

CURRICULUM DESIGN AND DEVELOPMENT

by

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DEFINITIONS OF CURRICULUM

- That which is taught in schools
- A set of subjects.
- Content
- A program of studies.
- A set of materials
- A sequence of courses.
- A course of study
- A set of performance objectives

- Everything that goes on within the school, including extra-class activities, guidance, and interpersonal relationships.
- Everything that is planned by school personnel.
- A series of experiences undergone by learners in a school.
- That which an individual learner experiences as a result of schooling.
- An aggregate of courses of study in a school system.

- An aggregate of courses of study in a school system.
- Planned and unplanned concept, content, skills, work habits, means of assessment, attitudes and instructional strategies taught in the classroom and the variety of school activities in and out of class that influence present and future academic, social, emotional and physical growth of students

DERIVING A DEFINITION

- CURRICULUM IS A COMPREHENSIVE PLAN FOR AN EDUCATIONAL/ TRAINING PROGRAMME/COURSE TO OFFER NEW/IMPROVED MANPOWER TO FULFIL THE RISING NEEDS OF A DYNAMIC SOCIETY.

KINDS OF CURRICULUM

(according to the four families of learning theories)

- ***Social,***
- ***Information Processing,***
- ***Personalist, and***
- ***Behavioral.***

ORIENTATIONS TO CURRICULUM

- *child-centered,*
- *society-centered,*
- *knowledge-centered, or*
- *eclectic.*

Educational Philosophy

- What is knowledge and understanding?
- What is worth knowing?
- What does it mean to learn?
- How do you know that learning has taken place?
- What should be the role of a teacher?
- What should be the role of the student?
- What is the ultimate purpose of education?
- What are your core educational values?

APPROACHES TO CURRICULUM

(Common philosophical orientations)

- ***Idealism,***
- ***Realism,***
- ***Perennialism,***
- ***Essentialism,***
- ***Experimentalism,***
- ***Existentialism,***
- ***Constructivism,***
- ***Reconstructivism***

Idealism

- **Subjective Idealism**, only ideas can be known or have any reality (also known as solipsism).
- **Transcendental Idealism**, developed by Kant, this theory argues that all knowledge originates in perceived phenomena which have been organized by categories.
- **Absolute Idealism**, all objects are identical with some idea and the ideal knowledge is itself the system of ideas. It is also Objective Idealism, in this monistic idealism promoted by Hegel there is only one mind in which reality is created.
- **Platonic Idealism**, there exists a perfect realm of Form and Ideas and our world merely contains shadows of that realm.
- Idealism believes in refined wisdom; reality is a world within a person's mind; truth is in the consistency of ideas and goodness is an ideal state to strive to attain.
- As a result, schools exist to sharpen the mind and intellectual processes. Students are taught the wisdom of past heroes.

Realism

- Classical realism held universals such as "red" or "man" an independent, objective existence, either in a realm of their own or in the mind of God.
- Medieval realism, contrasted with Nominalism, provided by Peter Abelard and William of Occam.
- Modern realism is a broad term, encompassing several movements whose unity lies in a common rejection of philosophical Idealism.
- Realism asserts that objects in the external world exist independently of what is thought about them.
- The most straightforward of such theories is usually known as **naive realism**.
- **Realism believes in the world as it is. It is based on the view that reality is what we observe. It believes that truth is what we sense and observe and that goodness is found in the order of the laws of nature.**
- **As a result, schools exist to reveal the order of the world and universe. Students are taught factual information.**

Perennialism

- (1) Permanence is more real than change.
- (2) Human nature remains essentially the same.
- (3) The good life -- the life that is fit for men to live -- remains essentially the same.
- (4) Moral principles remain essentially the same.
- (5) Hence, the education that men receive should remain essentially the same.
- ***"Education implies teaching. Teaching implies knowledge. Knowledge is truth. The truth everywhere is the same. Hence, education should be everywhere the same."***
- **This is a very conservative and inflexible philosophy of education. It is based on the view that reality comes from fundamental fixed truths--especially related to God. It believes that people find truth through reasoning and revelation and that goodness is found in rational thinking.**
- **As a result, schools exist to teach reason and God's will. Students are taught to reason through structured lessons and drills.**
- **Socratic dialogue. E.g. R. Hutchins, M. Adler**

Essentialism

- Essentialism is a uniquely American philosophy of education which began in the 1930's and 1940's as a reaction to what was seen as an overemphasis on a child-centered approach to education and a concern that students were not gaining appropriate knowledge in schools.
- The two origins of essentialism are idealism and realism.
- Essentialists believe that there exists a critical core of information and skill that an educated person must have.
- Didactic Instruction. e.g., W. Bagely, W. Bennett.

