Curriculum Development

A Specific OBE

Example
Intended Outcomes

• Participants will
  – describe the role of curriculum development in a coherent educational model
  – adapt systematic curriculum development processes to meet local needs
  – value learner-focused, outcome-based education
Selected Curriculum Design Methods

• Body of Knowledge - content driven

• Ways of Thinking - exposure to variety of instructors

• Outcome-based - learner focused, outcomes driven
Outcome-Based Education

• Definition
  – In OBE, all programs and instruction are designed to have produced specific, lasting results in learners by the time they leave the program.
OBE Basic Elements

• Clarity of focus
• Expansion of available time and resources
• Consistent, high expectations
• Explicit relationships between any learning experience and the ultimate outcomes to which that experience is essential
Foundational Concept

• Process - Product
  – A Process consists of one or more events.
    • Planning is a process because it involves many activities.
  – A Product is something produced by a process.
    • A Plan is the product produced by the planning process.
Product or Process?

• Instruction - a series of events intended to lead to some learning outcomes.
  • Process

• Instructional Plan - description of instructional events, methods, materials
  • Product
Product or Process?

- Curriculum - what is intended to be learned.
  - Product
- Curriculum Development - selection and organization of a set of intended learning outcomes.
  - Process
Product or Process?

• Educational Goals - statements of what the learning should lead to
  • Product
• Educational Results - cumulative effects of actual learning outcomes, intended and unintended
  • Product
If a statement is in terms of

- things to be learned
- attributes of the well-educated person
- teaching strategies
- curricular
- educational goal
- instructional
Relational Summary

The curriculum indicates what is to be learned,
the educational goals indicate why it is to be learned, and
the instructional plan indicates how to facilitate learning.
Curriculum/Instruction Model

Mission

Educational Goals

Goal Setting

Educational Results

Curriculum Development

Curriculum

Instructional Planning

Instructional Plan

Instruction

Actual Learning Outcome

Instructional Development

Educational Results

How?

Implementation

Why?

Justification
An Example

• Recognized need -- Gap between expected and actual performance

• Concern from
  – Church leaders
  – Educational providers
  – Learners
  – Laity

• Changes in educational practice
Breckenridge Process

- Cooperative sponsorship
- Comprehensive involvement
- Collaborative decision-making
- Coherent educational plan
Breckenridge Product

• Provides for regionally designed programs with an approval process
• Requires partnering of the educational provider and a local church
• Reshapes the general curriculum
• Raises awareness for life-long continuing education
Breckenridge Product

• **Mission** of Ministerial Preparation is to equip ministers for a lifetime of effective ministry so that they may
  – “respond to the Great Commission of Christ to ‘go and make disciples of all nations’” and
Breckenridge Product

• *Educational Goals*  (Int’l Sourcebook, 437.2)
  
  – Be
  – Know
  – Do
Breckenridge Product

• *Curriculum* -- 4 C’S *(Manual, 424.3)*
  – Content
  – Competency
  – Character
  – Context

• Application
  – Partnering of the educational provider with a local church to direct students in ministerial practices and competency development
Cultural Adaptations

• **Manual** allows cultural adaptations (424.2)
• Models not prescriptions for development
• Method for program approval through
  – Regional Sourcebooks and
  – International Course of Study Advisory Committee (ICOSAC)
USA Regional Adaptations

• 4-C’s Ability Statements as a curriculum guide
• Multiple delivery channels--institutions, directed study, extension, district centers, distance learning
• Multi-cultural microcosm--adapt materials from other regions, develop culturally neutral core statements
Spanish Language Adaptations

- 4-C’s Ability Statements applied to existing courses
- Add courses to rectify identified deficiencies
- Multiple delivery channels--resident institutions, extension centers, distance learning
NTC-South Africa Adaptations

• Government requires OBE curriculum
• Adopted 4-C’s culturally neutral core statements
• Added ability statements unique to South African context
• Redefined curriculum and practice guided by ability statements