators, and other stakeholders.

Benefits of summative evaluation:

- ✓ It is judgmental in nature, hence it shows the worth or the value of program.
 - ✓ It can be used for decision making so that the learners can easily selected into placement streams such as pupils are put into classes according to their test results.
 - ✓ It is a useful tool for guidance and counseling.
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3- Diagnostic Evaluation:

- ❖ It usually occurs at the beginning of the school year or before a new unit
 - ❖ It identifies students who lack prerequisite knowledge, understanding or skills.
 - ❖ Diagnostic testing also identifies student interests.
 - ❖ Diagnostic evaluation provides information essential to teachers in designing appropriate programs for all students.
- ▶ ***Usually analysis of this evaluation occurs when:***
1. Content of curriculum is updated
 2. Something is added
 3. Something is taken out
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Evidence comes from teachers and administrators.

Benefits of diagnostic evaluation:

- ✓ It is helper in solving problems of students.
- ✓ It is helper in make teacher`s performance better.
- ✓ It is helper in encourage students and teachers.
- ✓ It is helper in educational plans.

Models for Curriculum Evaluation

There are several models available for curriculum evaluation.

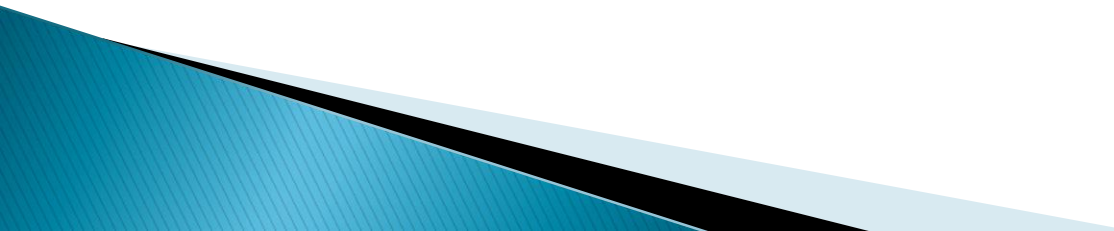
Let's take a close look at a few of these models.



A-The Tyler Model

- ✓ This model is often referred to as objective model, because it's objective approach to educational evaluation.
- ✓ It emphasizes consistency among objectives, learning experiences, and outcomes.
- ✓ Curriculum objectives indicate both behavior to be developed and area of content to be applied.
- ✓ Tyler recommends that curriculum planners identify general objectives by gathering data from three sources:
 - The learner
 - Contemporary life outside the school
 - Subject matter

From this model there are four basic questions:

- What is the purpose of the education? (Objectives).
 - What educational experiences will attain the purposes (instructional strategies and content).
 - How can these experiences can be effectively organized? (Organization of learning experiences).
 - How can we determine when the purposes are met? (Assessment and evaluation).
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- *Stating objectives:*

The progressive emphasizes the importance of studying the child to find out what kinds of interests he has, what problems he encounters, what purposes he has in mind. The progressive sees this information as providing the basic source for selecting objectives.

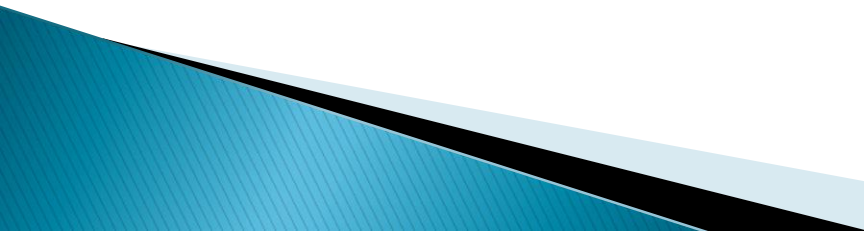
- *Selecting learning experiences:*

- ✓ Tyler believes that students learn through exploration.
- ✓ Tyler believes teachers should encourage children to become actively engaged in discovering what the world is like.

- ***Organizing learning experiences:***

- ✓ Central to Tyler`s model is effectively organizing the learning activities.
- ✓ Students need concrete experiences to which the readings are meaningful connected.
- ✓ Three major criteria are required in building organized learning experiences: continuity, sequence and integration.

