

# Evaluation Of “Introduction To Curricula And Teaching Methods” Course At The Colleges Of Education In Saudi Arabia

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**Abstract:** The present study aims to identify the appropriateness of the goals, and contents of “Introduction to Curricula and Teaching Methods” Course for students' needs and aptitudes and the relevance of teaching aids and the principles of course objectives. The researcher followed the Descriptive-Analysis approach to conduct this study. To achieve the objectives of the study, a random sample that consisted of two groups has been chosen. The first group is Students of the College of Education who studied the course during the academic year 1441-1442 and the number in this group is (50) students. The second group is teaching staff at the colleges of education; the total number in this group is (10) professors. In terms of data collection, the survey has been selected as a tool for collecting the required data, including course objectives, content, teaching aids, and evaluation methods. Upon the analysis of the data, the researcher reached the following results: from students' and staff members' perspectives, there is a complete agreement that the course objectives, content, learning aids, and evaluation techniques meet the students' needs and community needs.

**Index Terms:** Evaluation; Course; Curriculum; Teaching Methods

## 1 INTRODUCTION

The concept of education in the past has been uncomplicated, as it means to transmit/communicate knowledge from one person to another. For instance, adults acquaint children with the knowledge and skills they need directly, unintentionally, and inadvertently during their lifetime and with the cooperation and understanding of what needs to be learned. With the evolution and complexity of communities, education has evolved from unstructured (informal) to systematized (formal) education by the school to teach students so that they can be given specific knowledge and skills to meet their needs and the needs of the community. Therefore, it is deemed essential to have an accredited curriculum to the knowledge and skills, and it is binding for those in department of education to prepare the curriculum and set its goals. Moreover, teachers can use the curriculum as a handbook to help them guide the learners to achieve the desired and all-encompassing educational goals [1]. Over the past few years, the world has witnessed a tremendous scientific and technological revolution which has invaded all fields of life, especially the field of education, to the extent that it may be said that taking care of educational issues these days has surpassed other human concerns. None can deny that modern human and civilization achievements are the most successful educational courses, however, the success of the educational process is contingent on several issues, including curriculum building, utilizing appropriate teaching methods, and styles, and provide the right environment and aptitudes to achieve the objectives of the curriculum [2]-[3]. Curriculum is the most effective tool that enables educators to achieve the educational process and goals.

These curricula should therefore be amendable and adaptable and evolving since they incorporate Educational materials, learning styles, and assessment methods adequate to this era to ensure the viability and effect of academic materials so that they can be effective in achieving the goals of education. [4] – [5] – [6] Besides, the curricula seek to achieve integration and develop personality of educated individuals in terms of attention to motivations, interests, and characteristics of the age group of learners who are considered to be the target of this curricula when laying the foundations and setting the goals of these curricula. The curriculum is not limited to a set of facts and information that is formulated and presented in a book, but stretches and extends to cover the cognitive, affective, and skill aspects of defining educational goals. These elements are integral part to design a comprehensive plan for the development of society in the cultural, social, and health fields, setting out educational goals in the light of individual and society building. The general policy of education is then setting long-term outlines for its development in the light of individual and society's ideology, and their present and future needs, as well as modern global developments,[7]. The selection of content and learning activities follows setting the outlines of curricula as they are inseparable couples and form a single unit. When students utilize some of the content to conduct studies, learning, analysis, thinking, and other cognitive practices, they cannot work with the content unless they practice the appropriate learning activities, [8]. Based on the specification and selection of the content and academic activities, the appropriate educational means (textbook, feature films, laboratory possibilities) and evaluation methods are identified and selected. These are the most fundamental components of the curriculum, as there is a correlation between the content of the curriculum, educational activities, the teaching method, and the teaching aids because the educational process is one system. Feedback obtained through evaluation processes is necessary to continuously develop the curriculum. [9]. The rapid technological and scientific developments have already led to increased interest in curricula and teaching methods to prepare individuals and provide them with the knowledge, skills, attitudes, and behaviors that make them able to think and conduct scientific and creative research,[10]. This triggers the researchers and

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educators to work and seek to evaluate curricula and their extracts from time to time, for many reasons, including the cognitive explosion of knowledge, the accelerating technological progress that represents the most prominent features of the current era, the growing social demand for education and culture. The phenomenon of illiteracy has receded from traditional categories of society, which calls for a review of existing approaches. Feedback due to the follow-up of curriculum applied in the field shows some weaknesses in the current curriculum, which will require continuous evaluation,[11]. Thus, there are some reasons and factors that call for the follow-up of the curricula and their courses and evaluation. Undoubtedly daunting tasks are needed to design school curricula, the most important of which is the constant need for the individual to renew his knowledge, develop his mental abilities, and develop the skills that enable him to interact with these variables, which obliges teachers and educators to identify and support the strengths of curricula and support them and address their weaknesses,[12].

