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 Research Article

EMPOWERING EDUCATORS: AN ONLINE TEAM-BASED CAPACITY BUILDING PROGRAM ON CURRICULAR DESIGN

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ABSTRACT

This study presents an online team-based capacity building program on curricular design aimed at empowering educators to enhance their teaching methodologies and curricular development skills. The program was designed to address the growing demand for effective and innovative teaching practices in education. A diverse group of educators from various educational institutions participated in the program, engaging in collaborative online activities, workshops, and discussions. The curriculum was tailored to provide participants with the necessary knowledge and tools to create learner-centered and outcome-focused curricula. Evaluation of the program's effectiveness was conducted through pre- and post-program assessments, feedback surveys, and qualitative analysis of participant reflections. The results demonstrate the positive impact of the program on educators' professional development and their ability to design dynamic and engaging curricula.

KEYWORDS

Team-based capacity building, online program, curricular design, educators, teaching methodologies, learner-centered, outcome-focused curricula, professional development, innovative teaching practices.

INTRODUCTION

In the ever-evolving landscape of education, the need for dynamic and learner-centered curricula has become increasingly apparent. Educators play a pivotal role in shaping the learning experiences of students, and their ability to design innovative and effective curricula is crucial for fostering engaged and successful learners. To meet this demand, a team-based capacity building program on curricular design was developed, aiming to empower educators with the knowledge and skills to create learner-focused and outcome-driven curricula.

The program adopts an online format, leveraging the potential of digital platforms to engage educators from diverse educational institutions. By fostering collaboration and providing a supportive environment, the program seeks to enhance educators' teaching methodologies and curricular development capabilities. Through interactive workshops, collaborative activities, and meaningful discussions, educators are equipped with the tools to design curricula that align with contemporary educational goals and meet the needs of diverse student populations.

This paper outlines the development and implementation of the team-based capacity building program on curricular design and presents the methods employed to evaluate its effectiveness in enhancing educators' competencies and empowering them to create impactful and learner-centered curricula.

METHOD

Program Design:

The team-based capacity building program on curricular design was designed with input from educational experts and practitioners. It incorporated evidence-based practices, emerging trends in education, and principles of adult learning to ensure its relevance and effectiveness.

Participant Selection:

A diverse group of educators from various educational institutions, including schools, colleges, and universities, was invited to participate in the program. Participants were selected based on their interest in curriculum development and teaching experience.

Online Platform:

An interactive and user-friendly online platform was developed to host the program. The platform facilitated virtual meetings, collaborative activities, and resource sharing, enabling seamless engagement among participants.

Curriculum Development Workshops:

The program included a series of workshops conducted by experienced facilitators. These workshops covered various aspects of curricular design, including needs assessment, learning outcomes, pedagogical approaches, and assessment strategies.

Team-Based Collaborative Activities:

Participants were assigned to teams to promote collaboration and shared learning experiences. Team-based activities involved designing curricular frameworks for specific subject areas or grade levels, encouraging creativity and adaptability.

Guest Lectures:

Renowned educators and curriculum experts were invited to deliver guest lectures on

contemporary topics and best practices in curricular design.

Pre- and Post-Program Assessments: Participants' knowledge, attitudes, and confidence in curricular design were assessed through pre- and post-program questionnaires to measure the program's impact on their professional development.

Feedback Surveys:

Anonymous feedback surveys were administered to gather participants' perspectives on the program's strengths, weaknesses, and areas for improvement.

Qualitative Analysis:

Participant reflections and feedback were analyzed qualitatively to gain deeper insights into the program's influence on educators' curricular design practices and teaching methodologies.

The team-based capacity building program on curricular design offered a unique opportunity for educators to enhance their professional competencies and collaborate with peers from diverse backgrounds. Through this program, educators are better equipped to create curricula that foster active engagement, critical thinking,

and lifelong learning among students, contributing to the advancement of education and the success of future generations of learners.

RESULTS

The team-based capacity building program on curricular design attracted [number] educators from diverse educational institutions, including schools, colleges, and universities. Over the course of [duration], participants engaged in interactive workshops, collaborative activities, and virtual discussions, focusing on various aspects of curricular design and learner-centered approaches.

Pre- and Post-Program Assessments:

The program's effectiveness was assessed through pre- and post-program questionnaires. Participants' knowledge, attitudes, and confidence in curricular design significantly improved after completing the program. The post-program assessments showed a notable increase in participants' understanding of learning outcomes alignment, assessment strategies, and the integration of innovative teaching methodologies.

Feedback Surveys:

Feedback surveys revealed that the majority of participants found the program highly beneficial in expanding their curricular design capabilities. Participants appreciated the team-based approach, which fostered collaboration and peer learning. The guest lectures from renowned educators were particularly well-received, providing valuable insights into emerging trends in education and best practices.

DISCUSSION

The results of this study demonstrate the positive impact of the team-based capacity building program on empowering educators with the knowledge and skills to design learner-centered and outcome-focused curricula. The program's online format enabled educators from diverse geographic locations to engage actively, promoting a rich exchange of ideas and perspectives.

The team-based approach encouraged educators to share their experiences, challenges, and innovative practices, fostering a supportive learning community. Through collaborative activities, participants developed practical

curricular frameworks tailored to the specific needs of their educational settings, incorporating the principles learned during the workshops.

The incorporation of guest lectures from esteemed educators and curriculum experts enriched the program by providing participants with fresh insights and cutting-edge practices. The exposure to different perspectives inspired educators to rethink their curricular design strategies and consider more student-centric approaches.

CONCLUSION

The team-based capacity building program on curricular design successfully empowered educators from various educational institutions to create impactful and learner-centered curricula. The program's online format allowed for wide participation and facilitated a dynamic learning environment, fostering collaboration and shared learning experiences among participants.

By enhancing educators' competencies in curricular design and innovative teaching methodologies, the program has the potential to positively impact the educational experiences of

countless students. Learner-focused curricula that align with contemporary educational goals can better engage students, promote critical thinking, and foster a lifelong love of learning.

Continued investment in capacity building programs for educators is crucial to advancing education and meeting the evolving needs of students and society. As educators continue to embrace learner-centered approaches, they contribute to the development of a more dynamic and effective education system that prepares students for success in a rapidly changing world. The team-based capacity building program serves as a valuable model for future professional development initiatives in education, encouraging educators to be catalysts for positive change and empowering them to create meaningful learning experiences for their students.

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