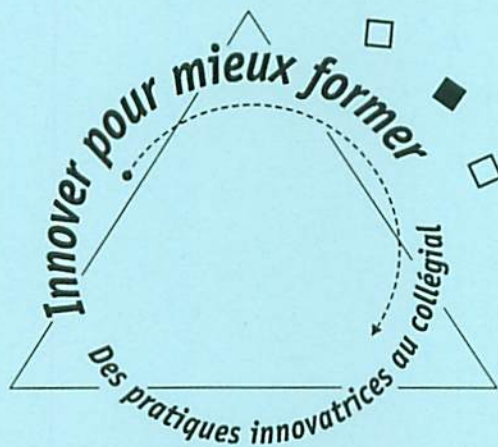


Actes du 17^e colloque de l'AQPC



4D14

Analysis Based Course Diagnostic Evaluation Format and Facilitating Thinking

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Association québécoise
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ANALYSIS BASED COURSE DIAGNOSTIC EVALUATION FORMAT AND FACILITATING THINKING

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Reality of the Change :

One of the requirements to graduate from a CEGEP is that the student pass the last course, the *épreuve synthèse de programme* (E. S. P.). In English, ESP stands for Extra Sensory Perception. In fact that is what some students need to pass this course, that has no formal teaching activity. It is assumed that the student would have developed the necessary skills by that time. How many students have had the opportunity to develop their thinking skills ? Failure rate in CEGEPs is around 25 %. Out of the remaining 75 %, who pass all other courses of the programme, only a part of excellent students are in a position to complete the ESP requirement. (Fig. 1). What about the remaining students ?

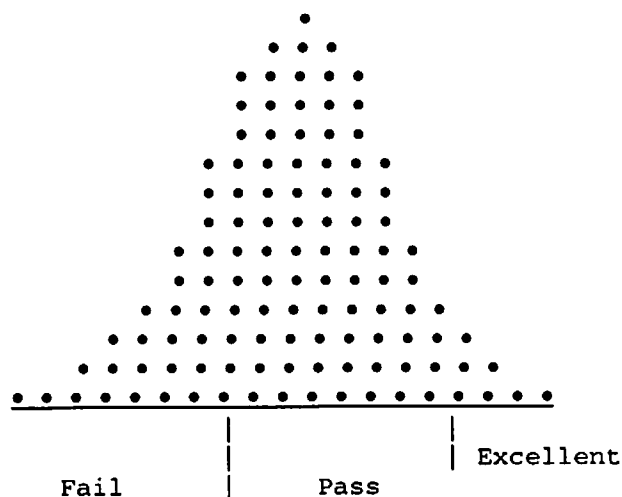


FIG. 1 NORMAL DISTRIBUTION CURVE

The Change :

Those who can memorize and can only comprehend the facts will have great difficulty with ESP course. ESP requires that the student use his/her thinking powers. Without prior practice, many students will have great difficulty with ESP course. Not much could be done at this late stage, when the student is nearing graduation time. The appropriate time to prepare the student for ESP course is during all other courses of the programme. Objectives of all other courses are analyzed and categorized. Using Analysis Based Course Diagnostic Evaluation Format¹ (ABCDEF) the objectives related to application, analysis, synthesis and evaluation are identified and weighting determined. Facilitating thinking methods² are used to teach the concepts related to these objectives. Facilitating thinking methods are known to help the student actualize his/her intuition and thinking powers.

Whose Idea Is It Any Way ?

The father of taxonomy of educational objectives, Benjamin Bloom³ hoped that the educational objectives gain meaning through two, rather distinct, processes. One process is that of defining the evidence which is relevant in judging whether students have or have not mastered the course content. The second process is that of trying to place an objective within a large over-all scheme. The International Commission on the Development of Education⁴ saw this large over-all scheme of education as one, while dispensing fundamental knowledge, aims at learning how to perceive and comprehend the world.

Does It Work ?

In 1974 a group of sciences and mathematics teachers of Dawson College did an experiment^{5,6} in which the course objectives were taught, after dividing them into two groups; those that are acquired as facts and those that facilitated thinking. It was a modest undertaking and the results are very encouraging. Not much will be lost by trying at a much bigger scale.

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