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Curriculum Evaluation

Curriculum evaluation is the method of assessing and determining how the scheduled courses and learning undertakings and opportunities are expressed in the curriculum produce the desired outcome (Jayne, 2015). If conducted properly, the process can enable resolutions to be made on the enhancements desired and the future improvement. In addition, educators must evaluate the curriculum because it is crucial for both students and teachers to determine how the current programs and their implementation have produced the set goals. In doing so, some aspects of the curriculum are either changed or eliminated.

With the high stakes and accountability in learning institutions, curriculum assessment is meant to ensure schools are functioning at an optimum level. Furthermore, summative and formative methods of scrutinizing a curriculum exist. Within the two classes, there exist numerous models, to guide the assessment process. In formative evaluation, the curriculum is assessed during implementation to allow changes to be made as learning signs of progress (Dolin et al., 2018). Also, formative evaluation appreciates and respects the uniqueness and worthiness of each learner. Indeed, Romans 12:4 states that all of us are members in one body but we do not share the same office (KING JAMES BIBLE ONLINE, n.d). Some of the methods used include; student reflection papers, midterm evaluations, summary reviews on instructional pieces. Summative scrutiny happens at the end of the academic year by assessing learning outcomes based on benchmarks (Dolin et al., 2018). In addition to that, one of the models used in this evaluation is the objective-based model designed by Ralph Tyler and starts by determining the behavioral goals, including the curricular content and learning behavior (Anh, 2018). The investigator uses several assessment tools and compares the outcome. On the other hand, a goal-

free model sets the assessor as an impartial observer that creates a need profile. The scrutiny compares the curriculum's effect to the needs of the learners.

To sum it up, teachers should take full ownership of curriculum development to ensure they own the process from inception to the development and implementation stage. Through ownership of the process, teachers remain accountable. Additionally, educators should assess for learning. This statement means that teachers can use assessment information to adjust their teaching methodologies, while learners adjust their learning approaches to achieve their desired objective. In the process, teachers and learners understand where they are regarding learning, where they want to be, and how best to arrive at that goal.

References

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