

EFFECTIVE DELIVERY AND ASSESSMENT OF 30% ADDITION TO CCMAS

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INTRODUCTION

- It is worth noting that previous curricula developed by the NUC have made tremendous contribution in producing quality graduates from our universities who have served all sectors of our economy and made their marks nationally and internationally over the years. These curricula have gone through various evaluation measures and can be described as tested and trusted even with their short comings which are meant to be addressed in the new CCMAS. As a fresh initiative the 30% CCMAS addition needs to incorporate evaluation measures right from inception in order to safeguard its success and to prepare the ground for the universities to acquire the requisite skills and tools of developing their own curricula in the future. It had been envisaged that in the next phase of the curriculum development, NUC will develop 50% of the curriculum while universities would have the leverage of developing the remaining 50% before finally entrusting the universities to wholly develop their curriculum by themselves.




INTRODUCTION (cont)

- ▶ The decision of requesting departments from universities to develop the 30% addition to CCMAS using sets of guidelines that scores the submissions is part of measures aimed at encouraging and assessing their capabilities. It should be noted that the 30% addition is associated with challenges such as peculiarities, innovation, skills and societal expectations as well as the effectiveness of the proffered solutions that addresses their community problems and at the same time adopting measures that will guarantee the delivery of quality education and the overall educational and technological development of the nation. Universities should also be mindful of emerging challenges to education such as COVID-19, insecurity and related emergencies that hinder access to education.
- ▶ In view of these issues and challenges associated with the 30% addition, there is need for universities to review existing approaches to educational delivery by adopting emerging approaches that have been proven to be successful. Universities also need to assess the applicability of these new approaches in the face of resource requirements so that they can plan for their adoption and to ensure the achievement of the set objectives.



COURSE DESIGN: Instructors pedagogy strategies

<u>Theory</u>	The instructor should understand and identify the foundational theoretical bases that are essential to effective teaching and learning.
<u>Designing Activities</u>	Identify and adopt learning experiences for students to develop skills, actively construct knowledge and deepen understanding.
<u>Building Activities</u>	Using essential tools and other resources, engage students in active and meaningful experiences to strengthen learning.
<u>Content Development</u>	Consider using diverse types of content throughout your course to meaningfully engage students in the learning process.



COURSE DESIGN: Instructors pedagogy strategies

Scaffolding Content

Scaffolding is an instructional practice where a teacher gradually removes guidance and support as students learn and become more competent to progress on their own towards achieving the learning objectives.

Learning Environments

The learning environment includes the intellectual, social, emotional and physical environments [class settings, charts, field trips, video shows/documentaries, etc.] of a course; all of which will affect learning.

Student Success

While students need guidance to learn content in your course, they also need guidance on how to prepare for and succeed during assessments. It is important to support students in their preparation efforts while helping them develop knowledge and skills independently

COURSE DESIGN FACTORS

Category	Questions	Your Situation + Implications	Design Location + Action Plan
Specific Context of the Teaching and Learning Situation			
• # students	How many students are in the class?		
• course level	Is the course lower division or upper division?		
• frequency	How long and frequent are the class meetings?		
• delivery mode	How will the course be delivered: via live classroom instruction, interactive TV, as an online course, or some combination?		

COURSE DESIGN FACTORS (cont)

Category	Questions	Your Situation + Implications	Design Location + Action Plan
Expectations of External Groups			
<ul style="list-style-type: none">• societal expectations	What does society at large need and expect in terms of the education of these students, in general or regarding this subject?		
<ul style="list-style-type: none">• Regulatory bodies• instititutional goals	What curricular goals does regulatory bodies, institution or department have that affect this course or program?		

COURSE DESIGN FACTORS (cont)

Category	Questions	Your Situation + Implications	Design Location + Action Plan
Nature of Subject			
<ul style="list-style-type: none"> sequence 	Is this subject matter convergent (working toward a single right answer) or divergent (working toward multiple, equally valid interpretations)?		
<ul style="list-style-type: none"> skills 	Is this subject primarily cognitive or does it include the learning of significant physical skills as well?		
<ul style="list-style-type: none"> current state of field 	Is this field of study relatively stable, in a period of rapid change, or in a situation in which competing paradigms are challenging each other?		

