GROUP 2 CBET PRESENTATION WEEK 1 ASSIGNMENT

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CURRICULUM OBJECTIVES

- **Definition**: They refer to statements of intent describing a proposed change in the behavior of learners towards a desired direction
- They are expressed in three categories namely:
    1) Aims of Education
   2) Goals of Education
    3) Instructional Objectives

AIMS OF EDUCATION

- They are general and broad statements of intents that provide directions or intent to educational actions.
- Terms used are words like learn, Know understand and Appreciate

GOALS OF EDUCATION

- Are broad statements of educational intention specified for each level of schooling(from pre-primary to Higher Education levels)
- They are time-bound and are stated as expected end result of schooling at each level of Kenyan Education
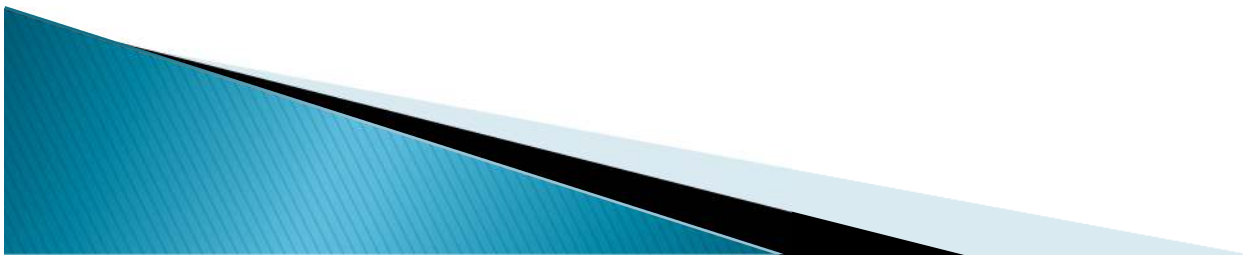
INSTRUCTIONAL OBJECTIVES

- Is a statement that will describe what the learner will be able to do after completing the instruction(course).
- It is expressed in behavioral terms using action verbs e.g. create,innovate,apply

FUNCTIONS OF CURRICULUM OBJECTIVES

‣ Defines the direction of educational development
‣ Determines the number of levels for the program
‣ Inform students of the standard and expectations of the course
‣ Drive the curriculum planning
‣ Serve as a guide in evaluating instructional progress
‣ Reflect the needs and aspirations of society

SOURCES OF CURRICULUM OBJECTIVES

1. **Societal needs**
   Objectives should reflect economic, cultural and technological demands.
   Example: in a rapidly advancing digital economy, objectives may include digital literacy skills

> ‣ 2. Learners needs and interests.
> Objectives must be appropriate on students developmental levels, abilities and interests. Example: a vocational training curriculum may focus on practical skills relevant to a student future career.

▸ 3. Academic disciplines(subject experts). Specialists in different fields determine what knowledge and skills are essential in each subject.
Example: A biology expert may help shape objectives related to cell structure and function.

▸ **4. Psychological consideration.**
Objectives should align with principles of human learning and cognitive development. Example: Younger children benefit from experiential and hands-on learning, while older students can handle abstract concepts.

- 5. Community expectation.
Schools should prepare learners to become responsible and engaged community members.
Example: including objectives related to environmental conversation and civic responsibility.

SCREENS OF CURRICULUM OBJECTIVES

- To screen means to examine or test the curriculum objectives.
- Why screen curriculum objectives:
  a) If they are relevant
  b) If they are adequate
  c) If they are valid
  d) If they are within the scope
  e) If they are appropriate/suitable to meet the needs of the learners and society

TYPES OF SCREENS

1) PHILOSOPHICAL

- Constitutes values and beliefs held by a particular nation
- They guide the behavior of a particular country
- Example: integrity, transparency, accountablity, justice ,etc.

2) **PSYCHOLOGICAL SCREENS**

▸ concern with establishing patterns of human behavior to understand and predict human behavior

▸ They take account of classroom behavior of learners

▸ For example: capabilities of learners, maturity, individual aspect, student rate of learning, how students learn

3) SOCIOLOGICAL SCREENS

▸ These are screens determined by the culture of a society which indicate norms, values and complete requirements that are cherished by society.