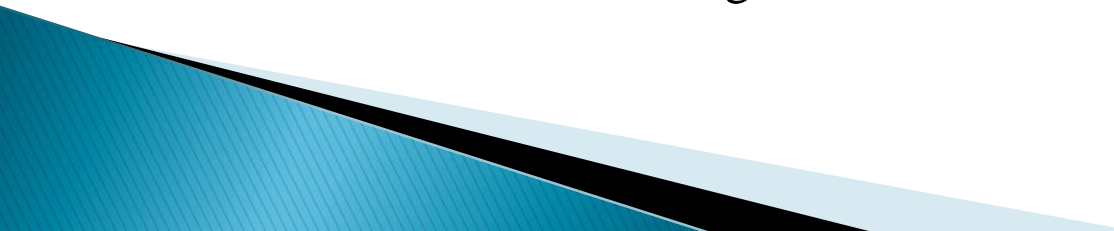
- ***Evaluating the curriculum:***

- ✓ The process of assessment is critical to Tyler`s model and begins with the objectives of the educational program.
 - ✓ The process of evaluation is essentially the process of determining to what extent the educational objectives are actually being realized by the program of curriculum and instruction.
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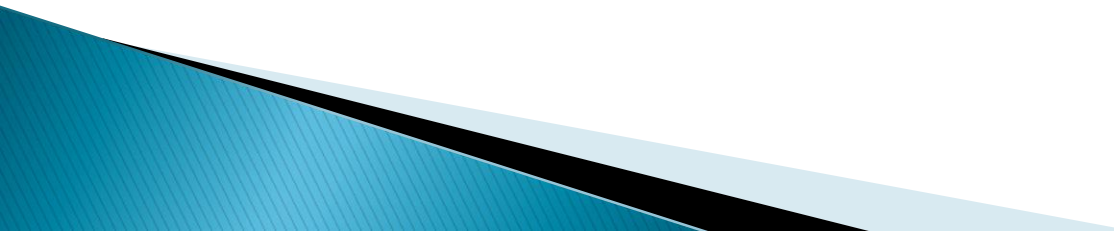
Strengths of model:

- ✓ Involve the active participation of learner.
- ✓ Educational objectives are clearly defined.
- ✓ Simple linear approach to development of behavioral objectives.

Criticism of Tyler model:

- ✓ Narrowly interpreted objectives (acceptable verbs).
 - ✓ Difficult and time consuming construction of behavioral objectives.
 - ✓ Curriculum restricted to a constricted range of students skills and knowledge.
 - ✓ The teacher can control the learning experiences through the manipulation of the environment, which results in stimulating situations sufficient to evoke the kind of learning outcomes desired.
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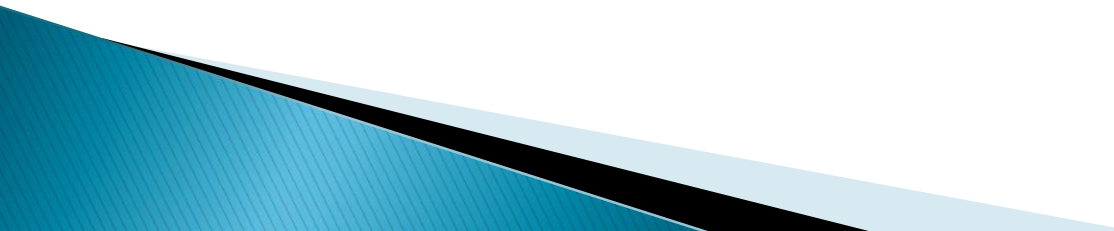
B-The Taba Model

- ✓ Hilda Taba created a model for curriculum evaluation based on her desire to emphasize inductive reasoning and her belief that true curriculum should be developed by the teacher, rather than decided upon by administration or another authority.
 - ✓ Taba advocate an inductive approach to curriculum development. In this approach, curriculum workers start with the specifics and build up to general design as opposed to the more traditional deductive model approach of starting with the general design and working down to the specifics.
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There are seven stages in the Taba Model, also called the "Inductive Approach," which can be applied in both the development and evaluation of curriculum.

1. Diagnosis of needs
2. Formulation of objectives
3. Selection of content
4. Organization of content
5. Selection of learning experiences and activities
6. Organization of learning experiences and activities
7. Determination of what to evaluate and the ways and means of doing it.

