MANAGING CURRICULUM DEVELOPMENT

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Curriculum development process

1. Facilitates an analysis of purpose

2. Design a program or event

3. Implements a series of related activities

4. Aids in the evaluation of this process
Curriculum development proceeds in a deductive manner using if–then logic.
In the real world of schools, success at curriculum development often means being good at managing the curriculum development process.
Establishing the Philosophy
A philosophy is the clarification of beliefs about the purpose, goals, and objectives of instruction. It is the foundation for all curriculum development efforts.
The development of a working philosophy of education is a prerequisite to all other leadership efforts in school improvement.
FORMULATING GOALS
Educational goals are statements of the intended outcomes of education. The scope of the entire educational program can be found in the goals espoused by a school. Goals are also the basic building blocks of educational planning and curricular programs.
Goals may be stated at various levels of specificity.

Many school goals are purposefully broad so that a majority of the public can support the intentions of the school. Sometimes, there is an attempt to state the goals in terms of student behaviors that the school seeks to promote.
10 major goals for youth

1. Self – conceptualizing (self - esteem)
2. Understanding others
3. Basic skills
4. Interest and capability for continuous learning
5. Responsible member of society
6. Mental and physical health
7. Creativity
8. Informed participation in the economic world of production and consumption
9. Use of accumulated knowledge to understand the world
10. Coping with change
CLASSIFYING GOALS AND OBJECTIVE
Educational goals inherently reflect the philosophical preferences of the writer of the goals. Objectives also have a philosophical underpinning and form the fabric of instruction development at the school and classroom levels.
Many educational programs do not have clearly defined purposes.
Behavioral objectives are statements describing what learners are doing when they are learning. Teachers need to describe the desired behaviors well enough to preclude misinterpretation.
An acceptable objectives lets students know what is expected of them. It also enables teachers to measure the effectiveness of their own work.
Behaviorally stated objectives contain three essential elements:

1. The terminal behavior must be identified by name. An observable action must be named indicating that learning has taken place.

2. The important conditions under which the behavior is expected to occur should be described.

3. The criteria of acceptable performance should be specified.
USING OBJECTIVES TO ORDER LEARNING
We are devoting much time to the setting up and formulation of objectives because they are the most critical criteria for guiding all the other activities of the curriculum – maker.
Curriculum objectives usually are described with some type of expected performance or method to assess proficiency.
Curriculum objectives or targets may sometimes be called *learning targets, learning outcomes, learning objectives, learning expectations* or *grade-level expectations.*
Anyone familiar with program development in schools knows that there is regularly a discrepancy between the intentions of the curriculum and what the teacher actually delivers to students.
This “disorder” is a result of not refining goals and objectives, not specifying what the teacher is to do with student, or not defining what the student is to do after having been taught.
When planning learning, the curriculum developer should ask, “What is specifically intended for the learner?”
SPECIFYING
BEHAVIORAL
OBJECTIVES
Robert Mager (1962) refined Tyler’s rationale by suggesting that measurable behavioral objectives should be identified for each important learning outcome.
After goals and general descriptions of direction have been developed, long-range planning requires the specification of objectives that will guide the creation of school programs.
Objectives are written operational statements that describe the desired outcome of an educational program. Without such objectives, the translation of general goals into program is likely to be haphazard.
With such objectives, the outcome can be assessed and validated.
The objectives developed by a school or district should be derived from existing goal statement.
In general, objectives attempt to communicate to a specific group the expected outcomes of some unit of instruction.
The following are advantages of using behavioral objectives in planning curricula:

1. They help identify the specific behaviors to be changed.

2. They increase interschool and intraschool communication.

3. They direct instructional activities in the classroom.

4. They provide a meaningful basis for evaluation.
The following are potential disadvantages of using behavioral objectives in planning curricula:

1. They are sometimes simplistic; human behaviors is more than the sum of its parts.

2. They disregard the interrelatedness of human activity.

3. They frequently limit choice by removing or prohibiting alternatives.

4. They limit concomitant learning in the classroom.
COMPREHENSIVE PLANNING
The traditional failure patterns in curriculum development
In the analysis stage

