



**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:

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