Importance of objectives

- Form the basis for the development of evaluation instruments
- Guide in the selection of content/learning experiences
- Help teachers to develop or select teaching aids
- Help teachers evaluate effectiveness of teaching

LEARNING EXPERIENCE

Defination: According to Tyler, learner experience is an interaction between the learners and external conditions in the environment to which we react.

Examples of learning experiences:
- Content/subject matter
- The teacher
- Resource persons
- Fellow learners
- Resource materials
- Teaching methods

Criteria for selecting learning experiences:

- **Conformity with Objectives** – Experiences must align with curriculum objectives and help students practice the intended skills and behaviours.
- **Validity** – Content and activities must be up-to-date and relevant to subject developments. Teachers should stay informed through retraining and self-education.
- **Significance** – Learning experiences should be meaningful, ensuring depth without overwhelming students with excessive or conflicting information.
- **Consistency with Social Reality** – Content should reflect real-life situations to make learning relatable and applicable to students' lives.
- **Provision for Meeting Various Objectives** – The curriculum should support multiple learning goals, covering cognitive, practical, and social skills.
- **Fits Learners' Needs** – Learning experiences should be age-appropriate, engaging, and adaptable to different learning styles and abilities.

ORGANIZATION OF LEARNING EXPERIENCE

Criteria for organization:

1) **Establish sequence(vertical)**–arranging content from simple to complex.
   Example: Learning addition before multiplication.

2) **Integration(horizontal)**–connecting related subjects.
   Example: Linking chemistry and physics.

3) **Continuity**–reinforcing learning across different grades.
   Example: Learning basic grammar in primary school and advanced writing later.

Importance of learning experiences

- Enhances engagement and motivation
- Encourages active learning and problem solving
- Prepare students for real world challenges
- Provides a foundation for assessment

EVALUATION

- **Definition**: a method of determining the work and effectiveness of any newly implemented curriculum.
- Evaluation is a process that people perform in order to gather data that will enable them to decide whether to accept, change or eliminate something

▸ Some of the areas that are evaluated include:
- Objectives
- Scope of content
- Quality of personnel
- Relative importance of various schools subjects
- Equipment's and instructions materials

Types of Evaluation

1) **Pre-assessment**–it is the process that helps to determine whether the students possess the pre-requisite knowledge and skills to enable them continue to proceed with new material. E.g. Entry exams

2) **Formative evaluation**–is that which takes place during implementation of a curriculum project or program. E.g. Quizzes, class assignments

3) **Summative Evaluation**–is carried out at the end of the program. E.g. Final exams

4) **Impact evaluation**–establishes the impact of the program on the beneficiaries or recipient of the program and community in general.

Purpose of Formative Evaluation

▸ Monitoring student achievement for purposes of providing individualized instruction.

▸ Evaluating teaching effectiveness with a view of enhancing planning, selection of teaching techniques, resources etc.

▸ Motivating learners

▸ Encouraging good studying habits

▸ Providing learners' entry behavior

▸ Providing feedback that identifies the learners' strengths and weaknesses

Purpose of summative assessment

- Assigning grades
- Certification of students achievement
- Selection of students
- Guidance and counseling
- Administrative policy decisions
- Program assessment decisions

Methods of Evaluations

- Questionnaires
- Interviews
- Test
- Observation
- Focused group discussions
- Documentary analysis

Role of teachers in Curriculum Evaluation

- ▸ Teachers provide data on the progress of students and of materials.
- ▸ Teachers are best placed to judge the quality of materials, the depth to which the topics have been or should be dealt with and the sequencing of the topics.
- ▸ Teachers are involved in observing and documenting their observations, constructing appropriate tests and examinations, and reporting their findings in a systematic manner.
- ▸ Teachers are required to document their experiences and those of the learners. These experiences are reported in the subject panels during curriculum development process