COURSE DESIGN FACTORS (cont)

Category	Questions	Your Situation + Implications	Design Location + Action Plan
Characteristics of the Learners			
<ul style="list-style-type: none"> • life situation 	What is the life situation of the students: full-time student, part-time working student, family responsibilities, work responsibilities, and the like?		
<ul style="list-style-type: none"> • student goals • investment 	What life or professional goals do students have that relate to this learning experience? What are the reasons for enrolling?		
<ul style="list-style-type: none"> • prior experiences 	What prior experiences, knowledge, skills, and attitudes do the students have regarding the subject?		
<ul style="list-style-type: none"> • learner differences 	What are the students mix and learning styles?. Is it a general course involving students from different programs?		

COURSE DESIGN FACTORS (cont)

Category	Questions	Your Situation + Implications	Design Location + Action Plan
Characteristic of the Teacher			
• prior experiences	What prior experiences, knowledge, skills, and attitudes does the teacher have in terms of the subject of this course?		
• subject experience	Has the teacher taught this subject before or is this the first time?		
• competence and confidence	Does the teacher have a high level of competence and confidence in this subject or is this on the margins of the teacher's zone of competence?		
• understanding of effective teaching	What prior experiences, knowledge, skills, and attitudes does the teacher have in terms of the process of teaching? (That is, how much does this teacher know about effective teaching?)		
• course challenge(s)	What is the special situation in this course that challenges the students and the teacher in the desire to make this a meaningful and important learning experience?		

<https://www.buffalo.edu/catt/develop/design/delivery-modes.html>)



ASSESSMENT METHODS

- ▶ Once the instructor has identified the major factors to be considered for the course delivery design, there is need to streamline his learning objectives in such a way that he can be able to assess his methodology (s) on the basis of the achievement of his objectives, and or the need for the modification of his methods of delivery and the activities involved. Whichever method (s) is adopted for the delivery, the method (s) should possess the following attributes; equity, inclusiveness, and accessibility.

ASSESSMENT

➤ Example

Learning Outcome	Complexity	Assessment	Methods	Activity
Students will analyze and Example statistical data as they support decision-making processes throughout an organization.	Analyze, Interpret and Evaluate	Exam, Quiz, Test or Presentation	Case-based learning	Identify credibility analyzing 2-3 case studies



ASSESSMENT METHODS

- ▶ Diagnostic Assessments

Determining prior knowledge to effectively teach students.

Assessments used before instruction are called diagnostic assessments. Students begin a course with prior knowledge, using past experiences to actively make meaning of new experiences in a course. Assumptions about what students already know, or “should” know are built into course design and may be incorrect. Therefore, determining what students know, before teaching a topic, can help improve teaching in two ways:

- **Effectiveness:** Understanding students' prior knowledge allows one to begin teaching students at an appropriate starting point as well as providing instruction and scaffolding within students' Zone of Proximal Development.
- **Misconceptions:** If students have misconceptions about a topic, these will prevent students from building correct understandings of new content. Therefore, it is best to determine common misconceptions and their prevalence before teaching a topic, ensuring that incorrect prior knowledge is addressed.



ASSESSMENT METHODS (cont)

► Formative Assessment

Assessing student progress during learning to adjust and improve instruction.

Assessment is formative when:

- Evidence is gathered about student achievement or understanding.
- The information allows the instructor or learner to alter future instructional steps.
- It is done to improve learning outcomes.

It is the use of the assessment that makes it formative. If evidence of student achievement is not used to adapt instruction or to give feedback to students to improve their learning, it is summative. Formative assessments are a natural part of the scaffolding process, and provide the following benefits:



ASSESSMENT METHODS (cont)

➤ **Instructor Benefits**

- Helps recognize student strengths and knowledge or skill gaps to determine level of scaffolding needed.
- Used to adapt instruction and reflect on instructional practices.
- Allows for opportunities to give feedback and guide learning.