Experimentalism

- Experimentalism believes that things are constantly changing. It is based on the view that reality is what you experience. It believes that truth is what works right now and that goodness comes from group decisions.
- As a result, schools exist to discover and expand the society we live in. Students study social experiences and solve problems.

Existentialism

- Existentialism believes in the personal interpretation of the world. It is based on the view that the individual defines reality, truth and goodness.
- As a result, schools exist to aid children in knowing themselves and their place in society.
- Students learn what they want and discuss subjects freely.
- Creative self-directed choices. Discovery learning. E.g. A.S. Neil

Constructivism

- Learning is simply the process of adjusting our mental models to accommodate new experiences.
- Learning is a search for meaning. Meaning requires understanding **wholes** as well as parts. In order to teach well, we must understand the mental models that students use to perceive the world. The purpose of learning is for an individual to construct his or her own meaning, not just memorize the “right” answers and regurgitate someone else’s meaning.

Reconstructivism

- Focus is on providing students the critical tools to be agents of social change. Students explore controversial issues, analyze world events. E.g. P. Freire.
- **Progressivism**: The goal is to help each student think rationally. Student-centered approach. Project and problem-based learning. E.g. John Dewey
- **Postmodernism**: Focus on helping students recognize that there are no universal truths, and the traditional narratives of the dominant culture must be deconstructed. Deconstruction through dialogue. Critical pedagogy. E.g. M. Foucault.
- **Behaviourism**: Free will is an illusion, students' behaviour is shaped in order to reinforce proper learning and behavior. Drill and practice. B.F. Skinner

TYPES OF CURRICULUM

- **1.Overt, explicit, or written curriculum**
- **2.Societal curriculum**
- **3. The hidden or covert curriculum**
- **4.The null curriculum**
- **5.Phantom curriculum**
- **6.Concomitant curriculum**
- **7.Rhetorical curriculum**

- **8. Curriculum-in-use**
- **9. Received curriculum**
- **10. The internal curriculum**
- **11. The electronic curriculum**
- **12. Competency Curriculum**

Overt, explicit, or written curriculum

- that which is written as part of formal instruction of schooling experiences.
- refers to a curriculum document, texts, films, and supportive teaching materials that are overtly chosen to support the **intentional instructional agenda** of a school.
- usually confined to those written understandings and directions formally designated and reviewed by administrators, curriculum directors and teachers, often collectively.

Societal curriculum

- Cortes defines this curriculum as the massive, ongoing, informal curriculum of family, peer groups, neighborhoods, churches organizations, occupations, mass, media and other socializing forces that "educate" all of us throughout our lives

The hidden or covert curriculum

- That which is implied by the very structure and nature of schools, much of what revolves around daily or established routines.
- the "hidden curriculum," which refers to the kinds of learnings children derive from the very nature and organizational design of the public school, as well as from the behaviors and attitudes of teachers and administrators - Longstreet and Shane
- the emphasis on: sequential room arrangements; the cellular, timed segments of formal instruction; an annual schedule that is still arranged to accommodate an agrarian age; disciplined messages where concentration equates to student behaviors were they are sitting up straight and are continually quiet; students getting in and standing in line silently; students quietly raising their hands to be called on; the endless competition for grades, and so on.

The null curriculum

- That which we do not teach, thus giving students the message that these elements are not important in their educational experiences or in our society - Eisner

- the null curriculum is simply that which is not taught in schools.
- Somehow, somewhere, some people are empowered to make conscious decisions as to what is to be included and what is to be excluded from the overt (written) curriculum.
- Since it is physically impossible to teach everything in schools, many topics and subject areas must be intentionally excluded from the written curriculum.
- the "null curriculum" is that when certain subjects or topics are left out of the overt curriculum, school personnel are sending messages to students that certain content and processes are not important enough to study.
- Unfortunately, without some level of awareness that there is also a well-defined implicit agenda in schools, school personnel send this same type of message via the hidden curriculum.

Phantom curriculum

- the enculturation of students into the predominant meta-culture, or
- acculturating students into narrower or generational subcultures.

Concomitant curriculum

- What is taught, or emphasized at home, or those experiences that are part of a family's experiences, or related experiences sanctioned by the family. (in the context of religious expression, lessons on values, ethics or morals, molded behaviors, or social experiences based on the family's preferences.)

Rhetorical curriculum

- comprised from ideas offered by policymakers, school officials, administrators, or politicians.
- come from those professionals involved in concept formation and content changes;
- from those educational initiatives resulting from decisions based on national and state reports, public speeches,
- from texts critiquing outdated educational practices.
- also from the publicized works offering updates in pedagogical knowledge.

