

Roles and responsibilities of educators in formative and summative evaluation of student

Abstract

This paper aims to discuss the roles and responsibilities of educators in formative and summative evaluation of students' nursing both in the classroom setting and clinical settings. It aids both experienced and new educators to become more effective instructors in the delivery of their roles to students, interns and newly employed nurses while maintaining the standard of Nursing & Midwifery in the academic and clinical settings. The paper discussed vast literature surrounding the phenomena of evaluation in nursing education and practice. The paper enlightens the concept of evaluation, steps in the evaluation processes, evaluating strategies for effective learning and teaching, roles and responsibilities of educators in the summative and formative evaluation and benefits of evaluation. Recommendations made in the paper are; - employing different evaluation tactics for effective teaching and learning practice, developing a complete grasp of a student's requirements and abilities, employing a range of data sources and creating precise and useful questions within the course's curriculum.

Keywords: educators, students, formative evaluation, summative evaluation, roles of educators

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Introduction

Student Evaluation is the process of passing judgement on student knowledge, learning process and achievement, competency, educational programme, clinical performance, and other factors based on assessment data. In the factual description, evaluation denotes the procedure used to assess the value, merit, or worth of a procedure or its output.¹ According to Brookhart and Nitko² evaluation is the process of determining the value or calibre of a student's performance or of goods created by students that demonstrate their learning. During the evaluation, the teacher assigns values to the students because evaluation includes the word "value." "The evaluation procedure provides answers to questions such as "How well did the student perform?" how well has the student learnt the course and "Is the student competent in clinical practice?" After gathering and analysing data regarding the student's performance, the teacher assigns a value to that performance. Evaluation gives students data on their performance at various teaching levels as the foundation for assessing their competency in the course.

In nursing education, evaluation usually takes the form of rating how well students performed in the clinical context as well as how well they met the course's learning objectives in the classroom. With the help of the evaluation of nursing students, additional teaching can be given to help students learn and develop the necessary skills for practice. As part of the assessment process, teachers use a variety of evaluation activities and tactics in the classroom to acquire a thorough understanding of how much pupils learn. In addition to giving the students feedback, they examine the data, make comments, and use it to plan and review the instruction. The appraisal process occurs in one way or another in every aspect of life. The purpose of life might no longer be clear if the evaluation process is taken away from human existence. Only via evaluation is it possible to distinguish between good and bad. The appraisal process is crucial to social development as a whole. This is evident even in the nursing approach, which consists of five stages: evaluation, assessment, diagnosis, planning, and implementation. Meeting the demands of a course of study is the goal of a good educational programme, course evaluation, and

curriculum development.³ Only evaluation in nursing education can show how well a student has achieved his goals. As a result, objectives and evaluation are closely related. In terms of the growth of human resources, such as skills, knowledge, and motivation, education is seen as an investment in people. An educational programme can be built, its successes may be evaluated, and its efficacy can be increased.

A well-executed evaluation gives students the opportunity to reflect, which helps them find potential changes. It acts as a built-in monitor within the software to periodically check learning progress. Additionally, it offers insightful input on the plan and execution of the programme. Therefore, evaluation is crucial to any educational programme. Individual student shortcomings and talents are identified through evaluation so that educators can offer personalized academic support and educational programmes. It's evaluation alone which gives a satisfactory idea of what has actually been achieved at the end of a particular period or stage, as a result of teaching-learning experiences provided in the classroom. Measurement is an act or process that involves the assignment of a numerical index to whatever is being assessed. Evaluation goes beyond measurement in judging the desirability or value of the measure. Evaluation is not only quantitative but also qualitative and includes value judgements.

Concept of evaluations

Evaluation is a continuous process and a sporadic exercise, that aids in developing the standards of judgement, level of education, or academic success of students, methods of teaching and learning experiences with a view to continuous improvement to make instruction self-motivated and self-developing. It is extremely important to the teaching-learning process and supports educators and students in enhancing instruction and learning. The evaluation's main goal is to enhance students' learning. Teachers can discover students' challenges and programme flaws using the information acquired through evaluations. In order to adjust the curriculum and instructional strategies to the needs of the students and to assess the general efficacy of programmes and classroom procedures, assessments and evaluations are crucial tools.

