

MPK 1053 CURRICULUM DESIGN IN TVET

Evaluate The Curriculum

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WHY?

- A valid curriculum: to produce a successful worker in working place.
- Curriculum evaluation program: a process to determine whether our curriculum valid or not.
- Crucial important process in TVET.

The determination of the merit or worth of a curriculum (or portion of that curriculum). It includes gathering information for use in judging the merit of the curriculum, program, or curriculum materials.

(Crunkilton and Finch, 1999)

ITEM TO BE EVALUATED

- Learner
- Curriculum content
- Instructor(s)
- Facilities
- Other aspects of the program that affect the delivery of the curriculum

ITEM TO BE EVALUATED

- The overall program (list of courses, prerequisites, etc.)
- Scope and sequence of content within each course
- Curricular materials

CURRICULUM FRAMEWORK/MODEL

Should be established. A comprehensive plan that is systematic in nature.

This framework may include the following elements—*Context, Input, Process, and Product* (finch, 1999).

CIPP MODEL (Stufflebeam, 1983)

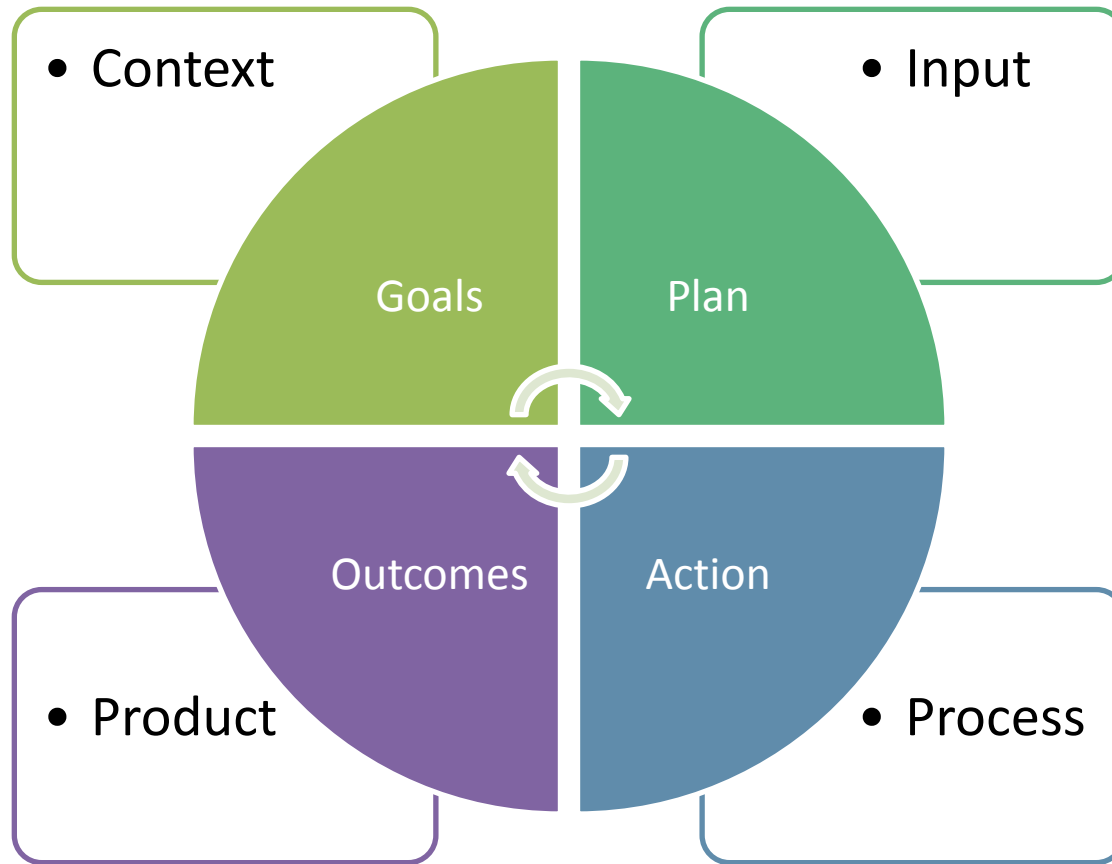
- **Context**-whether or not to offer the curriculum—focus, goals, and objectives.
- **Input**-what resources and strategies are used.
- **Process**-what effect does the curriculum have on the students.
- **Product**-what effect has the curriculum had on *former* students.

THIS CURRICULUM EVALUATION PLAN SHOULD INCLUDE...

- **Overview**-needs statement, benefits, objectives of the assessment, etc.
- **Curriculum Description**-content objectives, procedures, overview of content, students, setting.
- **Assessment Design**-description of assessment procedures, instruments, timelines, budget, etc.
- **Assessment Report**-brief description of final report and dissemination plan.
- **Appendix**-examples of questionnaires and other materials used to gather and analyze information.

(Crunkilton and Finch 1999)

Crunkilton and Finch (1999) give a good description of assessing these materials include looking at items such as effectiveness, efficiency, acceptability, practicality, and generalizability. Several sample assessment instruments are give in the appendix of



CONTEXT: QUESTIONS TO BE ANSWERED:

- The relation of the course to other courses
- The time adequate.
- Critical or important external.
- Running courses be integrated or separate.
- Links between the course and research/extension activities?
- A need for the course
- Course relevant to job needs.
- etc

INPUT: QUESTIONS TO BE ANSWERED

- Entering ability of students.
- The learning skills of students.
- The motivation of students.
- The living conditions of students.
- The students' existing knowledge.

INPUT: QUESTIONS TO BE ANSWERED

- Course content clearly defined
- Content (KSA) match student abilities
- Content relevant to practical problems.
- Theory/practice balance
- Resources/equipment are available.
- Books do the teachers have
- Books do the students have.
- Teaching skills of teachers.
- etc

PROCESS: QUESTIONS TO BE ANSWERED

- The workload of students.
- Do students participate.
- Any problems related to teaching.
- Any problems related to learning.
- Effective 2-way communication.
- Knowledge only transferred to students, or do they use and apply.
- Any problems which students face in using/applying/analysing the knowledge and skills.
- etc

PRODUCT: QUESTIONS TO BE ANSWERED

- Final exam at the end or several during the course.
- Any informal assessment.
- Quality of assessment
- Levels of KSA are assessed.
- Students' KSA levels after the course?
- etc

PRODUCT: QUESTIONS TO BE ANSWERED

- Individual student interviews
- Evaluation forms
- Observation in class/session of teacher/trainer by colleagues
- Video-tape of own teaching (micro-teaching)
- Organizational documents
- Performance test
- Questionnaire
- Self-assessment
- etc