Curriculum-in-use

- The formal curriculum (written or overt) comprises those things in textbooks, and content and concepts in the district curriculum guides. However, those "formal" elements are frequently not taught.
- The curriculum-in-use is the actual curriculum that is delivered and presented by each teacher.

Received curriculum

- Those things that students actually take out of classroom;
- those concepts and content that are truly learned and remembered.

The internal curriculum

- Processes, content, knowledge combined with the experiences and realities of the learner to create new knowledge. While educators should be aware of this curriculum, they have little control over the internal curriculum since it is unique to each student.

The electronic curriculum

- through searching the Internet for information, or through using e-forms of communication.
- either formal or informal, and inherent lessons may be overt or covert, good or bad, correct or incorrect depending on ones' views.
- both for recreational purposes (as in blogs, chatrooms, listserves, through instant messenger on-line conversations, or through personal e-mails) and for research and information,

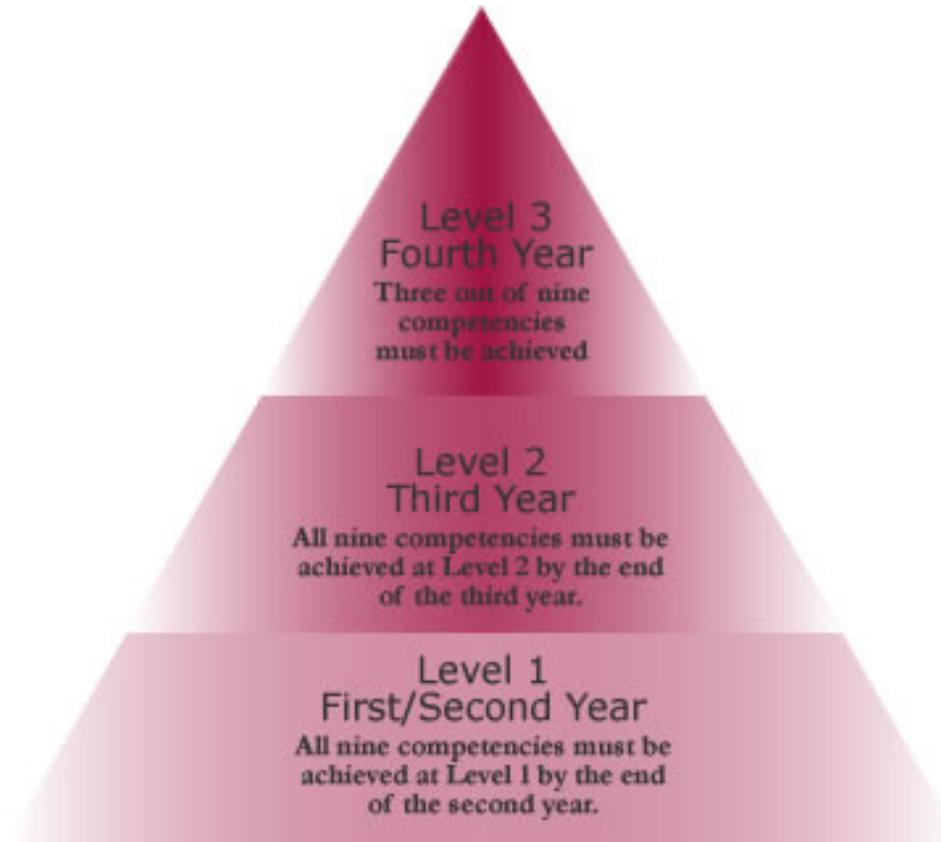
- that part of the overt curriculum needs to include lessons on how to be wise consumers of information, how to critically appraise the accuracy and correctness of e-information, as well as the reliability of electronic sources.

- *how to be artfully discerning about the usefulness and appropriateness of certain types of information.*
- *there are inherent lessons to be learned about appropriate and acceptable "netiquette" and online behavior,*
- *include the differences between "fair usage" and plagiarism.*

Competency Curriculum

- Consists of competencies.
- Assessment and certification of achievement of the competencies is sequentially integrated into each year of the curriculum culminating with a competency transcript upon graduation

Medical curriculum



Nine Competencies of medical curriculum

- I.Effective Communication
- II.Basic Clinical skills
- III.Using Science to Guide Diagnosis, Management, Therapeutics, and Prevention
- IV.Lifelong Learning
- V.Self-Awareness,Self-Care,and PersonalGrowth
- VI.The Social and Community Contexts of Health Care
- VII.Moral Reasoning and Ethical Judgment
- VIII.Problem-Solving
- IX.Professionalism and Role Recognition