ASSESSMENT METHODS (cont)

➤ **Student Benefits**

- Determines level of understanding or skill development.
- Identifies areas to review and study.
- Promotes self-regulating strategies.
- Allows for opportunities to receive feedback and guidance.

Therefore, use formative assessments to:

- Check for understanding.
- Gauge progress toward learning outcomes.
- Provide students with support and guidance.
- Pace instruction and adjust as needed.



ASSESSMENT METHODS (cont)

- ▶ Summative Assessment

Evaluating levels of student achievement.

Summative assessments gauge student achievement after the completion of learning activities. While many of these are common such as exams, projects and essays, there are a larger variety of ways to measure student learning. For example, activities like research presentations contain both the learning activity as well as the assessment. Regardless, summative assessments occur after the completion of learning activities, they assess student achievement, and they ultimately reflect the impact of course activities.



ASSESSMENT METHODS (cont)

- Summative assessments can be either direct or indirect. Direct methods allow students to **demonstrate** what they know and can do; indirect methods help us to **infer** what students know and can do.

Direct methods

- Objective tests
- Written assignments
- Performance of authentic tasks
- Portfolios

Indirect methods

- Student surveys
- Course evaluations
- Grades



ASSESSMENT METHODS (cont)

On completion of the course design and the delivery, there should be an evaluation to assess how successful or otherwise the exercise has been.



ASSESSMENT METHODS (cont)

► Analysis Template

What is being analyzed?	Who is analyzing?	Course Activities measured	Measures	Timing	Data Analysis	Use of Results
Student Achievement	Instructor	Lecture and homework effectiveness	Course exam	Week 6	Exam averages; analysis of items	Analyze students' outcomes and difficulties with specific content areas to determine changes in course design
Design	Students	Homework difficulty; Lecture content	Student survey	Mid Semester	Means of responses; analysis and coding of written responses	Use responses to improve homework and lectures for rest of semester.



TEACHING APPROACHES

- ▶ The choice of adopting a particular approach to teaching is dictated by the instructor's belief and the content to be delivered and this will in turn facilitate the learning experiences and attitudinal change on the part of the students.
- ▶ The mode of delivery of the teaching can be either of the following approaches;

TEACHING APPROACHES (cont)

Teaching Mode	In Person	Online	Real Time
Face-to-face	Y	N	Y
Online - Synchronous	N	Y	Y
Online - Asynchronous	N	Y	N
Hybrid	Y	Y (Majority)	Y (In Person) N (Online)
Blended Synchronous	Y	Y	Y (Simultaneous)
Hybrid Flexible (HyFlex)	Y	Y	Y (In Person) Y and N, can choose (Online)

<https://www.buffalo.edu/catt/develop/design/delivery-modes.html>



TEACHING APPROACHES (cont)

- In modern pedagogical literature three main environment types to deliver education are described: online/distance learning, face-to-face in the traditional classroom and face-to-face online learning / live virtual classroom. Face-to-face learning in the traditional classroom means that students and the teacher (instructor) are in one place at this time. Synchronous face-to-face in a live virtual classroom implies that students and the teacher work together simultaneously but in different places. Synchronous delivery online creates a sense of a virtual community. It means that everyone has to be at the computer at this time. It requires that students should coordinate with the instructor and classmates to plan a schedule to be available at a prescribed time. An asynchronous environment delivers education in non-real-time. The most common interaction type in the e-learning environment is asynchronous. Students participate in an asynchronous activity at convenient time. When the delivery environment is no longer purely synchronous or asynchronous we could say that it is the *blended learning environment*, Prohorets and Plekhanova; (2015). Various models of Blended learning models have been proposed, Dusita Sirisakpanich (2022), Lalima and Dangwal (2017), and Baquero and Escortell, (2022).