Examining a programme to ascertain what's working, what isn't and why, is the process of evaluation. Programme value is determined via evaluation, which also serves as a guide for judgement and improvement.⁴ The primary purpose of the evaluation is to improve student learning. Information gathered through evaluations helps teachers identify students' difficulties and detect weaknesses in programmes. Assessment and evaluations are important tools for adapting curriculum and instructional approaches to students' needs and for determining the overall effectiveness of programmes and classroom practices. According to Steward, Brumm, and Mickelson⁵ classroom evaluation entails teachers identifying what students are learning, and how and to what extent they are learning in the classroom. Hence, it is the process of determining the level or status of a learner's achievement/attainment or a group of learners' achievement where group teaching is the norm and expected results must have been stated as objectives.

Evaluation serves two important functions: formative and summative. Students' development of clinical competence and progress toward the desired targets are assessed during formative evaluation. With formative assessment, the teacher makes judgments about the pupils' progress while they are still learning. In actuality, the foundation of the educational system is evaluation. Only evaluation provides a satisfying picture of what has actually been accomplished at the conclusion of a certain time or stage as a result of the teaching-learning experiences offered in the classroom.

Principles of evaluation

The evaluation process will be more successful if the following principles are followed.

What will be evaluated must be specified explicitly: It is necessary to be specific about what will be reviewed. It's important for teachers to be clear about the goal of evaluation. He needs to clearly define the learning objectives in terms of the students' perceptible behaviour. The intended learning outcomes must be described precisely prior to choosing the achievement metrics.

Match the assessment strategy to the learning goal: The assessment technique must include details about the specific result or ability that is being evaluated. A true-false question regarding an analgesic would not be accepted if the outcome deals with examining problems in the treatment of people with chronic pain. However, an essay assignment where students analyze a case study on an adult with chronic pain and suggest various pain management strategies would provide pertinent information for determining if students attained that aim.

Meet the students' needs: What is expected of them should be very apparent to the students. The assessment techniques, in turn, should inform teachers of the necessary teaching to raise student performance and inform students about their development and achievement in meeting those expectations.

For a thorough evaluation, a range of evaluation methods should be applied: With the use of one technique, it is impossible to assess every facet of achievement. Approaches like objective assessments, essay tests, observational techniques, etc. should be employed for a better evaluation, so that a full picture of the student's progress and accomplishment may be evaluated.

An evaluator should know the limitations of different evaluation techniques: Simple observation or highly developed standardised exams can both be used for evaluation. However, each instrument and approach has a set of restrictions. Errors in measuring are possible.

Sampling error is a frequent contributing factor in psychological and educational measurements. The entire course material might not be covered on an achievement test. The guesswork that students engage in when taking objective assessments can potentially lead to measurement errors. Inaccurate test score interpretation is another source of error.

The technique of evaluation must be appropriate for the characteristics or performance to be measured: Every evaluation method has appropriate and inappropriate applications. The nursing students need more practicability with simulations to observe the student's performance in real-life situations, to cover a broader aspect of course curriculum objective structures items should be applied in the measurement of the instructional objectives. Therefore, it is important to understand the advantages and disadvantages of each evaluation technique before application.

Evaluation is a means to an end but not an end in itself: The assessment approach is employed to assess the learner and determine whether the instructional goal was achieved. It goes beyond only compiling learner-related information. Because it is a waste of time and effort to collect data in a blind manner. However, the evaluation is intended to serve a meaningful function.

Methods/strategies for effective evaluation

The evaluation process is classified as:

Placement evaluation: It establishes the students' performance at the start of the lesson. It helps to know the knowledge skill and objectives of instruction so that instruction should be given to the students according to their needs, abilities and interest. Students are not necessarily expected to know most, or even any, of the material evaluated by pre-assessments—they are generally used to (1) establish a baseline against which educators measure learning progress over the duration of a programme, course, or instructional period, or (2) determine general academic readiness for a course, programme, grade level, or new academic programme that student may be transferring into.

