

SEMINAR/WORKSHOP AND IMPLEMENTATION OF EDUCATIONAL TECHNOLOGY CURRICULUM IN TERTIARY INSTITUTIONS IN CROSS RIVER STATE, NIGERIA

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Abstract

The present study evaluated the influences of seminar/workshop on educational technology curriculum implementation in tertiary institutions in Cross River State, Nigeria. To achieve the purpose of this study, one research question and one null hypothesis were formulated and tested at 0.05 level of significance. The study adopted the ex-post facto research design. The population of the study comprised of two thousand seven hundred and seventy-one (2,771) students of educational technology studying in the University of Calabar; the Cross River University of Technology, Calabar; College of Education Akamkpa and College of Education Obudu, all in Cross River State. A total sample of 682 students was used for the study. The instrument for data collection was a 40-item structured questionnaire developed by the researcher. The instrument was titled "Seminar/workshop and educational technology Curriculum Implementation in Tertiary Institutions Questionnaire (SWEDTCITIQ)". One-Way Analysis of Variance (ANOVA) was used to analyze the hypothesis and result confirmed using LSD Post-hoc test. The findings of the study revealed that students Seminar/workshop significantly influence educational technology curriculum implementation in tertiary institutions in Cross River State Nigeria. It was recommended there is need for every school to make it compulsory to have regular seminars/workshops to intimate the teachers and students on the new methods of teaching and learning and other needs for educational development of students and teachers alike.

Keywords: Seminar/workshop, curriculum implementation, educational technology, tertiary institution, Cross River State.

Introduction

The challenges facing our different educational level does not have to do with the policy formulation, but rather its implementation. Notwithstanding huge amount of money disbursed on implementing a newly introduced curriculum, many of those curriculums were never successful. As stated by Alade (2011), these failures in curriculum implementation is due to lack of knowledge of the practices (academic

culture) have been observed in these schools from academics' stakeholders outside the institutions as well as educators within the institutions.

Successful curriculum implementation needs the knowledge of the correlation, responsibilities of stakeholder within the institutions. This concept of implementation has to do with operationalization of a good ideas and theories in educational development. That is to say that to implement involve putting into action ideas or theories. Mezieobi (2003), sees implementation to be ways of transforming agreed educational plans proposal, idea decisions and policies into actualization. According to Mezieobi (2003), success or failure could be the end product of any conceived plan. Implementation when not obtainable, a plan will only remain a wish or rather intention. On one hand, curriculum within a school system is viewed as planned learning experiences given to students in school. Esu Enuokoha and Umoren (2006), sees curriculum to be the whole learning experience a student is given and being guided by a teacher. Offorma (2005), opined that curriculum has three basic parts: "programme of studies, programme of guidance and programme of activities". Curriculum is hence the guide or instrument the schools employs in translating, hope as well as societal values to desired reality or outcome.

Garba (2004) sees implementation of curriculum as transmitting curriculum from paper to field towards achieving of the desired goal of designed curriculum. Curriculum implementation has to do with translation of aims of the curriculum from paper to practice. It has to do with the level of curriculum process within of learning processes, tutors and students been involved are at work geared towards enhancing learning. It involves the interactive phase of curriculum process that occurs within classroom in agreement with the teachers, students, school administrators as well as parents. It involved the use of physical equipment's in addition to the good teaching techniques. The curriculum implementation is bedrock of its scientific, economic, political as well as technological wellbeing of societies. And of cause, it is often said that societies don't rise above the system educational standard.