1. The existing program has no design and therefore cannot be analyzed.

2. Leaders fear that analysis will reveal weakness or problems that will reflect on them in their leadership role.

3. The analysis never gets beyond words and true assessments are not made.

4. Leaders enhance the assessment because they feel it is expected.
In the design stage

1. The design is blue sky (unreal) or is part of a bandwagon (everyone else has it).

2. The design is unachievable because of existing conditions (financial, academic).

3. The design challenges bedrock values of those who must implement it.

4. The design is couched in terms that are vague or wordy.
In the implementation stage

1. The primary supporter of the design (such as school board or superintendent) changes or leaves.

2. The change is too complex, and the purpose is obscured.

3. Timeframes for changing are unrealistic, and the design is abandoned.

4. Training to implement the design is not sufficient to carry out the change.
In the evaluation stage

1. No baseline data were obtained for a comparison with the desired condition.

2. Evaluation is not in a form useful for redirecting efforts.

3. Those involved in the process do not trust those evaluating the process or they do not believe the reported outcomes.
If these conditions are controlled through management actions, they cycle of curriculum development becomes the most important function of school leadership.
CURRICULUM DEVELOPMENT PLAN
1. Analysis Stage
2. Design Stage
3. Implementation Stage
4. Evaluation Stage
1. Analysis Stage
Source of an instructional program

1. Pupil performance
2. Questionnaires – pools of opinions of pupils, teachers, parents
3. Follow-up studies of learners
4. Examination of learning materials
In this stage, the primary task is to clarify purpose and goals. The following criteria can be applied to any set of goals as a measure of their usefulness to the organization.
1. Are the goals realistic?

If goals are attainable, they possess a quality that allows members of the organization to relate to them in daily work.
2. Are the goals specific?

Specific goals imply behaviors that need to be changed.
3. Are the goals related to performance?

Goals that are developed in an organizational context suggest patterns of interaction.
4. Are the goals suggestive involvement?

To be effective, goals must be stated in a way that allows individuals in the organization to see themselves as being able to achieve the objectives.
5. Are the goals observable?

Can people in the organization see the results of their efforts and monitor progress toward the desired condition?
2. Design Stage
Basic Types of Curriculum Designs

1. Academic—subject designs
2. Fusion designs
3. Broad—fields designs
4. Special—topic designs
5. Student—centered designs
Key design principles

1. Scope
2. Sequence
3. Continuity
4. Articulation
5. Spiraling
Curriculum design defines what students will experience in the classrooms.
3. Implement Stage
Curriculum Change Process

Phase 1 : Analyzing the new and the old.

Phase 2 : Working to promote the effectiveness of the new program.

Phase 3 : Making, trying, and reporting modifications.

Phase 4 : Providing feedback to teachers.
After the goals and objectives are clarified and the parameters of programs are established within an overarching structure, the next curriculum task is to coordinate the many efforts needed to implementation such programs.
One of the first tasks for the planner is get the big picture in order.

This requires establishing a timeframe and deciding on a natural order of development.
4. Evaluation Stage
Evaluation is a fundamental part of curriculum development, not an appendage. Its job is to collect facts the course developer can and will use to do a better job and facts which a deeper understanding of the educational process will emerge.
Evaluation is used in at least five ways

1. To make explicit the rationale of the instructional program as a basis for deciding which aspects of the program should be evaluated for effectiveness and what types of data should be gathered.

2. To collect data on which judgments about effectiveness can be formulated.

3. To analyze data and draw conclusions.

4. To make decisions based on the data.

5. To implement the decisions to improve the instructional program.
General focus of curriculum evaluation

1. Program design
2. Process
3. Product
4. Personnel
Evaluation design

1. Structure the evaluation
2. Collect the data
3. Organize the data
4. Analyze the data
5. Report the data
6. Active the data
Thank You
I’ll see you again
Keep Going

http://www.curriculumandlearning.com