Some of the problems from using the Taba model are:

- Teachers not understanding the connection between the content, activities, teaching methods and evaluation.
 - Keeping the resources up to date.
 - Maintaining training for new teachers on the method as well as support needed for teachers as they must review the plan often.
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C-Stake's Model (Countenance Model)

Robert Stake formulated the Countenance Model in the 1960s. His model looks at curriculum from a more scientific point of view by examining three distinct areas of the curriculum:


- ▶ **Antecedents**

- ▶ The conditions existing before implementation of the curriculum

- ▶ **Transactions**

- ▶ The activities and experiences occurring during implementation

- ▶ **Outcomes**

- ▶ The results and changes brought about after implementation of the program.
 - ▶ Describe the program fully
 - ▶ Judge the outcomes against external standards
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D- CIPP Evaluation model (Stufflebeam):

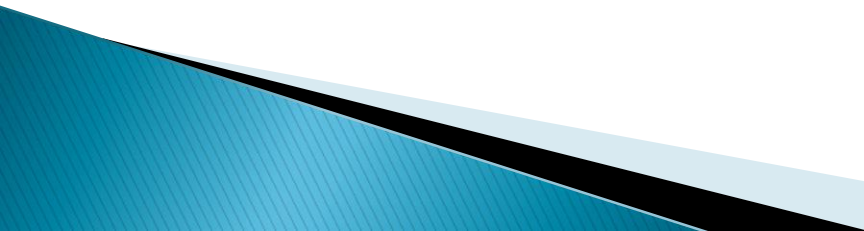
- ▶ CIPP model was originated by Daniel Stufflebeam and Egon Guba. According to Stufflebeam, evaluation is the process of delineating, obtaining, and providing useful information for judging decision alternatives.
- ▶ *Delineating* refers to focusing of informative requirements needed by decision maker
- ▶ *Obtaining* implies collection, organization and analysis of information
- ▶ *Providing* refers to synthesizing of information
- ▶ *Delineating and providing operations* are carried out collaboratively between evaluator and decision maker, whereas the obtaining of information is carried out primarily by the evaluator.

Components of CIPP model:

- **Context** Evaluation: Planning decisions
Needs to be address? Existing programs?
- **Input** Evaluation: Structuring decisions
Available resources, alternative strategies?
- **Process** Evaluation: Implementing decisions. How well is plan being implemented? Barriers to success? Revisions needed?
- **Product** Evaluation: Recycling decisions. Results? Needs reduced? What to do after program has run its course?

Planning Curriculum Evaluation:

▶ Planning curriculum evaluation is a dimension of curriculum development that should occur simultaneously with curriculum and course design. Curriculum evaluation is only one aspect of a school's activities and decisions are made about:

- Purposes to be achieved by curriculum evaluation (why and for whom it is necessary).
 - Individual or committee responsible for overseeing the curriculum evaluation.
 - Relevant data.
 - Methods and timing of data collection.
 - Individuals who will interpret and judge the evidence.
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Establishing Standards, Criteria, and Indicators:

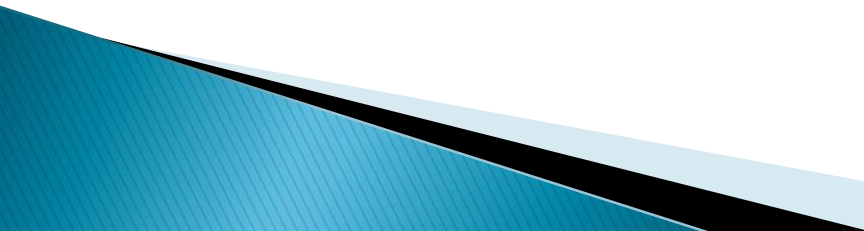
▶ Decisions about curriculum effectiveness and quality depend on a clear understanding of the standards against which the curriculum is being judged and the criteria whose achievement show that the standards are being attained.

▶ **Definitions:**

- **Standard** is a predetermined level of excellence that serves as a guide for practice.
- **Standards** are written statements that define an excellence level of performance or a set of conditions determined to be acceptable by some authorities

- **Criteria** are statements which identify the variables that need to be examined in evaluation of a standard”.
- **The indicators** that point to achievement of the standards may be appropriate. As well, agreement must be reached about whether the standards are absolute or relative.

(NB) The standards, criteria, and indicators must be specific enough to be understandable and provide direction for data collection and evaluative judgments, while not being too extensive and detailed.

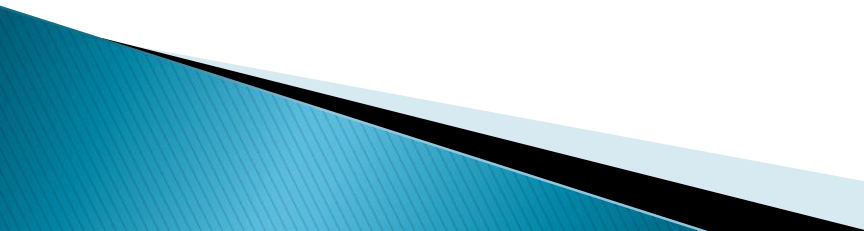


Planning Data Collection

The standards, criteria, and indicators that have been formulated determine which data are necessary for curriculum evaluation. The same data might also provide evidence of the effectiveness of several aspects of the curriculum.