However, the main challenge of Nigerian educational system is how to put into practice the well-intended as well as articulated curriculum through feasibility as well as full-scale commitment in implementation. In agreement with the above statement, Mezieobi (1993) stated that within Nigeria, many curriculum proposals have remained virtually inert and never put into use. That is to say that, any curriculum could be well articulated but remain useless if implementation is not well effected. "No matter how well formulated a curriculum may be, its effective implementation is a sine qua non toward achieving the desired goals of education, this is because the problem of most programmes arises at the implementation level. In Nigeria, it is at the implementation stage that many excellent curriculum plans and other educational policies are marred, giving reasons for the failure of curriculum in Nigeria, Mezieobi (1993) stressed that curriculum with all its well-conceived goals is failing, largely as a result of implementation dormancy or fault" (P;99). This challenge is volatile, taking up a level of national as well as institutional practices within Nigerian system of education. More so, Izuagba and Atuobi (2009), opined that the more complex of the Nigerian society is now resulted from social as well as cultural changes an equally has different effect on implementation of curriculum especially at the tertiary level. That is to say that, Nigeria tertiary educational

institution had is grossly unable to satisfied the man power require for societal development and growth. Consequently, Izuagba and Atuobi (2009) stated that within last twenty years, graduate of Nigeria tertiary institutions are so highly deficient in practical as well as professional skills by employers of labour within public and private own industries.

Educational technology as a programme in our tertiary institutions has to do with technology in education, “that is, a type of education that concerns itself about teaching and learning with technology, it involves the use of technology as a tool to enhance effective teaching and learning process across all subject areas, Richey (2008) posited that educational technology is the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources and aids to improve the progress of human learning, in words of Faizi, Shakil, and Sidra-tul-Muntaha (2013) Educational technology is a system in education in which machines; materials, media, men and methods are inter-related and work together for the fulfillment of specific educational objective, there are different types of educational technology; most important are PowerPoint presentations, calculator smart board, computer, TV and internet, through educational technology students develop a wider range of knowledge and understanding of concepts for higher productivity through effective delivery of lessons, Educational Technology in our institutions is therefore concerned with designing the system as a whole, identifying aims and objectives, planning the learning environment, exploring and structuring the subject matter, selecting appropriate teaching strategies and learning media, evaluating the effectiveness of the learning system and using the insights gained from evaluation to improve that effectiveness for the future” (Ololube, 2006)

A good student teacher and indeed practicing teachers end up becoming great teachers by not just using textbook or attending to classes. Towards achieving this quality, he or she have to seek knowledge further either in conferences or workshops. Conferences, workshops, and continuing education abound that could afford the student teacher the extra needed aid by the use of technology for themselves and learners they teach. Administrators have to encourage their tutors to continue their education as well as make opportunities available for them in doing that. Moreover, administrators as well as districts have to sponsor workshops to enhance their teacher in the new teaching methods. In addition to the sponsorships, online workshops, and classes that teachers may attend as well as on-site workshop and classes are presently all available for personal development towards effective teaching by teachers. There are workshops that teaches the methods of integrating technology to classroom teaching as well as making a cross curricular. There are equally conferences having several workshops consecutively that student teachers and administrators could attend all geared toward educational development and effective teaching and learning processes.

Literature review

Seminar/workshop and curriculum implementation in tertiary institutions

A seminar/workshop is a type of academic instruction, either through teaching or

given through a commercial as well as professional organization (Eison & Stevens, 2005). It has the function of bringing together small groups for recurring meetings, focusing each time on some particular subject, in which everyone present is requested to participate, this is often accomplished through an ongoing dialogue with a seminar leader or instructor, or through a more formal presentation of research, it is essentially a place where assigned readings are discussed, questions can be raised and debates can be conducted, unlike lectures, where a speaker will address the audience, seminars and workshops are led by someone acting as a mediator.

Workshops and seminars are among the most popular training devices in higher education, Properly designed, they are a time and cost efficient method of producing active involvement of learners compared to individual training activities Workshops demonstrate modern principles of teaching such as active engagement of the learners, they provide opportunity for the interaction that enables the teachers to connect the material to the context of the learners, and they provide an opportunity for group interaction, which is important for trainees who are becoming increasingly isolated in their work. (Eison & Stevens, 2005) Seminars are small group teaching and learning arrangements that use group interaction as a means of engaging participants' though seminars often start with a presentation or small lecture to provide the basis for discussion, the term seminar equally includes rather formal discussion in groups led by the teacher and focused on content instead of issues arising from learners (Jaques, 1992).