Formative evaluation: This sort of evaluation is frequently utilised in class and is intended to gauge students' development during the course.⁶ Its goal is to help teachers organise and enhance lessons in order to help students learn more effectively. Feedback from students is used to measure understanding. It is useful to teachers in determining what students comprehend and in giving them feedback that may be applied to growth.⁷ It helps teachers identify concepts that students are struggling to understand, skills they are having difficulty acquiring, or learning standards they have not yet achieved so that adjustments can be made to lessons, instructional techniques, and academic support. Educators can employ this method of instruction to assist struggling students while it is happening when assessing students progress. As a result, teachers can quickly give their students the necessary feedback. Examples; are monthly tests, class tests, periodical assessments and teacher's observations, and other formative assessments involving using structured debriefing; this can be performed at the end of a learning activity, class, or clinical session.⁸ Educators can use debriefing to engage students in summarizing key points at the end of a class.⁹ strategy provides educators with an opportunity to assess students' understanding of classroom content and learning activities. Formative evaluation allows both teachers and students to evaluate how learning is progressing and whether changes need to be made by the student, by the educator or both.

The characteristics of formative evaluation are as follows:

- I. It is an integral part of the learning process.
- II. It occurs, frequently, during the course of instruction.
- III. It motivates learners, as it provides them with knowledge of progress made by them.
- IV. Its results are made immediately known to the learners.
- V. It may sometime take the form of teacher observation only.
- VI. It reinforces the learning of the students.
- VII. It pinpoints difficulties being faced by a weak learner.
- VIII. It helps in the modification of instructional strategies including method of teaching, immediately.
- IX. It is generally a teacher-made test.
- X. It does not take much time to be constructed.

Types of formative assessment (Northern Illinois University Center for Innovative Teaching and Learning, 2012)

- a. Observations during in-class activities; of students' non-verbal feedback during lecture
- b. Homework exercises as a review for exams and class discussions)
- c. Reflections journals that are reviewed periodically during the semester
- d. Question and answer sessions, both formal—planned and informal—spontaneous
- e. Conferences between the instructor and student at various points in the semester
- f. In-class activities where students informally present their results
- g. Student feedback was collected by periodically answering a specific question about the instruction and their self-evaluation of performance and progress.

Diagnostic evaluation: it is used when learning difficulties persist. It helps educators to detect the underlying cause of the problem and formulate a suitable plan of remedial action. Before an educator begins teaching, a diagnostic examination can help you determine the level of knowledge that your pupils currently possess in a subject, their skill sets and capacities, and any misunderstandings. In order to diagnose learning disorders (such as autism, dyslexia, or nonverbal learning disabilities), measure language proficiency, or determine a student's eligibility for specialised educational services, educators employ a variety of assessments and assessment methodologies.

Types of diagnostic evaluations

- a) Pre-tests (on content and abilities)
- b) Self-assessments (identifying skills and competencies)
- c) Discussion board responses (on content-specific prompts)
- d) Interviews (brief, private, 10-minute interview of each student)

Summative Evaluation: Conducted at the conclusion of the course, this sort of evaluation assesses students' progress toward the intended learning outcomes. It comes at the end of instruction and seeks to

prove the functionality and efficacy of the methods used. Its purpose is to let teachers and students know the level of accomplishment attained and if end-of-course outcomes and benchmarks are met. An instructor can employ a wide range of tactics with this kind of evaluation. Some include case studies, simulations, and standardised assessments with multiple choice options. This kind of assessment has the advantage of providing a whole history of a student's completed work. However, is unable to alter students' learning processes and can only assess whether or not the results were satisfactory or not. Examples; traditional school and university examinations, teacher-made tests, standardised tests, practical and oral tests, and rating scales, others involve using an Objective Structured Clinical Evaluation (OSCE) to evaluate students' application of course content, utilization of the nursing process and clinical judgment/decision-making skills.¹⁰ This strategy allows educators to give students constructive feedback in a personalized face-to-face meeting. After learning has been completed, a summative evaluation is conducted to offer data and feedback that summarises the teaching and learning process. Aside from any incidental learning that may occur as a result of completing projects and tasks, there is often no further formal learning occurring at this time. Summative assessment should have the following qualities:

- i. **Validity:** The evaluation must include all aspects of the student's performance and only those aspects that are pertinent to the intended use
- ii. **Reliability:** Users should be able to trust that the outcomes of the learning are accurate and reliable enough for their intended application if the system is constructed properly
- iii. **Impactful:** Summative evaluation should not only measure performance but have positive effects on teaching, learning, and students' motivation for learning. In general, the evaluation has a significant impact on the curriculum and pedagogy, so it is critical to limit any negative impacts
- iv. **Practicability:** the resources required to provide it – teachers' time, expertise and cost, and pupils' learning time – should be commensurate with the value of the information for its users

Types of summative evaluation

- a. Examinations (major, high-stakes exams)
- b. Final examination (a truly summative assessment)
- c. Projects
- d. Student evaluation of the course (teaching effectiveness)
- e. Instructor self-evaluation (Northern Illinois University Center for Innovative Teaching and Learning, 2012).

