

# 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

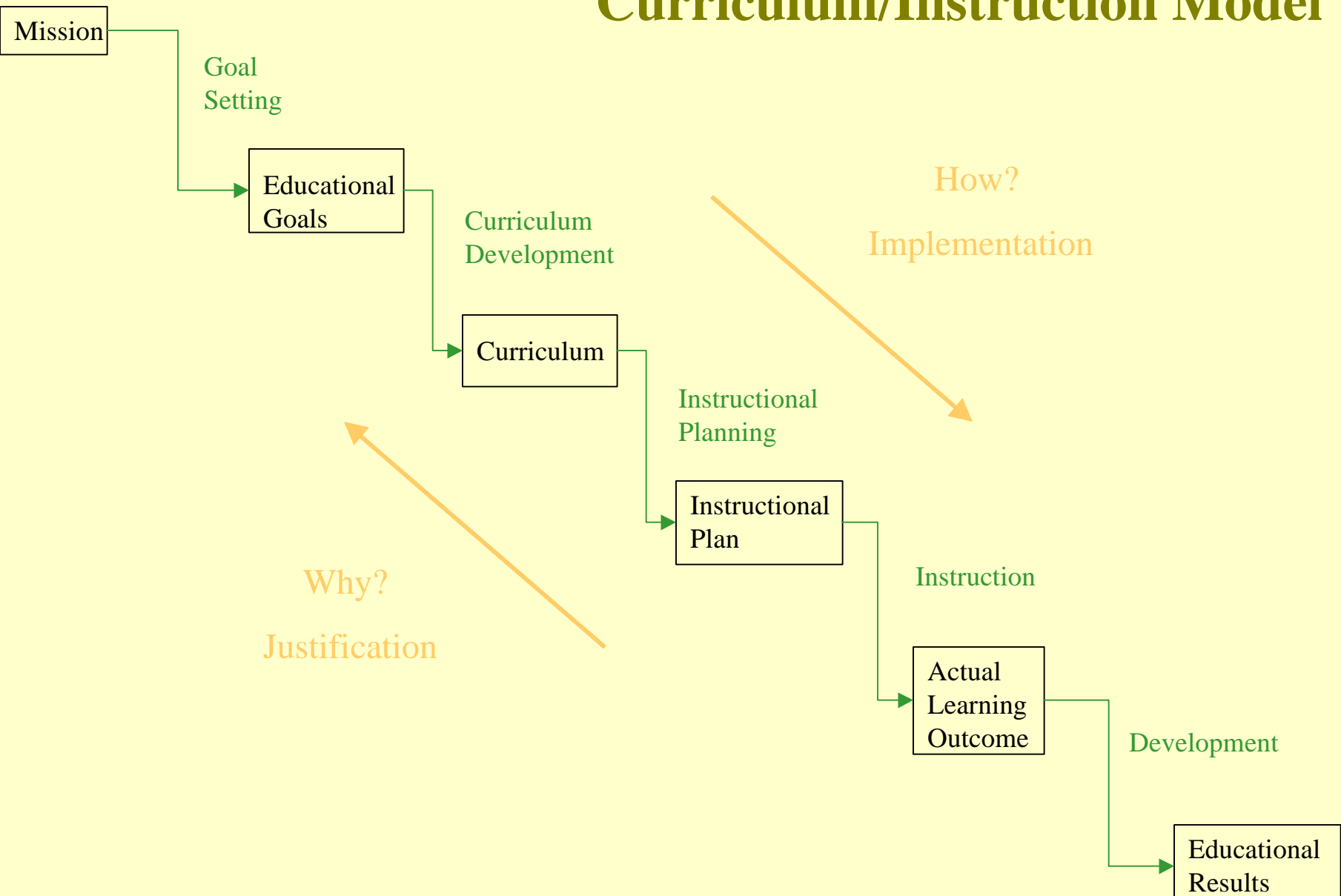
# Relational Summary

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



# 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
  - “advance God’s kingdom by the preservation and propagation of Christian holiness as set forth in the Scriptures.” (Manual/1997-2001, 424.3, p. 180.)



# 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

# Curriculum/Instruction Model