Follow-up activities could promote influence of workshop in the actual activities, for example, providing workshop participants with more reading material or annotated bibliographies, could reinforce the lessons the workshop offers, especially if the materials are meant specifically for individual participants, electronic bulletin boards is a substitute strategy for continuing participation after the workshop (Eisen & Stevens, 1995). Finally, bringing participants back together for another workshop could promote impact if the subsequent session includes progress on the success of the learned behaviours from the past participation.

The educational institutions should take interest in these, conducting seminars among students is also a good habit, this would help them to get more information on the particular seminar topic, seminars also help them to convey their own ideas to their friends and teachers, they will start thinking about new things which they think could be implemented practically, through conducting seminars they can make others understand what is their idea is all about, another way of properly utilizing the advantages of seminar is to give the students a chance to take seminar on their subject topics, this is turned out to be more effective in many educational institutions.

Many are conducting seminars of this type, the teachers can always take seminars to their students, it is the old way of teaching, but making students take seminars on the subject topics would always help them more to understand the subject, this would give them a chance to collect more information about the seminar topic they are provided with, the result is that they would learn the subject well because they have to acquire knowledge about the subject of their own, there are also

many advantages apart from acquiring knowledge, by taking seminars in front of their teachers and friends, the students will be able to talk before a crowd later in their life without any difficulty they could evaluate their fault and could enhance their skills for seminar presentation. It is really a great opportunity for learners to enhance their skills as inscribed in the curriculum.

RESEARCH METHODOLOGY

The study population is made up the whole students of curriculum and teaching/educational technology in the four tertiary in Institutions in Cross River State in 2017/2018 academic year. These includes University of Calabar, Calabar; Cross River University of Technology, Calabar; College of Education Akamkpa and College of Education Obudu. The selected departments have a total population of (2,771).

The study sample comprised 682 students of curriculum and teaching/educational technology department across the four tertiary institutions in Cross River State offering the course.

Research question

A research question was raised to give direction to this study as follows:

1. How does seminar/workshop influences curriculum implementation in Cross River State tertiary institutions?

Research hypothesis

A research hypothesis was subsequently formulated to give answer to the research questions. It is stated as thus:

- 1 There is no significant influence of seminar/workshop on educational technology curriculum implementation in tertiary institutions.

Results

The data was analysed using One-way Analyses of Variance (ANOVA), and Fisher's LSD Post-hoc analysis at .05 significant level and 2 and 118 degrees of freedom

Ho: 1 There is no significant influence of seminar/workshop attendance on Educational technology curriculum implementation in tertiary institutions. The independent variable of this hypothesis is seminar/workshop attendance. Response pattern was categorized as frequently, rarely and never while the dependent variable is on Educational technology curriculum implementation.

The analysis of variance (ANOVA) in Table 1 shows that F-calculated. of 7.714 ($F=7.714$, $p<.05$), were greater than F-critical. of 3.00 tested at .05 significant level and 2 and 679 degree of freedom. Also based on the fact that $p(.000)$ is less than $p(.05)$, meaning that significant influence of seminar/workshop attendance exist on Educational technology curriculum implementation in tertiary institutions. Hence the null hypothesis were dropped. A post hoc test using Fishers Least Significant Difference Test (LSD) is presented in Table 2. The LSD result in Table 2 showed that the mean value ($\bar{x}=18.05$) for those who frequently attend seminar/workshop is higher than mean point ($\bar{x}=17.49$) for the ones that rarely attend seminars/workshops and those who never attend seminars/workshops ($\bar{x}=16.56$). This implies that those

who frequently attend seminars/workshops can enhance the implementation of Educational technology curriculum in Cross River State tertiary institutions.

