



**CALIFORNIA SOCIAL WORK EDUCATION  
CENTER**

UNIVERSITY OF CALIFORNIA, BERKELEY  
SCHOOL OF SOCIAL WELFARE

***Teaching for Knowledge and Understanding as a Foundation for Evaluation***

*(Cindy Parry & Jane Berdie, April 2004)*

***I. Considerations for Developing Curriculum for Knowledge Competencies***

**A. Statewide Decisions: Deciding what to include (e.g., areas for Common Content)**

- ➔ Relevant to practice needs
- ➔ Accurate and up to date
- ➔ Consistent with law and policy
- ➔ Balanced (both sides of controversies need to be presented and opinion distinguished from factual or evidenced based information)
- ➔ At the right level to develop the competency or meet the stated objective (e.g. with enough breadth and depth of information)
- ➔ At the right level to provide pre-requisite or foundation knowledge for later skill or knowledge development

**B. Regional/County Decisions: Structuring the presentation...**

- ➔ Limit lecture, PowerPoint or other presentation of information to no more than 20 minutes
- ➔ Provide opportunities to check for and deepen participant understanding
  - Discussion
  - Examples and stories
  - Quizzes
  - Opportunities to apply new information
- ➔ Child Welfare information can have powerful affective component, plan to deal with emotional content if necessary

***II. Additional Considerations for Developing Curriculum When Knowledge will be Evaluated***

- ➔ The key to successful evaluation is a match between what is taught and what is tested.

**Regional/County Decisions:**

<b>Curriculum:</b>	<b>Selecting Test Items:</b>
<ul style="list-style-type: none"> <li>• Must spell out all key points and relevant information to be taught</li> <li>• Must specify timeframes &amp; method(s)</li> <li>• Delivery must be consistent and follow the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Must reflect key points</li> <li>• Must reflect range and relative importance of information taught</li> </ul>