Performance evaluations: These typically require students to complete a complex task, such as a writing assignment, science experiment, speech, presentation, performance, long-term project, etc. Educators will often use collaboratively developed common assessments, scoring guides, rubrics, and other methods to evaluate whether the work produced by students shows that they have learned what they were expected to learn. Performance assessments may also be called "authentic assessments," since they are considered by some educators to be more accurate and meaningful evaluations of learning achievement than traditional tests.

Steps in the evaluation process

The evaluation process consists of the following steps:

Formulating and selecting worthwhile objectives of teaching in the course: The first step is to determine what to evaluate. i.e to set down educational objectives. The process of identifying and defining

educational objectives is a complex one and there's no simple or single objective which suits all teachers. The objectives containing knowledge application skills, attitude, appreciation etc. are being stressed. But these objectives should be according to the

- I. Need and capabilities of students
- II. Need of the society
- III. Nature of the subject matter.

Classifying and defining the objectives in terms of expected learning outcomes or behavioural changes in the student: Learning is a modification of behaviour in a desirable direction. Changes in behaviour are indications of learning. Those changes arising out of classroom instruction are known as learning outcomes. E.g. particular group of students have been taught a particular portion of the syllabus that says optical instrument with a view to achieving the knowledge objectively. After achieving the objective, they will behave in a different way and can establish relations between different parts of the microscope. So, it's easy to assess the behaviour than the objective

Selecting teaching points: The selection of teaching points that will help the objectives be achieved is the next phase in the evaluation process. Once the goals have been established, the following stage is to choose the content (curriculum, syllabi, and course) that will aid in the achievement of the goals. The goals and schedules for the teachers' classes are already available. His responsibility is to break down the subject matter's material into teaching points and determine which particular goals can be successfully attained by introducing those teaching elements.

Developing appropriate learning experiences / planning suitable learning activities: The learning process is made more efficient by creating an environment where students and subject matter can interact closely. Thus, the educational process is dualistic. It begins with content and develops into behaviour. The student and teachers must collaborate to create learning experiences, which can be provided to the students in a variety of ways, including experiments, simulations, videos, the library, textbooks, museums, science fairs, etc.

Methods of developing learning experiences

Contrast method: The teacher has two types of students: One who understands the content and one who understands the syllabus. The teacher will not note down a number of behaviour differences in one learning situation and provide the basis to develop the learning experiences for other students.

Identification method: The educator put himself/herself in the position of the student who understood the content and notes down the various behaviors of the student in relation to the syllabus content. The behaviours of the students in relations

Devising and adopting suitable evaluation methods: to collect, adequate, trustworthy evidence about the student's achievement, a number of tools and techniques must be devised to test the change in behaviour:- Personality, Achievement test (essay type, short answer, objective), Aptitude test, Intelligence test, Interest Inventories, Teachers' observation, Interview, Records and Sociometry (measurement techniques used in social psychology or a qualitative method for measuring social relationships)

Evaluating the outcomes on the basis of the pieces of evidence collected and modifying the necessary aspects of the entire system for better results: Through testing, the teacher keeps track of and gauges changes in his students' behaviour. The evaluation process

gains another dimension as a result of this stage. While administering the test, an educator will keep three things in mind: the objectives, the teaching points, and the learning activities, but the main concern will be achieving the objectives of the course. This cannot achieve without enlisting the teaching points and preparing learning activities for the students. Here, the teacher will design a test by utilising as many of the lessons that have already been covered in class and the knowledge that the students have already attained as possible. Educators may organise a practical test, an essay-style test, an objective type test, an oral test, a written test, or a combination of these.

Using the results as feedback mechanism: The use of outcomes as feedback during the evaluation process is a crucial step. If, after evaluating the students, the teacher determines that the objectives have not been substantially achieved, the teacher will utilise the findings to reevaluate the objectives and plan the learning activities. To identify the shortcomings in the goals or in the learning activities supplied for his students, he will go back over his previous stages. This is known as feedback. Educators should use the findings of any tests administered to students for the benefit of the students.