Table 1: ANOVA result of the influence seminar/workshop attendance on Educational technology curriculum implementation in tertiary institutions

Variable	N	\bar{x}	SD		
Never	282	16.5674	4.67264		
Rarely	201	17.4925	3.69069		
Frequently	199	18.0503	3.91675		
Total	682	26.2727	4.22691		
Source of variation	SS	df	Mean Square	F	Sig.
Between Groups	270.317	2	135.158	7.714	.000
Within Groups	11896.956	679	17.521		
Total	12167.273	681			

*significant at .05 level, F-crit.=3.00

Table 2: Fishers' Least significant difference analysis on the influence of Seminar/workshop attendance on Educational technology curriculum implementation

Where	Variable	Never (N=282)	Rarely (N=201)	Frequently a= (N=199)
	Never	16.56	-0.93	-1.49
	Rarely	-3.33*	17.49	-0.56
	Frequently	-2.76*	-3.27*	18.05
		MS _{within} =17.521		

principal diagonal means of group

b= above the principal diagonal differences in group means

c=. below the principal diagonal t-crit

*= significant values

Table 2: Fishers LSD result on the influence of influence creativity on Educational technology curriculum implementation in tertiary institutions

Variable	Low (N=273)	Moderately (N=243)	High (N=167)
Low	15.55	-2.42	-3.51
Moderately	-4.09*	17.97	-1.09
High	-2.98*	-3.11*	19.06

MS_{within} =15.771

Where a= principal diagonal means of group

b= above the principal diagonal differences in group means

c=. below the principal diagonal t-crit

*= significant values

Discussion of findings

Seminar/workshop and Educational technology curriculum implementation in tertiary institutions

The findings in this hypothesis indicated significant influence of seminar/workshop on Educational technology curriculum implementation in Cross River State tertiary institutions. This result is taking due to the fact that F-calculated value of 7.714 is bigger than F-crit. of 3.00 tested at .05 sig. level and 2 and 679 df. Thus the null hypothesis was rejected and the alternate hypothesis retained meaning seminar/workshop influences Educational technology curriculum implementation in tertiary institutions.

This finding agrees with Garba (2004), opining that seminar/workshops usually provide in school an introduction to designing a flipped course, it describe the reasons for taking a course, explain how it will benefit you and your students, and identify specific pedagogical challenges, also, we will highlight some of the tools, processes, and methods available for creating a taking course. According to the author, seminar/workshops offers Students with Disabilities (CSD) with access to explore learning and assistive technologies to aid in the learning process as they pursue their programs of study.

The conclusion is also in line with the study of Andabai (2013), stating that students teachers benefited greatly in participating in workshops because they were able to build proper confidence and competence in lesson preparation and developed skills and attitude of a teacher during the exercise, it was also revealed that teaching workshops helps trainee teachers to learn how to keep records of assignment and also participating in school activities, naturally, according to some scholars, there are also some downsides to students participation in seminars/workshops, while many

students saw the introduction of participation of seminars/workshops as an encouragement, there are also students for whom speaking in the group simply causes too much discomfort (Anker, Dauvergne, Findlay & Millbank 2000). This is the main reason why participation in seminars/workshops are criticized by some (Dancer, & Kamvounias 2005). According to Dancer and Kamvounias (2005), it is not good to make students feel anxious, and it would be highly unethical to 'punish' students for being less vocal than their peers.

This present work shows that seminars/workshops are capable of keeping the students updated with the technologies, seminars provide latest information about the things which are happening in science and technology, students cannot improve their knowledge from textbooks alone, they must be take part in various seminars on latest topics. The teachers should also take interest in conducting seminars for their students, inviting eminent personalities who have achieved some feat in science and technology to take some seminars for the students greatly help them interact with present and ongoing advancements in the technical fields.

Conclusion

Sequel to the result of this study, it is concluded that for effective Educational technology curriculum implementation, more seminars should be held among stakeholders in the school system.

Recommendations

Every school should make it compulsory to have regular seminars/workshops to intimate the teachers and students on the new methods of teaching and learning and other needs for educational development of students and teachers alike

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