LEVELS OF CURRICULUM

- PRIMARY
- SECONDARY: GENERAL ACADEMIC;
OCCUPATIONAL/VOCATIONAL
- TERTIARY: GENERAL ACADEMIC;
PROFESSIONAL

INDIAN SCHOOL CURRICULUM

- **2+ - 3+ : PLAY SCHOOL**
- **3+ - 5+ : PRE-SCHOOL**
- **5+ - 9+ : PRIMARY SCHOOL**
- **5+ - 12+:ELEMENTARY SCHOOL**
- **12+-14+:SECONDARY SCHOOL**
- **14+-15+:VOCATIONAL SKILLS CURRICULUM**
- **14+-16+:HR./SENIOR SEC. SCHOOL**
- **15+-18+:VOCATIONAL APPRENTICESHIP CURRICULUM**
- **16+-18+: VOCATIONAL DIPLOMA CURRICULUM**
- **16+-18+:U.G.CURRICULUM**
- **16+-19+:U.G.PROFL. (ENGG./TECH.)COURSE CURRI.**
- **16+-20+:U.G.MED. PROF. CURRI.**
- **18+-19+:P.G.CURRICULUM**
- **19+-20+:P.G. PROF.DIP. CURRI.**
- **20+-22+:P.G. PROF./GEN. RES. CURRICULUM**
- **22+-24+:DOCTORAL RESEARCH**
- **24+-26+:POST-DOCTORAL (D.Sc./D.Litt)/SUPER SPECIALITY**

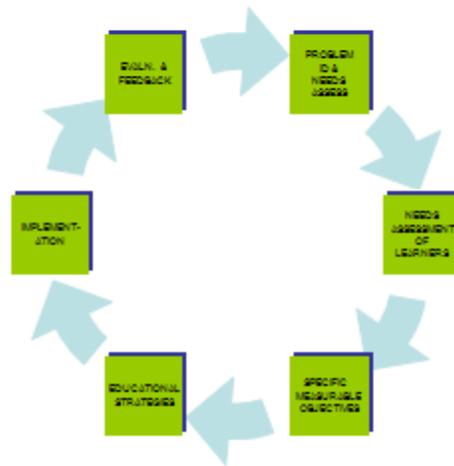
DETERMINANTS OF A CURRICULUM

- BASIC NEEDS
- SOCIAL ASPECTS
- CULTURAL FACTORS
- INDIVIDUAL TALENTS
- IDEALS: INTELLECTUAL, MORAL, AESTHETIC, RELIGIOUS
- TRADITIONAL

STAGES OF THE PROCESS

- PLANNING
- PREPARING
- DESIGNING
- DEVELOPING
- IMPLEMENTING
- EVALUATING
- REVISING
- IMPROVING

A SIX-STEP APPROACH



CURRICULUM PLANNING

- PHILOSOPHY
- SOCIAL FORCES, NEEDS, GOALS AND OBJECTIVES
- TREATMENT OF KNOWLEDGE
- HUMAN DEVELOPMENT
- LEARNING PROCESS & INSTRUCTION
- DECISION

CURRICULUM PREPARATION

- SYSTEMATIC, SYSTEMS
- DATA, CONTENT
- SELECTIONCOLLECTIONASSESSMENT
- ORGANISATION

DESIGN FACTORS

- SCHOOL (LEVELS, TYPES , STRUCTURES)
- EDUCATIONAL TECHNOLOGY
- SYSTEMIC
- VOCATIONAL
- SOCIAL RECONSTRUCTION

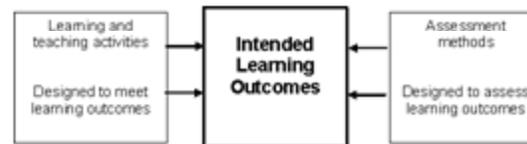
CURRICULUM DESIGN

- Analysis of social needs
- Translating the needs into course/general/learning/terminal objectives
- Splitting the objectives into specific objectives
- Grouping the specific objectives into subjects
- Deriving the subjects from the above classification
- Specifying enabling objectives
- Unitising each subject matter
- Specification of required time
- Syllabus formulation