Relevance and purposes of summative and formative evaluation

Evaluation plays a vital role in teaching-learning experiences. It is an integral part of the instructional programmes. It provides information on the basis of which many educational decisions are taken into consideration as:

Placement functions: Evaluation is helpful in understanding all aspects of a student's entry behaviour. It facilitates the implementation of specialised educational programmes, allows for the individualization of instruction, and aids in the selection of students for advanced coursework, various professions, and specialised courses.

Instructional functions: A planned evaluation aids an educator in formulating and developing their teaching strategies. Creating and rephrasing appropriate and realistic learning objectives, which aids in improving learning and in the planning of suitable and productive teaching methods. It evaluates various educational techniques and aids in curriculum improvement. It enhances teaching practises, raises teacher standards, and develops suitable and acceptable learning methodologies.

Diagnostic functions: The evaluation identifies the student deficiencies as well as the flaws and loopholes in the curriculum. It suggests effective remedial programmes, as well as recognising each student's ability, interest, and intelligence so they can be motivated in the right way. It adapts instruction to the pupils' various needs and assesses the weak students' progress in terms of their capacity, ability, and aim.

Predictive functions: Formative and summative evaluation helps identify learners' potential skills and interests. Thus, forecasting students' future achievement and assisting nursing students in choosing the appropriate courses.

Administrative functions: Evaluation aids in the adoption of improved educational policies and decision-making, the classification of students into various practical groups, the promotion of students to the next higher class, the evaluation of supervisory methods, and the development of appropriate student placement. It creates a comparative analysis of the performance of many pupils, has excellent planning, and helps assess the effectiveness of teachers in creating effective learning opportunities.

Guidance functions: Evaluation enables a learner to know their rate of learning and lapses in their learning, helps a teacher to know the students in detail, and gives the required educational, vocational, and personal assistance. Evaluation aids educators in making judgments regarding courses and jobs.

Motivation functions: Evaluation encourages, guides, inspires, and integrates students in learning. It also rewards learning, which encourages students to study.

Development functions: Evaluations give reinforcement and feedback to the teacher, students and the teaching-learning processes, assist in the modification and improvement of the teaching strategies and learning experiences and help in the achievement of educational objectives and goals.

Communication functions: Evaluations convey progress results to students, inform parents of progress results, and disseminate progress data to other schools.

Research functions: Evaluations support action research in education by removing uncertainties for future studies and research, as well as by providing data for research applicability and generalization.

Roles and responsibilities of educators in nursing students evaluation

The value of educators participating in curriculum creation and evaluation cannot be overstated. With their expertise, experiences, and skills, educators are essential to any curriculum development and evaluation effort. Better instructors promote better learning since they are in charge of providing the curriculum in the classroom and are the most educated about the practice of teaching. Instructors can help students become better learners by actively encouraging students to evaluate their own abilities and knowledge retention, as well as by providing clear instructions and feedback, instructors can help students become better learners. Some roles and responsibilities are as follows:

Use a variety of sources of data to create a thorough understanding of a student's needs and strengths: Teachers should gather, assemble, and analyse information from a variety of sources, including formal and informal observations, work samples, curriculum-based measures, functional behaviour assessment [FBA], and curriculum analysis.

Collect information which can be used to help shape teaching (Bhat & Bhat, 2019)³: educators are free to ask students for information that will help them give students feedback and instruction that is specifically tailored to their needs. On a task, an exam, or in writing submissions, students might point up areas where they are struggling. Because students are prompted to consider their own learning, this strategy also encourages met cognition.

Evaluation and making ongoing adjustments to students' instructional programmes: The ability to manage and participate in ongoing data collection using curriculum-based measures, informal classroom assessments, observations of student academic performance and behaviour, self-evaluations of classroom instruction, and discussions with important stakeholders is a skill that educators possess (i.e., students, families, other professionals). For the purpose of enhancing instructional decision-making, validating rational assumptions regarding key instructional aspects, and improving student learning, teachers examine their own practices. Effective teachers keep, extend, and reuse strategies that help students learn better and change or eliminate those that don't.

Design clear, effective questions: If designing essay questions, Instructors can ensure that essay questions satisfy criteria while giving students the opportunity to communicate their knowledge in ways that respect how they ingested, built, or mastered meaning. educators can read about how to create good multiple-choice questions.

