Kenya School of TVET

The Home of Technical Education

- **COMPUTER STUDIES DEPARTMENT**
  CLASS CODE: 2025CSCS(C)
  UNIT NAME: COMPETENCY BASED EDUCATION AND TRAINING CURRICULUM
  UNIT CODE: ED/B/7102

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Q1.
Types of curriculum change and innovation

Curriculum change and innovation refer to the process of revising, updating, and creating new educational content, methods, and structures to improve learning outcomes. It’s often driven by the need to respond to new research, societal changes, technological advancements, or shifts in educational goals. Here’s an overview of the typical process

- **Pedagogical changes**

This is the adapting of new teaching strategies, project based learning and introducing new subjects and topics

- **Assessment changes**

This is the implementation of competency based evaluation, new performance tasks, competency based grading and skills based assessment

- **Substitution changes**

This is the replacing an existing curriculum component with a completely new one In this change, one element replaces another previously in use. New textbooks, new equipments, replacement of teachers and administrators.

- **Structural changes**

This is the changing of arrangement of courses, blended learning, emphasis on different topics to ensure better skills progression like modular courses, blended learning

- **Technological changes**

This is the integration of digital tools, online learning and making significant changes to the curriculum

- **Restructuring**

Rearranges the curriculum to implement desired changes

- **Alteration/content changes**

Change in existing structures or elements rather than a complete replacement of the whole curriculum, syllabus or course of study.

- **Addition**

Introduction of a new component without changing old elements or patterns. E.g audio- visual aids, workshops and equipment

- **Deletion**

Removal of content that is no longer valuable or of any use or have been integrated elsewhere

Q2. Factors influencing curriculum change and innovation

1. Societal Changes:

Changes in society's values, beliefs, and expectations can prompt curriculum changes. For example, the increasing importance of technology in our daily lives has led to a greater emphasis on STEM (Science, Technology, Engineering, and Mathematics) education in school curriculums.

2. Technological Advances:

Advancements in technology can also influence curriculum changes and innovation. For example, the widespread availability of digital learning tools and online resources has led to a greater focus on blended learning and personalized instruction.

3. Globalization:

The increasing interconnectedness of the world has led to a greater emphasis on global education and cultural competency in school curriculums.

4. Economic Factors:

Economic factors such as changes in job markets, workforce needs, and funding can also impact curriculum changes. For example, a shift towards more service-oriented jobs may prompt a greater emphasis on vocational training in schools.

5. Research and Development:

Advances in educational research and development can also influence curriculum changes. For example, new research on how students learn and retain information may lead to changes in teaching methods and curriculum design.

6. Political Factors:

Political factors such as changes in education policy and government funding can also impact curriculum changes. For example, changes in government leadership or policies may result in changes to education funding or mandates for certain subject areas.

7. Student needs:

Changing demographics, learning styles, and individual student needs drive the need for curriculum adjustments.

8. Social and cultural factors:

Shifts in societal values, cultural norms, and community expectations can impact curriculum content.

9. Technological advancements:

New tools and platforms can enable innovative teaching methods and curriculum design.

10. Government policies:

Education mandates, funding levels, and policy changes can significantly influence curriculum development.

11. Economic conditions:

Economic trends can impact resource allocation and priorities in education, impacting curriculum innovation.

12. Teacher capacity and attitudes:

Teacher training, professional development, and willingness to embrace change are crucial for successful curriculum innovation.

13. Research and evidence:

Findings from educational research can inform curriculum design and improvement.

14. Community engagement:

Involving parents, community members, and stakeholders in the curriculum development process can enhance its relevance and acceptance.

Q3. Curriculum change and innovation process

1. Needs Assessment

- **Identify gaps:** This involves analyzing current curriculum effectiveness. Are students achieving the desired learning outcomes? What are the areas that need improvement?
- **Stakeholder input:** Teachers, students, parents, industry professionals, and academic researchers often provide valuable perspectives on what changes are needed.
- **Trends analysis:** Examining global or national educational trends, new technology, and shifts in industry or societal needs can highlight areas for innovation.

2. Planning/Vision and Goal Setting

- **Articulate vision:** Define the broader educational objectives of the change. For example, are you focusing on skills development, critical thinking, or integration of technology?
- **Set clear goals:** Establish specific, measurable outcomes that the new curriculum should achieve, such as improved student performance or engagement with contemporary issues.

3. Research and Development

- **Review best practices:** Look at successful models and frameworks, both locally and internationally, for curriculum innovation.
- **Incorporate new methodologies:** Explore approaches like project-based learning, blended learning, or competency-based education that could be integrated into the curriculum.
- **Piloting ideas:** Test out new content or teaching methods with a smaller group of students to gauge effectiveness before full-scale implementation.

4. Approval and policy consideration

- Submit proposals for review to ensure compliance with national and regional education policies and standards.

5. Design and Implementation

- **Curriculum design:** Develop or revise course materials, teaching methods, assessment strategies, and learning activities that align with the new goals and vision.
- **Teacher training:** Provide professional development to educators so they can effectively deliver the updated curriculum. This might include workshops or training sessions on new tools or pedagogies.
- **Pilot program:** Run the new curriculum with a select group of students, carefully tracking performance, engagement, and feedback.

6. Evaluation and Feedback

- **Assess outcomes:** Evaluate the effectiveness of the curriculum change based on student performance, engagement, and feedback.
- **Continuous feedback loop:** Collect input from students, teachers, and other stakeholders throughout the process. Use this to tweak and improve the curriculum as needed.
- **Review and revise:** Based on the feedback and assessment data, make necessary revisions to the curriculum. This could involve adjusting content, teaching strategies, or assessment methods.

7. Scaling and Sustainability

- **Full-scale implementation:** Once the revised curriculum has been refined through the pilot, implement it across broader settings (e.g., all classes or schools within a district).
- **Monitor long-term impact:** Continue tracking performance over time, ensuring that the curriculum remains relevant and adaptable to changing needs.
- **Sustainability:** Develop strategies to ensure the curriculum remains effective over time. This might include regular review cycles or adapting the curriculum based on new developments in education.

Q4. Criteria for judging change and innovation

- **Relative advantage-** an innovation will be considered relevant if it compares favourably with other activities and perceived as being better or introducing useful knowledge leading to acceptability and the rate of adoption. An innovation should bring improvement in the learning of students, should be economically manageable, and should have a low initial cost which poses no special risk to anybody's security for example improving learning, economically manageable and less risk compared to existing standard.

- **Compatibility-** it refers to the degree to which an innovation is seen to agree with potential adopter's needs and values.

- **Triability-** it refers to the extent to which an innovation can be piloted, without too much time, energy or funds.The concern is whether sufficient data can be obtained from a limited trial in order to make a decision as to whether the innovation is necessary or not.

- **Observability-** stakeholders in an innovation e.g. the sponsors would like to see tangible results from their efforts. The immediate consequences of the innovation should be clearly defined**.**

- **Complexibility-** it must be simple enough to be understood and be utilized by the user. If the potential adopters perceive it as being too complicated in terms of time, money and expertise, they may avoid it or reject it. An innovation must fit in with the goals and objectives of education which usually reflect the needs, interests, values and problems of the society.

Thank You