CURRICULUM DEVELOPMENT- PHASES

- INSTRUCTIONAL DEVELOPMENT
- MATERIALS & MEDIA DEVELOPMENT
- METHODS OF TEACHING & TESTING

ALIGNING LEARNING OUTCOMES WITH TEACHING AND TESTING



Structure of a curriculum

- Introduction
- Scope
- Aims & Goals
- Courses of Studies: Part I, Part II, Part III Major, Ancillary, Part IV Alternative studies
- Methodology
- Materials
- Media
- Evaluation scheme
- Outcome
- World of work or Vista of life

CURRICULUM DEVELOPMENT

- Relating the units of the subject matter to learning resources
- Choosing the appropriate strategies for curricular transaction
- Suggesting the suitable media
- Exploring relevant learning experiences
- Progressive testing of the achievement of objectives through these experiences

Structure of a syllabus

- Role of the subject in the overall development
- General & Specific objectives (Competences)
- Content table: Unit No., Unit objective, Enabling objectives, unitised content, Relevant resources, transactional strategies, learning experiences, using the media, progressive self-testing items, time proposed for each unit
- Knowledge, Skill and Attitude proportion for materials
- Methods & media
- Testing
- References
- Linking with the other subjects in the curriculum

IMPLEMENTATION OF THE CURRICULUM

- Instructional scheme of each subject to be completed in the semester.
- Planning the lessons as per the timetable
- Using the transactional strategies
- Using the appropriate media
- Providing the learning resources
- Promoting classroom learning experiences
- Progressive testing

A SIMPLIFIED SYSTEMS APPROACH TO COURSE DESIGN



FLOWCHART REPRESENTATION OF TABA-TYLER CURRICULUM DEVELOPMENT MODEL



CURRICULUM EVALUATION

- Intra-curricular evaluation
- Teacher evaluation of students
- Student evaluation of teachers
- Materials evaluation
- Verification of methods
- Evaluation of tests and examinations
- Checking the learning outcomes while on the field
- Curriculum review/ improvement/ change/ modification
- System revision

What is evaluation?

- Evaluation describes how to assess the nature, impact and value of an activity through the systematic collection, analysis and interpretation of information with a view to making an informed decision
- Evaluation involves 3 activities:
 - o Outlining clear purposes
 - o Gathering evidences
 - o Judgment
- Evaluation is part of development rather than apart from it.

Curriculum Evaluation

- Curriculum evaluation broadly conceived, is a stock-taking process.
- A curriculum may be structured in so many ways. For instance,
- **-it may be based on an assembly of courses that are deemed necessary to meet certain job requirements;**
- **- it can be formed from the basics of a particular discipline in a faculty or department;**
- **- it can be designed to meet the needs of a professional or technical programme,**
- **- or it can be developed based on a systematic specification of outcomes.**
- It must therefore be periodically evaluated.

APPROACHES TO CURRICULUM EVALUATION

- **Goal-based**
- **Determining whether pre-stated goals of educational or training programs were met.**
- **Goal-free**
- **Uncovering and documenting what outcomes were occurring in educational or training programs without regard to whether they were intended program goals focus.**
- **Responsive (contingency-unforeseen event)**
- **Comparing what was intended for instruction to what actually was observed.**

- **These approaches are based on the classical curriculum evaluation models as presented by Stufflebeam and Shinkfield (1990)**
- **The decision-making**
- **The collecting information about educational or training programs for the purpose of decision-making.**
- **The accreditation**
- **It is for forming professional judgments about the processes used within education or training programs.**

- **Curriculum evaluation ranges from estimating the performance of a single child in a course through the evaluation of specific instructional materials, methods, activities and techniques to the evaluation of an entire curriculum.**
- **A comprehensive curriculum evaluation is concerned with the worthwhilness of the curriculum components, and the information provided is for the sake of facilitative decision making at the various stages of curriculum development (Alade, 2006)**

Three paradigms or world views about evaluation

- **Melrose (1996) grouped existing models into three paradigms or world views about evaluation, these are:**
 - **i. The functional model**
 - **ii. The transactional model; and**
 - **iii. The critical paradigms of evaluation.**
- **The functional paradigm** of evaluation usually measure the programme outcomes against pre-stated goals;
- **the transactional paradigm** focus is on whether or not the current, expressed needs of stakeholders, especially students as customers or clients have been met and whether the negotiated learning events have met the participants' satisfaction;
- **the critical paradigm** of evaluation involves dialogue and collaborative investigation whereby a focused question is agreed upon by the group for each cycle of evaluation which may be small or broad in scope.
- **Evaluation thus become the systematic community learning process for the collaborative review, improvement and development of policies, programmes and practices**

ALADE'S SIX MODELS

- From another perspective, Lawton (1980) cited in Alade (2006) classified models of curriculum evaluation into six, viz:
 - 1. The Classical Model
 - 2. Research and Development Model
 - 3. Illumination Model
 - 4. Briefing Decision-Makers Model
 - 5. Teacher as Research (Professional) Model
 - 6. Case Study Model.

