

**COURSE  
GUIDE**

**EDP 804  
EVALUATION STRATEGIES IN EDUCATIONAL PLANNING  
AND IMPLEMENTATION**

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## **INTRODUCTION**

The course EDP 804-Evaluation Strategies in Educational Planning and Implementation is made up of 21 units, divided into three modules. It is available for students of educational management that offer planning and administration courses especially at the doctorate level. The course covers some germane topics in educational planning such as: the definition of educational planning, basic concepts and phases in planning; objectives and features of educational planning; factors guiding educational planning and lots more. EDP 804 further covers titles such as: definition, purposes, principles and guidelines of targets setting; kinds of evaluation strategies; different types of evaluation and lots more topics as found essential for students offering this course EDP 804.

This text has been developed for students of the National Open University of Nigeria (NOUN) by making reference to materials written by experts within and outside Nigeria and even to some materials sourced on the Internet.

## **COURSE AIM**

The course aimed at giving students understanding of evaluation strategies in educational planning and implementation. To this end, the aim will be achieved by exposing the graduate students to contemporary educational planning evaluation strategies which will help them in the course of their performances both in the classroom and outside the classroom. There is also the outline of the expected functions of the educational planners. Further, the course demonstrates to the students how projections of achievement targets can be undertaken by making use of some techniques. Also, the course informed students of how needs assessment can be undertaken while necessary feedback are also gotten.

## **COURSE OBJECTIVES**

In order to achieve the above mentioned aims, the course has overall objectives that were synthesised from the specific objectives of each of the 21 units which are however always made known at the beginning of each of the units. You are therefore advised to read through these stated unit objectives, digest them and ensure that you have achieved them at the end of each unit.

However, each of these objectives should be achieved at the end of the course. On successful completion of the course, you should be able to:

- explain the meaning of educational planning.
- state the objectives and features of educational planning.
- discuss the factors that guide educational planning.
- mention the stages involved in planning educational programmes.
- explain the social demand and manpower requirements approaches to educational planning.
- discuss the difference(s) between the rate of return and eclectic approach to educational planning.
- list the barriers to effective educational planning.
- explain the meaning, purposes, principles and guidelines of target setting.
- discuss the functions of evaluation of educational planning targets.
- describe the kinds of evaluation strategies that we have.
- state the steps involved in the educational planning and evaluation.
- discuss the types of evaluation.
- mention the benefits of mathematical models for projections and educational planning.
- explain the projection techniques.
- describe the different ways and steps by which demand for teachers can be projected.
- itemize the steps to be followed in establishing needs of the pupils and the community.
- discuss the benefits and barriers of a need assessment.
- mention the demands of needs assessment.
- explain what feedback is and the types of feedback that we have.
- define what Programme Evaluation and Review Technique is.
- describe how the Programme Evaluation and Review Technique is used in the implementation of programmes.

## **WORKING THROUGH THIS COURSE**

In order for you to have full understanding of this course, you must have read through the study units, referenced and relevant textbooks internet sourced materials and other prescribed materials. Each unit contains Self-Assessment Exercises (SAE) and Tutor-Marked Assignments (TMA), which will help you to carry out a personal assessment on the course. You are required to submit assignments and class works given periodically

while the final examination will be conducted upon the completion of the course. This is a 3 credit unit course consisting of 21 study units.

## **COURSE MATERIALS**

The major components of the course are listed below:

1. Course outline
2. Course guide
3. Study units
4. Textbooks.

## **STUDY UNITS**

There are twenty-one study units in this course EDP 804-Evaluation Strategies in Educational Planning and Implementation. The units are as follows:

### **Module 1 Objectives and stages in Educational Planning**

- |        |   |
|--------|---|
| Unit 1 | Definition of Educational Planning, its Basic Concepts and Phases in Planning Process |
| Unit 2 | Objectives and Features of Educational Planning                                       |
| Unit 3 | Factors Guiding Educational Planning  |
| Unit 4 | Stages in Planning Educational Programmes.  |