Data Collection Methods:

Typically, both qualitative and quantitative data are obtained. The methods and tools should allow for a comprehensive evaluation, be understandable and easy to use, cost and time efficient, valid and reliable (if quantitative), and credible (if qualitative).



1. Surveys:

- ▶ Can be used to assess:
 - ▶ Teachers' and students' level of confidence or satisfaction with the curriculum,
 - ▶ Their views about specific teaching strategies

2. Interviews (individual or focus-groups):

- ▶ Can reveal quantitative or qualitative data from students, faculty or graduates for similar purposes.

3. Unstructured observations:

- ▶ Can be useful early in the evaluation process from which, structured observation based on criteria can be planned. For example, observations of students in the clinical area can lead to the acquisition of more specific data about students' clinical abilities.

4. Checklists, and self-reports:

- ▶ Are other means of obtaining data for curriculum evaluation. Rating scales could be used to measure abstract concepts, while checklists can identify expected behaviors or competencies and related student performance.

Data Sources:

Data sources include faculty, students, administrators, nurses, and nursing leaders, as well as curriculum and course documents. Student essays, journals, and other assignments can provide valuable insights about their knowledge, attitudes, and experiences.

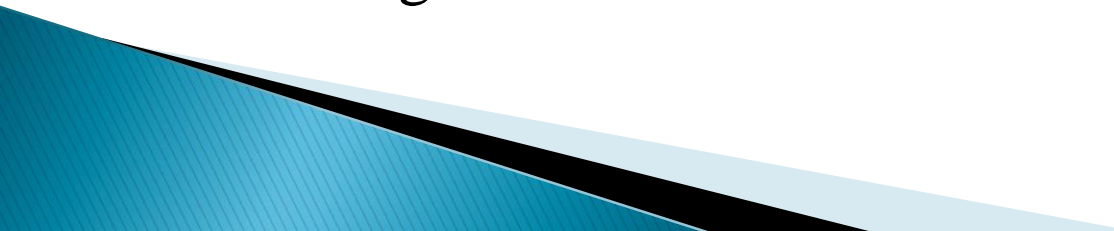
▶ **Scheduling Data Collection:**

▶ The timing of data collection is important. It should begin with the first courses so that formative evaluation is undertaken concurrently with curriculum implementation. In this way, early decisions arising from formative evaluation can stabilize the curriculum and prevent problems that might occur in courses yet to be implemented.

▶ **Data Management and Reporting:**

▶ It is vital that a decision be made about who will have responsibility for data collection, compilation, interpretation, and formulation of judgments. Additionally, there should be consideration of a system to store data and record evaluation deliberations.

Components of curriculum evaluation:

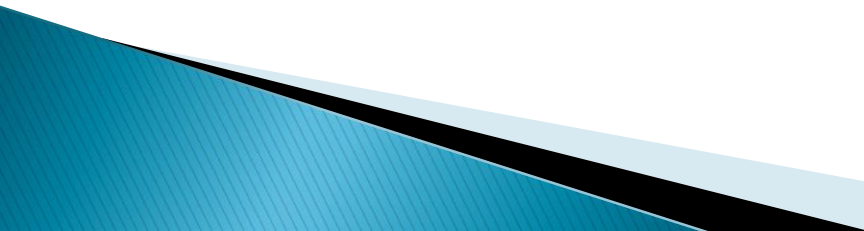
1. Curriculum Goal.
 2. Curriculum Design.
 3. Teaching Strategies.
 4. Courses.
 5. Human and Physical Resources.
 6. Learning Climate.
 7. Policies.
 8. Learning Outcomes.
- 

1. Curriculum Goals:

When planning the evaluation of curriculum goals, faculties want to determine if the curriculum goals are appropriate and reasonable. More specifically, faculties are interested in the extent to which the curriculum goals: Reflect the practice and standards of the educational institution, higher education, and the nursing profession.

2. Curriculum Design:

When planning evaluation of the curriculum design, the scope of this component becomes evident. The design encompasses the curriculum goals and the configuration of the program of studies (i.e., courses, their sequence, inter-relationships, and mode of delivery). As well, it includes teacher and student activities, and policies governing the curriculum.