OLAITAN'S FOUR MODELS

- In respect of vocational-technical education evaluation, Olaitan (1996) identified the following evaluation models which had been employed by a good number of researchers.
- They include:
 - the Illumination Model,
 - the Goal-Free Model,
 - the Context, (C) Input (I), Process (P) (CIPP) Model, and
 - The Transactional Model.
- They had been found reliable as a guide for collecting evaluative data in curriculum evaluation.
- While a volume of other evaluation models still exist in the available literature, the fact remains clear that a model presents a mental picture of a conceptualization of the relationships assumed to exist among a set of phenomena, and how the parts of a whole framework affect each other (Alade, 2006).

CIPP Evaluation Model (CACIIPPEM)

- Curriculum Adaptation of CIPP Evaluation Model (CACIIPPEM)
- r - relevance
- a - adequacy
- s – suitability r d s x
- x – Any other criteria
- C
- P
- I
- P
- Figure 1: Curriculum Adaptation of CIPP Evaluation Model-CACIIPPEM

Models of curriculum evaluation

- Robert Stake's countenance model (1967)
- Scriven's goal-free models (1970s)
- Stenhouse research model
- Tyler's objectives model
- Parlett and Hamilton's illuminative model (1977)
- Stake's matrix for processing descriptive data
- Eisner's educational connoisseurship model
- Stufflebeam's CIPP model

Scriven's goal-free model (1970s)

- Introduced the term 'formative' and 'summative'
- Broaden perspective of evaluation
- Evaluator should not know the educational program's goals in order not to be influenced by them
- Evaluator therefore totally independent
- Evaluator free to look at processes and procedures, outcomes and unanticipated effects
- Methodology, the field is open to the hunter but he did have a 'lethal' checklist of criteria for judging any aspect of the curriculum

Stenhouse's research model (1970s)

- Evaluation as part of curriculum development
- Continuous cycle of formative evaluation and curriculum improvement at school level
- Relationship between curriculum developer and evaluator is central
- Curriculum developer offer solutions
- Evaluator is the practical man who temper enthusiasm with judgment
- The developer is the investigator; teacher
- Autonomous professional self-development through self-study
- Study of others and testing ideas

Tyler's objectives model

- Tyler's principle deals with evaluating the effectiveness of planning and actions
- Curriculum should be evaluated in relation to its pre-specified set of objectives
- Requires an objectives-based curriculum model
- Evaluation measures fit between student performance and objective
- Methodology will depend on the evaluator's definition of 'measurement' (standard setting)

Stufflebeam CIPP model

- CIPP model of curriculum development is a process of developing the curriculum.
- CIPP model of curriculum evaluation is the process to see the effectiveness of the developed and implemented curriculum.

- **These approaches are based on the classical curriculum evaluation models as presented by Stufflebeam and Shinkfield (1990)**
- **o The decision-making**
- The collecting information about educational or training programs for the purpose of decision-making.
- **o The accreditation**
- It is for forming professional judgments about the processes used within education or training programs.

Stufflebeam CIPP model

- Context
- **Planning decisions**
 - □□ What needs are to be addressed
 - □□ Defining objectives for the program
- Input
- **Structuring decisions**
 - □□ What resources are available
 - □□ What alternative strategies should be considered
 - □□ What plan has the best potential

- Process
- Implementing decisions
 - How well is the plan being implemented
 - What are the barriers
 - What revision are needed
- Product
- Recycling decisions
 - What result are obtained
 - Were need reduced
 - What should be done with the program

Context evaluation

- Most basic kind of evaluation
- Objective
- To define the context
- Identify population
- Assess needs
- Diagnose problem
- Method: system analysis, survey, document review, hearing, interview, tests, Delphi (Wiseman technique)

- Relation to decision-making
- □ □ **Decide on setting**
- □ □ **Goals and objectives**
- □ □ **Planning**
- □ □ **Providing basis for judging outcomes**
- Provides rationales for determining objectives
- Uses experiential and conceptual analysis, theory, authoritative opinion to judge basic problems which must be solved
-

Input evaluation

- Objective
 - □□ Identify and assess system capabilities
 - □□ Alternative strategies
 - □□ Implementation design
 - □□ Budget
- Method: resources analysis, feasibility analysis, literature research, exemplary program visits and pilot projects
- Decision
 - □□ Selecting sources
 - □□ Structuring activities
 - □□ Basis for judging implementation