### **Module 2 Approaches and Barriers to Educational Planning**

- |        |  |
|--------|--|
| Unit 1 | Approaches to Educational Planning I                               |
| Unit 2 | Approaches to Educational Planning II                              |
| Unit 3 | Barriers to Effective Educational Planning                         |
| Unit 4 | Definition, Purposes, Principles and Guidelines of Targets Setting |

### **Module 3 Evaluation in Educational Planning**

- |        |  |
|--------|--|
| Unit 1 | Evaluation of Educational Planning Targets           |
| Unit 2 | Kinds of Evaluation Strategies                       |
| Unit 3 | Steps to Educational Project Planning and Evaluation |
| Unit 4 | Kinds of Evaluation                                  |
| Unit 5 | Projection of Achievement Targets                    |

## **Module 4 Projection Techniques and Need Assessment in Educational Planning**

Unit 1	Projection Techniques
Unit 2	Project of Teacher Demand
Unit 3	Quantitative Needs Assessment and Programme Implementation
Unit 4	Benefits and Barriers of a Need Assessment
Unit 5	Elements of a Needs Assessment
Unit 6	Feedback: Meaning, Types and Purposes
Unit 7	Programme Evaluation and Review Technique (PERT)
Unit 8	PERT Diagrammes in the Implementation of Programmes

Each of the unit consists of introduction, objectives, content, conclusion, summary and also suggested textbook(s). Amidst the unit is the Self-Assessment Exercise that direct you to work on exercises written at the end of each topic or sub-topics. The purpose of these exercises is to assist you in achieving the stated objectives of the individual units and of the course itself.

### **TEXTBOOKS**

Textbooks are reference materials that each and every one of you must cultivate the habit of having. This is just related to procurement of books by lawyers, medical doctors, accountants and even architects. As educational planner, you must procure textbooks related to your field. Though, there are many textbooks on this course, but you are advised to buy some as will be given below, because you will find them very useful for this course and for your personal growth and development. The recommended textbooks include:

Babalola, J.B. (2003). *Basic Text in Educational Planning*. Ibadan: Department of Educational Management, University of Ibadan.

Longe, R.S. (1987). *Fundamentals of Educational Planning*. Akure: Fagbamigbe Publishers.

Apart from the textbooks, you are also advised to visit the International Institute for Educational Planning (IIEP) Website.

## ASSESSMENT

There are two aspects to the assessment of this course. The first is the Tutor Marked Assignment, while the second is the end of the semester written examination. You are expected to apply the information, knowledge and techniques gathered during the course. There are twenty-one tutor marked assignments in the course. Seven of them will be used to count as 30% and these assignments must be submitted to your tutor for formal assessment. There will be end of semester examination that will contribute the remaining 70%, while at least 75% attendance at tutorials and counselling sessions must be met.

## COURSE MARKING SCHEME

The following table shows the breaking down of the marks.

S/N	Assessment	Marks
(i)	7 Assignments	Each counts for 10 marks Total = 30 marks of course marks
(ii)	Final Examination	70 marks overall course marks
	Total	100% of course marks

## COURSE OVERVIEW

This table brings together the units, the number of weeks you should take to complete them and the assignments that follow them.

Unit	Title of Works	Weekly Activity	Assessment
1.	Definition of Educational Planning, its basic concepts and phases in planning process	1	
2.	Objectives and Features of Educational Planning	2	
3.	Factors Guiding Educational Planning	3	Assignment
4.	Stages in Planning Educational Programmes	4	
5.	Approaches to Educational Planning I	5	
6.	Approaches to Educational Planning II	6	Assignment
7.	Barriers to Effective Educational	7	



	Planning		
8.	Definition, Purposes, Principles and Guidelines of Targets Setting	8	
9.	Evaluation of Educational Planning Targets	9	Assignment
10.	Kinds of Evaluation Strategies	10	
11.	Identifying Steps to Educational Project Planning and Evaluation	11	
12.	Kinds of Evaluation	12	Assignment
13.	Projection of Achievement Targets	13	
14.	Projection Techniques	14	
15.	Project of Teacher Demand	15	Assignment
16.	Quantitative Needs Assessment and Programme Implementation	16	
17.	Benefits and Barriers of a Need Assessment	17	
18.	Elements of a Needs Assessment	18	Assignment
19.	Feedback: Meaning, Types and Purposes	19	
20.	Programme Evaluation and Review Technique (PERT)	20	
21.	PERT Diagrammes in the Implementation of Programmes	21	Assignment