3. Teaching strategies:

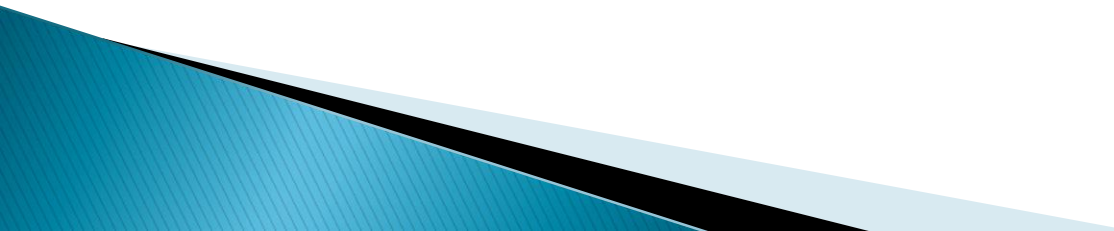
When planning evaluation of teaching, faculty can be guided by literature that describes effective teaching and lists desirable teacher competencies, behaviors, or characteristics for classroom and clinical courses. Ideas from the literature can be adopted, adapted, or extended to suit the curriculum.

4. Courses:

Evaluation of courses is, in some measure, a-microcosm of the evaluation of curriculum goals, design, and outcomes. All aspects of course design and implementation are considered.

5. Human and physical resources:

An important dimension of curriculum evaluation is ascertaining if suitable and sufficient human and physical resources are present.

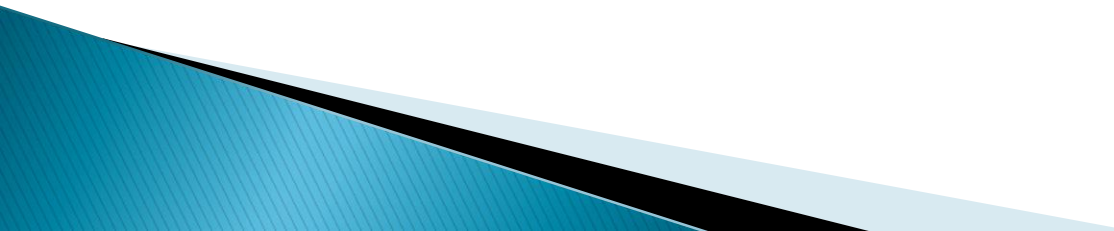


6. Learning climate:

The learning climate is the social, emotional, and intellectual atmosphere that exists within the school. It influences the quality of life of students, faculty, and staff. The learning climate is important regardless of the medium through which the curriculum is offered.

7. policies:

Curriculum policies are intended to support students' achievement of curriculum goals while ensuring that academic standards are maintained. Therefore, in reviewing and evaluating curriculum policies, faculty consider whether the policies are appropriate, reasonable, understood by faculty and students, and applied consistently. Evaluators might also wish to ascertain if there have been situations that might indicate a need for new policies.

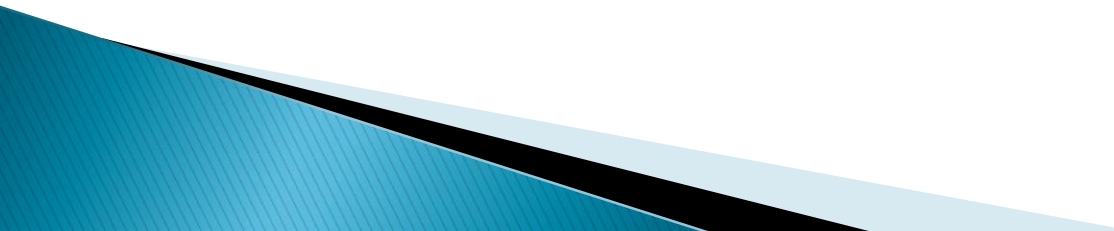


8. Learning outcomes:

The purpose of all nursing curricula is to prepare students to practice nursing competently. Therefore, it is essential to determine if current students are progressing toward this outcome and if graduates are successful as they begin practice. Evaluation of student learning outcomes is viewed by some as the most important aspect of curriculum evaluation.

Summary:

At the end of this lecture we discussed curriculum evaluation, purposes of curriculum evaluation, types of it, models of curriculum evaluation, planning curriculum evaluation, finally planning evaluation of curriculum components.



Thank you!