Process evaluation

- Objective
- Identify/predict defects in design or implementation and record and judge procedural activities
- Method: monitoring, describing process, interacting, observing
- Decision:
 - For implementing and refining program design and procedures
 - Process control
 - Information to use in interpreting outcomes
- Provides periodic feedback to those responsible for implementation
- Maintain a record of procedures as they occur

Product evaluation

- **Objective**
- Describe and judge the outcome
- Relate them to objectives
- Interpret worth
- **Method: operationally measuring criteria, collecting stakeholder judgment**
- **Decision**
- To continue
- Terminate
- Modify
- Refocus
- And present record of effects

- **Purpose to measure and interpret attainment at end of project cycle**
- **Operationally measures objectives and compare to predetermined standards**
- **Interpret outcomes using context, input and process information.**

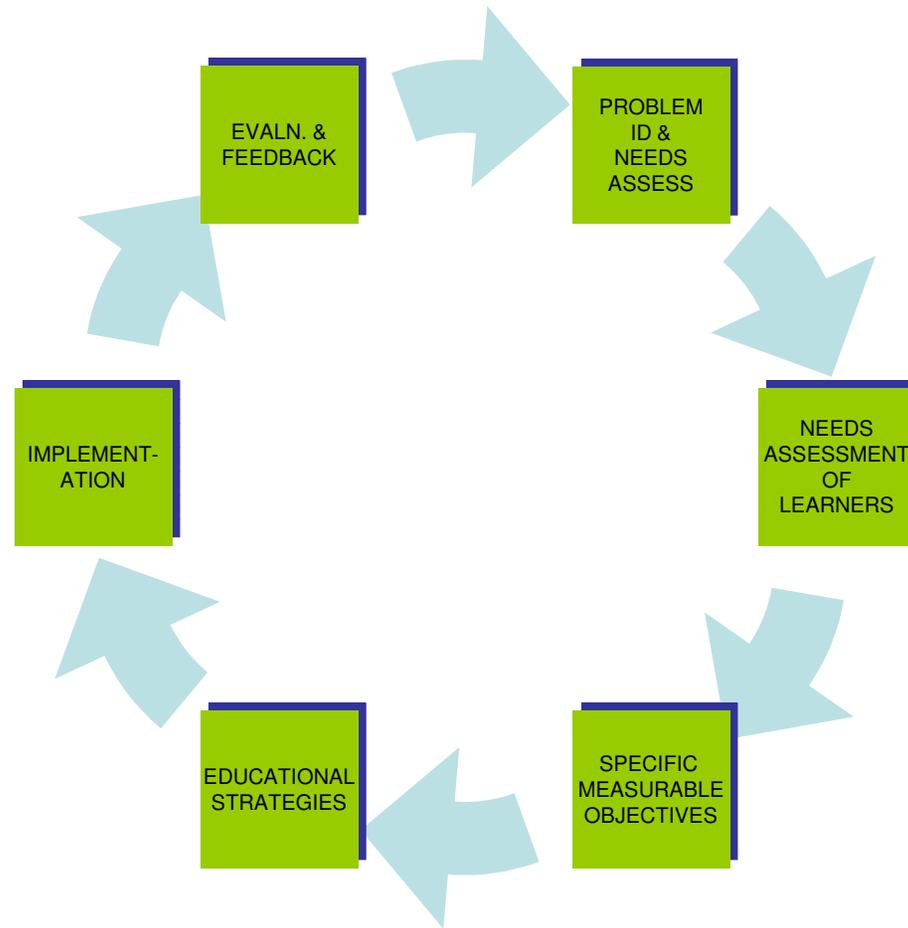
Steps in CIPP model

- Focus the evaluation
- Collect information
- Organize information
- Analyze information
- Report information
- Administration of the evaluation report

CURRICULAR CHANGES

- NATIONAL ASPIRATIONS AND NEEDS
- CULTURAL CHANGES
- SOCIAL CHANGES: TECHNOLOGICAL DEVELOPMENT, ECONOMIC CHANGES, POLITICAL VARIATION, CHANGES IN VALUES
- VALUE SYSTEM
- PHILOSOPHICAL, SOCIOLOGICAL, PSYCHOLOGICAL APPROACHES

A SIX-STEP APPROACH



Step 1: Problem Identification

- Identify and characterize the SOCIAL problem
- Know what we are talking about

Step 2: Needs Assessment of Learners

- Know
- who our target audience is and
- what our target audience needs

Step 3: Goals and Objectives

- Identify the end toward which an effort is directed
- Goals
- Objectives –specific and measurable (ASK)
- Direct the choice of curricular content
- Clearly communicate the purpose
- Suggest what learning methods will be most effective