### Statement of the problem

The problem of research is based on the answer to the following main question: "Is 'Introduction to Curricula and Teaching Methods' course taught at the colleges of education appropriate to the needs of students in terms of goals, content, teaching methods, teaching aids, and evaluation? Several sub-questions arise from the main question: Is 'Introduction to Curricula and Teaching Methods' course taught in Colleges of Education deemed appropriate in terms of goals for the needs of students? Is the 'Introduction to Curricula and Teaching Methods' course taught at the college of Education appropriate to students' needs in terms of content, teaching methods, teaching aids, and evaluation?"

## 2 METHODOLOGY

The researcher followed the Descriptive Analytical approach and used the survey as a tool for data collection related to the topic of the research. The research sample is made up of two categories: The first category is the students who study at the Colleges of Education during the year 1441-1442 AH. The second one represents the staff members who taught the "Introduction to Curricula and Teaching Methods" course. The sample was randomly selected and comprise of (50) students who study at the Colleges of Education at Saudi Universities and (10) Staff members specializing in Curricula and Teaching Methods. The Course Evaluation Survey of the "Introduction to Curricula and Teaching Methods" course was used as a tool for data collection. The researcher distributed a survey to the students and staff members who teach the course. The Survey is marked according to five answer options: (Always, Often, Sometimes, Rarely, Never), and is interpreted quantitatively (5/4/3/2/1), respectively. The high grade obtained means that the course is appropriate in terms of content, educational activities, teaching styles and methods, and assessment techniques for various student needs and capabilities, while the low grade reflects the low degree of the course's relevance in terms of content, educational activities, teaching styles and methods, and assessment techniques for diverse students' needs and capabilities.

### The validity of the Survey

#### Content validity:

To test the content validity, the survey was sent to several experts in the field in order to check its relevance so that it measures what it claims to measure, and after making appropriate adjustments, (80%) of the statements has been accepted and approved by panel of raters. Hereby, the survey is suitable for the objectives of the study, and the total number of statements of the survey was reduced to (15 items).

#### Internal Consistency validity

The researcher applied the survey on a sample of (30) students and (5) staff members from within the research sample, where the correlation between each item's score and the overall score was measured, and therefore, the results showed a statistically significant correlation between the item score and overall score, as shown within the table below:

**Table (1)**

*Shows the values of correlation coefficients of each survey item with the total value of the items according to the Pearson correlation equation*

Statements (Items)	Cronbach's alpha (sig)
1	**0.767
2	**0.417
3	**0.864
4	**0.731
5	**0.855
6	**0.643
7	**0.599
8	**0.677
9	**0.627
10	**0.603
11	**0.767
12	**0.919
13	**0.823
14	**0.845
15	**0.643
Total	0.864

\*\* means a significance at 0.01

The table above shows that the correlation coefficients between the survey items in aggregate have ranged from (0.919-0.417). It is also clear from the table that all correlation coefficients are statistical at a significant level (0.01), indicating that there is a statistically significant connection between each survey item and the total significance of the items.

#### Reliability of the survey

To check the reliability of the survey, Split-half has been used to measure the overall reliability coefficient of the tool (survey), and the following table shows the significant value of the reliability coefficient:

*Table (2) shows Split-half of the coefficient of the survey*

Survey	Statements (Items)	Split half
Overall reliability	15	0.94

It is evident from the table that the Split-half of the coefficient of the survey evaluation reached (0.944), which is a significant

value close to the correct one, and thus the survey signifies a high degree of reliability (stability).

### 3 RESULTS AND DISCUSSION

To discuss the results of the first question which states, "is "Introduction to Curricula and Teaching Methods" course taught at the colleges appropriate to the needs of students in terms of goals?" To answer this question, the researcher used the statistical coefficient "chi-squared test " and the results were as shown in the following table:

**Table (3):**

*The frequency distribution of sample responses shows how a school curriculum and teaching methods meet the students' needs in terms of goals*

N	Table (3) (Items)	Frequency & Percentage		
		High	Average	Low
1	Statements of goals are clear and specific.	17 (1.7)	11 (%18.3)	48 (%80)
2	The goals cover the areas of knowledge (skills, effective, cognitive)	8 (%8.4)	29 (%48.3)	26 (%43.3)
3	The course objectives are consistent with the department goals	2 (%3.3)	24 (%40)	34 (%56.7)
4	The goals suit the needs of the students	2 (%3.3)	24 (%40)	34 (%56.7)
5	The goals correspond to the needs of society	16 (%26.7)	24 (%40)	20 (%33.3)
Total			26 (%8.7)	112 (%37.3)

