

# Case study in curriculum development

[Education](#), [Curriculum](#)



According to MEIJER In the year 1999 the benefits of electronic testing to the educators is to give Information on the accuracy in answer gathering, analysis of scoring results and the reduction of human error in test taking, as well as computation and analysis of the test results on the computer. The electronic online testing is worth the cost because it is easy to use like in business, training & educational assessment with tests and quizzes graded instantly. Electronic testing or testing for short, Just means that you will take the test using a computer r other electronic device Instead of pencil and paper. Testing has an ability to include novel types of questions which could potentially be graphical In nature or dynamic by using animations. In some cases test questions are drawn from question banks. If that is the case, everyone may receive a deferent version of the test. Depending on the option settings of the test, you may be able to see your score immediately upon completing the test. 2. How might Principal Harris deal with resistance from teachers who oppose the use of electronic testing and data analysis?

Principal Harris wanted to have a good standards regarding in the processing of grade and he also want to have an organize grading system that will be use in the electronic testing and data analysis. It can be use by the teachers in school because it helps to develop their learning in computer and applying it in their teaching strategy. Principal Harris should first state the objectives to theteacher. He also need to know the ideas of other teachers and the stakeholder that has something to do with the curriculum and which strategy will fit the plan.

The electronic learning (e- learning) literature has not addressed the measurement of learner satisfaction with asynchronous e-learning systems. Current models for measuring user satisfaction (US) and students' evaluation of teaching effectiveness (SET) are perceived as inapplicable as they are targeted primarily towards either organizational information systems or classroom education environment. My study developed a comprehensive model and instrument for measuring learner satisfaction with asynchronous e- learning systems.

The procedures used in conceptualizing the survey, generating items, collecting data, and validating the multiple-item scale are described. This study carefully examined evidence of reliability, content validity, criterion-related validity, convergent validity, discriminate validity, and homological validity by analyzing data from a sample of 116 adult respondents. The norms of the instrument were then developed, and the potential applications for practitioners and researchers explored. Finally, this paper discusses limitations of the work.

As qualitative research methods become more refined, so there is an increasing need to teach data analysis methods. This paper offers a group method ? based on experiential learning principles ? for teaching the analysis of textual data. Terms are defined, an outline for a preliminary theory input is offered and then the group method, itself, is described. Variants of the method are also described and various objections to the method are addressed. When using data analysis, the aim was to build a model to describe the phenomenon in a conceptual form.

Both inductive and deductive analysis processes are represented as three main phases: preparation, organizing and reporting. The preparation phase is similar in both approaches. The concepts are derived from the data in inductive content analysis. Deductive content analysis is used when the structure of analysis is personalized on the basis of previous knowledge. Inductive data analysis is used in cases where there are no previous studies dealing with the aim was to test a previous theory in a different situation or to compare categories at different time periods.

Data analysis is the most difficult and most crucial aspect of qualitative research. Coding is one of the significant steps taken during analysis to organize and make sense of textual data. [Http://www. Indolence.](http://www.Indolence.Com/DOI/abs/10.1080/0013188032000133548)

[Com/DOI/abs/ 10. 1080/0013188032000133548](http://www.Indolence.Com/DOI/abs/10.1080/0013188032000133548) The punctual should also rely on Hills Tabs approach because she used ideas to create four thinking strategies known as the Tab approach. This four strategies are concept development, interpretation of data, application of generalizations, and interpretations of feelings, attitudes and values.

Using all four strategies, the goal is to facilitate student's thinking skills. Based on Tab's method, "to think" means "helping them [students] to formulate data into conceptual patterns, to verbalize relationships between discrete segments of data, to make inferences from data, to make generalizations on the basis of data and to test these generalizations, and to become sensitive to such corollary relationships as cause and effect and similarities and differences. [Http://en. Wisped. Org/wick/ Hills Tab 4](http://en.Wisped.Org/wick/HillsTab4). What future role will online testing have in evaluating a field of study?

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The future role with online testing in evaluating a field of study is on how they will equip, reach and access students well performances. It shows the ability of the users to create a good concept that will be use in the field of study. To consider online earning key to advancing their mission, and placing advanced education. In the world of globalization advance technologies is the way to reach the higher quality in education. The important role is to develop the skill in computer and the proper use of it. Electronic testing tools also make mastery learning activities possible.

Mastery learning, which is very similar to drill and practice, is when you study and complete assessments until a set goal is reached. Unlike drill and practice, mastery learning activities are completed for a grade. For example, you (or your instructor) might set a AOL of 90 percent correct responses when learning foreign language vocabulary. You then study the vocabulary and take the test as many times as you need to until you reach your goal. Prior to the availability of electronic testing, it was not practical for instructors to create large question banks and administer multiple testing sessions. Http://study. Us. Deed assess student achievement? Identify the strategies and explain why you think they might be effective. Principal Harris should use the correct implementation of education technology. It will demonstrate the need for the correct implementation and use of education genealogy. Some factors for successful technology implementation are: (1) Effective professional development for teachers in the integration of technology into instruction is necessary to support student learning. 2) Teachers' direct application of technology must be aligned to local and/or

state curriculum standards. (3) Technology must be incorporated into the daily learning schedule (I. E. , not as a supplement or after-school tutorial). (4) Programs and applications must provide individualized feedback to students and teachers and must have the ability to tailor lessons to individual student needs. 5) Student collaboration in the use of technology is more effective in influencing student achievement than strictly individual use. 6) Project-based learning and real-world simulations are more effective in changing student motivation and achievement than drill-and-practice applications. (7) Effective technology integration requires leadership, support, and modeling from teachers, administrators, and the community/parents. (Using Technology to Personalize Learning and Assess Students in Real-Time, Darrell M. West) The uses of technology in assessment of students can be separated into: technology as a tool of assessment; technology to assess learning. Technology as a tool of assessment is found fairly commonly in UK universities.

By this, is meant the use of a technological facility to aid the process of assessment. Asking students, for example, to make a short video film to illustrate the flow of people through various routes in a National Park, and then viewing and grading it, would be using video as a tool of assessment. This could have been undertaken by setting students an essay question or asking them to make an oral presentation. Technology is used as a tool of assessment for a variety of reasons - it may prove more efficient to watch 15 ten-minute videos than 15 ten-minute oral presentations.

It may be that students learn a new range of skills and gain valuable experience from making the video, or that certain skills can be assessed more effectively. Whatever the reason, it is becoming increasingly common to use a range of technologies to supplement or replace traditional paper and pencil tests. Using technology to assess involves the use of technology to assign marks to an essay, practical or project. (Using Technology to Assess Student Learning 1 Joanna Bull)