## HOW TO GET THE MOST FROM THIS COURSE?

In the distance learning programme, the course guide serves as substitute for the university lecture, while the study units replace the university lecturer. You as a student have the opportunity of reading and working through the specially designed study materials at your organised schedule, pace, place, time that best suits you. So, you can then read each of the units as if you are listening to a lecturer, and also try to understand and get meaning out of each of the contents in each of the units you are going through. Each of the twenty-one units follows a common format. The first item is an introduction that acquaints you to the topic to be treated, the next is the learning objectives of the unit which makes you to be able to discover what you should be able to do by the time you complete the unit. Followed by the objectives is the main body of the unit otherwise called content. It puts you through the body of the work/unit you are reading through.

There are Self-Assessment Exercises (SAE) in the course of reading through the content in each unit, by working through these exercises, it will

help you to achieve the already state objectives of the units and also get you prepared for both the assignments and the forth coming examination. You are advised to attempt each of the Self-Assessment Exercises as you come across them while studying. In cases where you are having questions that are not clear to you or that requires urgent attention, do not hesitate to contact your tutor through the telephone or the e-mail or through some other laid down means of contacting your tutor.

In addition to above, you are advised to:

- (1) Read the course guide thoroughly.
- (2) Read the course outline very well.
- (3) Organise realistically a study schedule guided by the course overview.
- (4) Try as much as possible to adhere strictly and faithfully to your study schedule.
- (5) Start with unit one by reading through the introduction and the objective for the unit.
- (6) Review the objectives for each unit to confirm that you have really achieved them. In case you are not satisfied, then consult your tutor.
- (7) Once you are satisfied that you have achieved the unit's objectives you can then proceed to the next unit and ensure that your style of studying is in line with your schedule already laid out.
- (8) Remember to always attempt to evaluate yourself by using the Self-Assessment Exercises that you have in between each of the contents in each of the units.
- (9) Upon the successful completion of the last unit, try as much as possible to review the course and then prepare yourself for the final examination.

## **TUTOR AND TUTORIALS**

You will be informed of the dates, time and location of your tutorials, and together with the name and phone number(s) of your tutor as soon as you are allocated to a tutorial group. Your tutor will mark and pass his/her comment on your assignments. You are advised to keep a close watch on your progress and in case you are facing some difficulties while reading through the course, consult your tutor via the e-mail or the telephone. You are further advised to submit your tutor-marked assignments to your tutor well before the due date. They will be marked and turned back to you as soon as possible. Try as much as possible to attend the tutorial sessions because it is one of opportunities you have to have face-to-face contact with

your tutor. You can ask questions that answers will be provided to instantly. You can still raise any problem that you encountered in the course of your study. Further, prepare your questions well ahead of your tutorial sessions and there are enough chances of you learning a lot more from participating in fruitful discussion sessions actively.

## **SUMMARY**

At the end of this course, you will be able to provide answers to these kinds of questions after being equipped with the basic knowledge of evaluation strategies in educational planning and implementation.

- (1) How will you define educational planning taking note that different experts had defined it relatively?
- (2) Explain all the objectives of educational planning.
- (3) Discuss the five factors that guide educational planning.
- (4) Explain in details the different stages involved in the planning of educational programmes.
- (5) Explain the differences between the social demand and manpower requirements approach to educational planning.
- (6) What are the barriers to effective educational planning?
- (7) What are the kinds of evaluation strategies that we have?
- (8) Explain the steps to be followed in the process of planning and evaluating of educational projects.
- (9) Discuss the types of evaluation that we have.
- (10) Explain the advantages of utilizing mathematical models for projection and educational planning.
- (11) How are teachers projected according to the student/teacher ratio?
- (12) Explain the steps to be followed in establishing needs of pupils and that of the community.