**Table.(4)**

**Shows the results of the 'chi-square test' regarding the appropriateness of "Introduction to Curricula and Teaching Methods" course for students' needs in terms of goal**

No	Table (4) items	Frequency and percentage		
		High	Average	Low
6	The course content is aligned with its objectives and evaluation methods	13 (%71.7)	16 (%26.7)	1 (%1.7)
7	subject matter is characterized by being contemporary and up to date.	11 (%51.7)	26 (%43.3)	3 (%5)
8	The content and evaluation methods are organized horizontally and vertically (width and depth)	28 (%46.7)	19 (%31.7)	13 (%21.7)
9	Content meets students' needs.	11 (%51.6)	28 (%46.7)	1 (%1.7)
10	The content meets the needs of the community.	13 (%4.7)	26 (%43.3)	21 (%35)
11	The content keeps pace with the job market.	15 (%15)	29 (%48.3)	22 (%36.7)
12	The content and methods of evaluating it are accurate.	15 (%58.3)	22 (%36.7)	3 (%5)
13	The Content and evaluation methods covering the basic knowledge and information.	11 (%68.3)	19 (%31.7)	0 (%0.0)
14	The content of the course encourages Self-learning.	16 (%60)	20 (%33.3)	4 (%6.7)
15	The course content and its evaluation methods are related to other courses.	23 (%38.3)	25 (%41.7)	12 (%20)
Total		290 (%48.3)	230 (%38.3)	30 (%13.3)

"Introduction to Curricula and Teaching Methods" course correspond two students' needs to a great extent (higher degree) in terms of clarity of goals, its consistency with the goals of the department, and the suitability of the objectives of the course with students and society needs. As for the extent of the course's ability to cover different areas of knowledge (skill, emotional, and cognitive), it was of average degree. To discuss the results of the second question which states, "is "Introduction to Curricula and Teaching Methods" course taught at the colleges appropriate to the needs of students in terms of content, teaching styles, teaching aids and evaluation?" To answer this question, the investigator used the statistical coefficient "chi-squared test " and the results were as shown in the following table:

**Table (5)**

**The frequency distribution of sample responses shows how the "Introduction to Curricula and Teaching Methods" course meet the students' needs in terms of content, teaching styles, and its evaluation\***

N	Table (5) Items	Degree			Degree
		$\chi^2$ test	Sig	Mean	
1	Statements of goals are clear and specific.	61.300	0.000	3	High
2	The goals cover the areas of knowledge (skills, effective, cognitive)	17.100	0.000	2	Average
3	The course objectives are consistent with the department goals	26.800	0.000	3	High
4	The goals suit the needs of the students	26.800	0.000	3	High
5	The goals correspond to the needs of society	1.600	0.449	-	High
Total		94.64	0.000	3	

**Table (6)**

**Shows the results of the 'chi-square test' regarding the alignment of the "Introduction to Curricula and Teaching Methods" course with students' needs in terms of content and evaluation method.**

No	Table (6) items	Degree			Degree
		$\chi^2$ test	Sig	Mean	
1	The course content is aligned with its objectives and evaluation methods	45.300	0.000	3	High
2	The subject matter is characterized by being contemporary and up to date.	22.300	0.000	3	High
3	The content and evaluation methods are organized horizontally and vertically (breadth and depth)	5.700	0.058	-	High
4	Content meets students' needs.	27.300	0.000	3	High
5	The content meets the needs of the community.	4.300	0.116	-	High
6	The content keeps pace with the job market.	10.300	0.006	2	High
7	The content and methods of evaluating it are accurate.	25.900	0.000	3	High
8	Content and evaluation methods covering the basics of knowledge.	8.067	0.005	3	High
9	The content of the course encourages Self-learning.	25.600	0.000	3	High
10	The course content and its evaluation methods are related to other courses.	4.900	0.086	-	High
Total		117.000	0.000	3	High

alignment of the course content with its objectives and methods of evaluation, the academic accuracy, the coverage of different methods of knowledge, self-learning and meet the students and society needs. As for the relevance of the course content with the labor market, it keeps pace with the labor scored to an averaged degree.

#### 4 CONCLUSION AD RECOMMENDATIONS

Regarding the results of the study, the researcher recommends that the course objectives should be chosen in an exceedingly balanced manner from different subject areas (cognitive, emotional, and skills). To settle on academic materials, specific criteria should be regarded including its integration with other subjects, its relevance to students' abilities and desires. The labor market needs, teaching methods, and academic activities that are aligned with students' needs and capabilities should carefully be examined.

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It is evident from the previous two tables that the "Introduction to Curricula and Teaching Methods" course taught in the College of Education is highly meeting the needs of students in terms of the