


# 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
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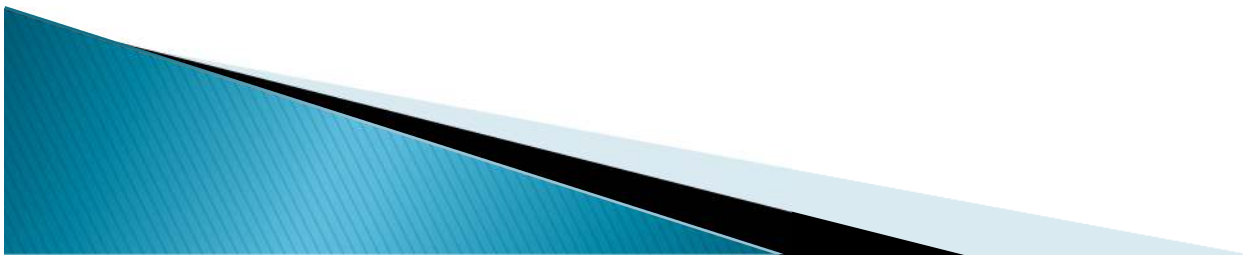
# AIMS OF EDUCATION

- ▶ 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, accountability, 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.
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# 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.
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# 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
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