Step 4: Educational Strategies

- Identify the educational strategies by which the curricular objectives will be achieved. Involve both content and method.
- Provide the means by which curricular objectives are achieved

Step 5: Implementation

- Identify sufficient resources, support, and others to successfully implement the curriculum

Step 6: Evaluation and Feedback

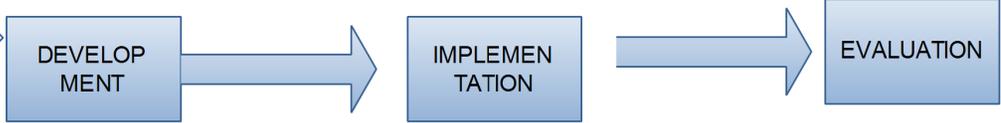
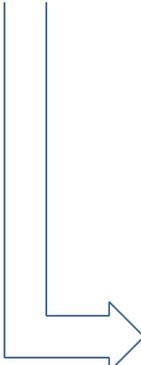
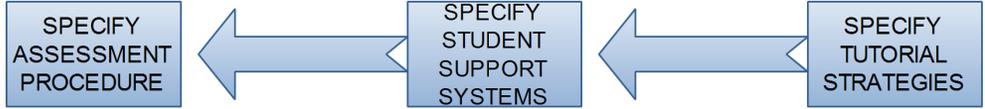
- Describe the plan to evaluate the effectiveness of the curriculum
- Closes the loop
- Provides information about continuous quality improvement



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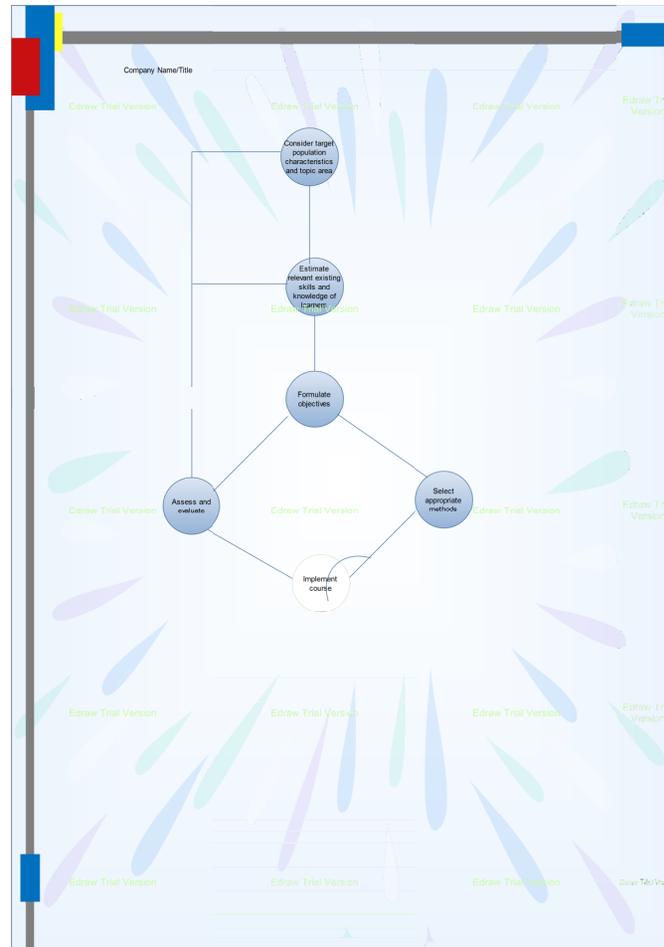
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Edraw Trial Version **THE COURSE DESIGN PROCESS** Edraw Trial Version

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A SIMPLIFIED SYSTEMS APPROACH TO COURSE DESIGN



Small Group Activity

- Step 1:
- What is the SOCIAL problem we need to address?
- Step 2:
- What methods should we employ to obtain the needs assessment information we need?
- What do you think are these needs?
- Step 3:
- Identify the end toward which an effort is directed
- Goals
- Objectives –specific and measurable (ASK)
- Direct the choice of curricular content
- Clearly communicate the purpose
- Suggest what learning methods will be most effective

Small Group Activity

- Step 4
- What's included in our content?
- What educational strategies should we employ (e.g. lecture-discussion, lab, case-based, etc.)?
- Step 5:
- Who, what, where are our resources to support the curriculum
- Step 6:
- How will we evaluate the program and our residents?

THANK YOU

- WISH YOU ALL THE BEST IN
DEVELOPING A NEW CURRICULUM