EMERGING TRENDS

- **Blended Learning (BL):**

- The traditional learning (TL) style involving face-to-face interaction, when used alone, is no longer considered adequate as it does not promote collaborative learning among students and lack of encouragement of higher-level thinking skills. The new generation of students who are exposed to the digital media from young age, may need an approach different from TL for a more effective learning. In addition, the recent COVID-19 pandemic has only emphasized the need to use methods other than the face-to-face interaction in ensuring the continuation of teaching and learning while practicing social distancing restrictions. Hence, the BL approach is deemed to be the way forward in teaching and learning. Blended learning (BL) has evolved over the years and has been applied in many organisations as an alternative or supplemental form of a more effective learning (Huda Saber *et al*, 2022).



EMERGING TRENDS (cont)



➤ **Challenges of BL:**

- Needs preparation on the part of the instructor
- Demands resources
- Difficult for large classes
- Needs reliable internet connectivity

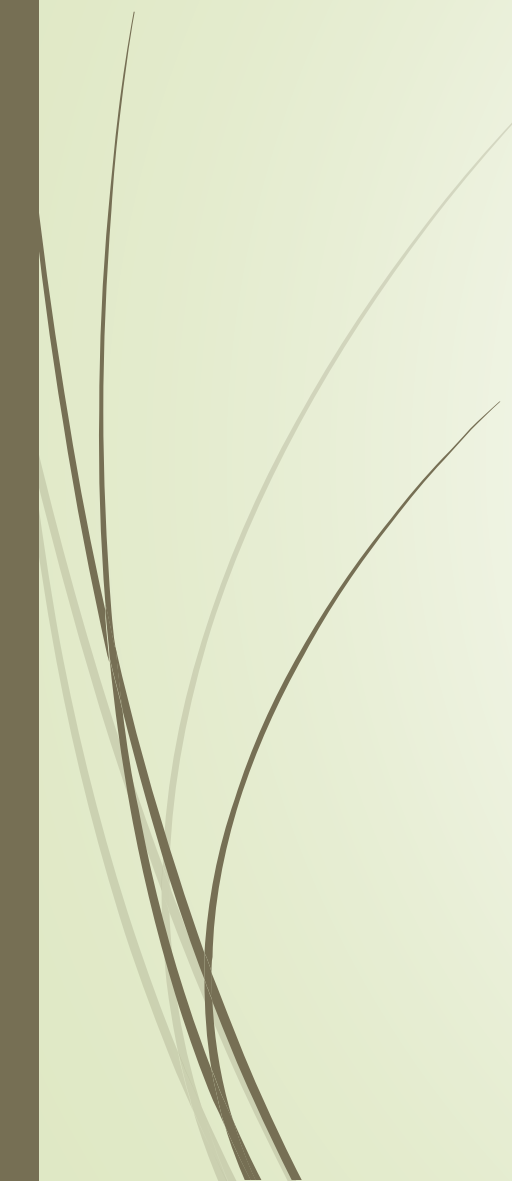


EMERGING TRENDS (cont)

- **Benefits of BL:** (Prohorets and Plekhanova; 2015)
- Students gain a positive experience and attitude towards technology-mediated teaching and learning;
- It supports different styles of learning;
- It fosters improved learning outcomes and increases interaction quality among learners, between students and instructors, as well as with outside experts and communities, and the variety of learning resources;
- It creates flexibility and provides greater time to reflect in online discussions;
- It provides a more dynamic and interactive learning environment which results in a higher level of engagement;
- It highlights the importance of the instructional design for optimal learning outcomes;
- It provides an opportunity to a fundamental redesign of teaching and learning approaches to realize increased effectiveness, convenience and efficiency;
- It provides better ways to address multiple needs of learners and learning styles, as well as a strong pedagogical foundation for engaged and sustained learning.



CONCLUSION

- ▶ Successful implementation of the CCMAS will to a great extent lies on effective delivery and assessment of the course content. While the tutors need to overhaul their approaches to teaching through adoption of measures that will ensure adequate planning towards achieving the learning objectives, there must be adequate provision of resources to overcome technological challenges in order to provide conducive environment for the effective delivery. Self-assessment and evaluation of teaching methods is also critical towards achieving the objectives of the courses. Institutions must reposition the state of ICT technology access and make provisions for instructional design support to both staff and students.
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THANK YOU