

The Evaluation of Science Module Implementation of Teaching for Change Community Project

ABSTRACT

This community development project was carried out at a Primary School located at Kota Belud, Sabah, Malaysia. The aim is to construct and implement these modules for Year 1 to Year 6 students to master the skills in English, Mathematics, and Science. The purpose of the process evaluation is to identify and monitor continuously various elements of project operation. The CIPP (Context, Input, Process, and Product) Model of D.L. Stufflebeam (1985) was used to evaluate the implementation of the project. This study focuses on the process evaluation of the Science module implementation. A qualitative study was conducted. A purposive sample of twelve informants participated in the study. Data was garnered using a focus group discussion interview. Several themes were identified from the final findings of this study. Emerging themes were development and enhancement of the teaching and learning skills. Development and enhancement of teaching focuses on module construction and application, creativity application, SCL (Student Centered Learning) strategy, multimedia approach, class control skill, confidence level, peers learning, teacher responsibility, time organization, lesson plan preparation, and evaluation focused on the design illuminating the procedures and strengths weaknesses. Overall, the module for Science has shown positive outcomes.