Assess comprehensiveness: Effective summative assessments provide an opportunity for students to consider the totality of a course's content, make broad connections, demonstrate synthesized skills, and explore deeper concepts that drive or found a course's ideas and content.

Use a rubric or table of specifications: Instructors can use a rubric to lay out expected performance criteria for a range of grades. Rubrics will describe what an ideal assignment looks like, and "summarize" expected performance at the beginning of the term, providing students with a trajectory and sense of completion.

Make parameters clear: When approaching a final assessment, instructors can make sure that the criteria are clearly defined (length of assessment, depth of response, time and date, grading standards), and that the knowledge being tested is relevant to the course material, and that students with disabilities are given the necessary space and assistance.

Encourage students' self-reflection: Students may be asked to use course criteria to assess their own or a peer's work, as well as to discuss the types of feedback they value the most. Additionally, teachers can invite students to write about or have a group discussion on the characteristics of their best work.

Keep clear criteria for what defines good performance: Instructors can explain criteria for A-F graded papers, and encourage student discussion and reflection about these criteria (this can be accomplished through office hours, rubrics, post-grade peer review, or exam/assignment wrappers. Instructors may also hold class-wide conversations on performance criteria at strategic moments throughout the term.

Give students detailed, actionable feedback: With options to modify or apply input before final submission, instructors can consistently offer detailed feedback based on established criteria. Feedback can be more than just an evaluation; it can also be corrective and directional. Examples include critiques of various paper versions, discussions of criteria in one-on-one meetings, and ongoing online quizzes.

Promote positive motivational beliefs and self-esteem: When students feel that their instructors are concerned about their growth, they will be more motivated and engaged. Writes and resubmissions are permitted by instructors as a sign that a task is intended to advance learning. These rewrites could make use of anonymous automated online testing with low stakes that allows for limitless resubmissions.

Developing a suitable environment: What students learn can also be impacted by the learning environment. The learning and behaviour of students are positively impacted by well-organized environments where students' needs are supported.¹⁰ The student's strengths are used to establish and create learning needs. Educators ensure a good environment free from hostility is maintained.

Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programmes: in order to develop and implement individualised education and transition plans that include standards-based goals, appropriate accommodations and modifications, fair grading practices, and transition goals that are in line with student needs,

educators must understand the purpose of each assessment, work with key stakeholders to understand how culture and language influence interpretation of data generated.

Consider blind grading: To give feedback that considers a student's progression throughout the semester, instructors may want to know whose work they graded. Instructors can use several types of blind grading techniques if they want to deliver summative assessments that are truly objective.

Communicate evaluation data to the relevant stakeholders: As part of the endeavour to track a student's reaction to teaching, educators need to be able to analyse and communicate assessment data on a frequent basis with other instructors, staff, and families. The first step in this process is to gather the assessment information and make it available to the team, communicating the results in a format that is easily understood by all team members.

Conclusion

Summative and formative evaluation has proven to be highly useful strategies for the promotion of nursing education. It allows educators to plan and develop suitable learning activities that are valid, reliable, practicable and impactful for the elevation of standard nursing practice. The steps for effective evaluation include; classifying and defining relevant curriculum objectives, selecting appropriate teaching methods/points, devising and adapting suitable evaluation methods and using the results as a feedback mechanism to promote students learning and good academic performance. Additionally, the responsibilities of evaluators include but are not limited to; the use of varieties of data sources to improve learning, making adjustments to students' instructional programmes, designing clear & effective questions within the context of the curriculum, evaluating comprehensively and giving detailed and actionable feedback to the student. In turn, the educators obtained satisfaction from meeting professional nursing education with global standards. Understanding summative and formative assessments clearly aid teachers in assessing students' progress toward learning objectives and enhancing the teaching and learning process while maintaining professional growth.

Recommendations/suggestions

Based on the foregoing, some appreciated recommendations are as follows;

- A. Educators should employ different evaluation tactics for effective teaching and learning practice
- B. Educators should develop a complete grasp of a student's requirements and abilities, employ a range of data sources

- C. Create questions that are precise and useful within the course's curriculum.
- D. Encourage motivating thinking and high self-esteem among students for effecting evaluation and learning.

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Conflicts of interest

None.

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