

# Curriculum Design

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## ABSTRACT

Curriculum design is the process of selecting a subject and developing a teaching strategy for it. This entails choosing the materials to be utilized, arranging them, and figuring out how to apply them in the classroom to help the students' knowledge and skills grow. A school's or a specific course's or program's lessons and academic content are referred to as the "curriculum." The curriculum is defined by the courses that a school offers, but this term is rarely used in real classroom environments. Curriculum design is the process of selecting a subject and developing a teaching strategy for it. In this paper we will defined the curriculum design, the purpose, model, objective of it and the areas of improvement and other more things. Also example of lesson plan.

**Keyword:** Curriculum design, purpose, model and areas of improvement, lesson plan.

## INTRODUCTION

The process of adopting a subject and coming up with a plan for teaching it is called curriculum design. This involves selecting the resources to be used, organizing them, and determining how to use them in the classroom to advance the knowledge and abilities of the students. The lessons and academic material taught in a school or in a particular course or program is referred to as the "curriculum." The courses that a school offers are the definition of the curriculum in dictionaries, however this definition is rarely applied in actual classroom settings. Curriculum generally refers to the information and abilities pupils should be able to acquire, depending on how educators use the phrase.

One definition of a curriculum design is a plan that is made by carefully choosing the learning activities to portray the whole picture. A curriculum design comprises a sequence of learning experiences and a logical structuring of the subject matter. These encounters are related to fulfilling the objectives of the contents-and methodology-based curriculum design. Here, a unit is characterized as a collection of diverse experiences, activities, and learning methods that centre on a major issue or goal that was created cooperatively by a group of students working under the direction of a teacher. This entails planning, carrying out plans, and assessing the outcome. Lesson plans and curriculum design often have the same structure, but curriculum design encompass a whole units of work, which could take a few days or weeks. It's crucial to remember that customized lesson plans might not be necessary for contemporary constructivist teaching methods. It might have certain goals and deadlines. Lesson plans, on the other hand, can be more flexible because they better accommodate students' needs and preferred learning approaches.

The planning phase of curriculum design is when teachers arrange the lesson plans for their classes. Planning activities, readings, classes, and evaluations with the intention of achieving learning objectives is called curriculum design. The arrangement of the course material and lessons as teachers get ready to teach them is referred to as curriculum design. Creating an academic blueprint that supports overarching course goals or objectives is known as curriculum design.

*“... there is always a need for newly formulated curriculum models that address contemporary circumstance and valued educational aspirations.” –Edmond Short*

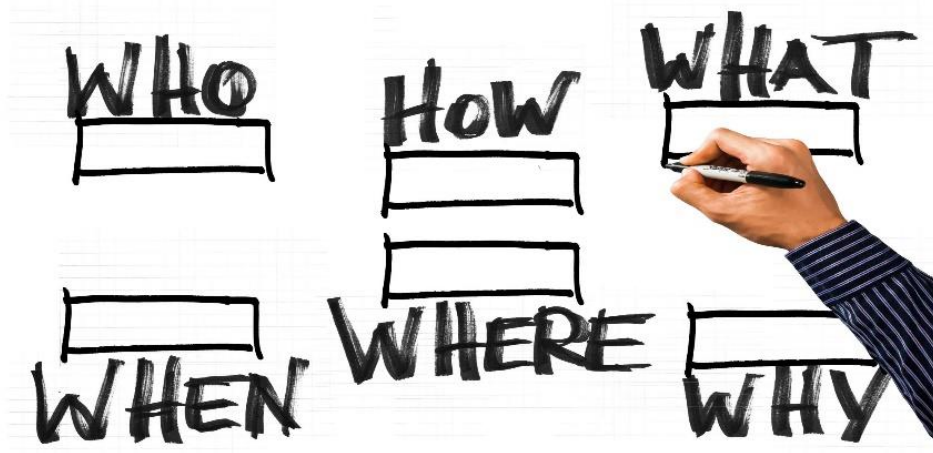


Figure 1. curriculum design

### Analyse the Purpose of Curriculum Design and Development

Helping instructors at postsecondary institutions fulfil the needs of their students is the goal of curriculum design. By giving courses structure, this procedure guarantees that pupils have the knowledge and abilities needed to accomplish learning objectives. Tests, lecture activities, debates, and homework assignments are frequently included in curriculum designs to measure student understanding and give teachers the opportunity to provide performance feedback. Professional associations like the American Association for Teaching and Curriculum (AATC) support the promotion of scholarship in disciplines like history and economics and are devoted to the scholarly study of teaching.

A curriculum design's main goal is to assist educational establishments in meeting the demands of its pupils. Curriculum design is a relatively new approach to education that looks for ways to improve student learning within the limitations of time and resources in schools. Developing a curriculum entails determining the learning goals and exercises that will support students in achieving those goals. In order to carry out the activities and guarantee student achievement, the procedure also calls for determining what resources are required. Although a curriculum can be organized in a variety of ways, the student should always be the primary focus. A well-designed curriculum will specify the standards that students must meet as well as the methods for assessment.

One of the most crucial parts of creating a curriculum is figuring out how to give students feedback on their performance, as the goal of curriculum design is to produce an educational experience that has a flow and structure to it. Using a system that enables educators and administrators to monitor student performance on assigned activities is the most effective approach to accomplish this. This can involve homework assignments, exams, and even sports. Students learn more efficiently as a result of this.

### Evaluate Approaches and Models for Curriculum Design and Development Used

There are several ways of designing school curriculum. These include **subject-centered, learner-centered, problem fields** (which combines two or more related subjects into one field of study; e.g., language arts combine the separate but related subjects of reading, writing, speaking, listening, comprehension, and spelling into a core curriculum).

**1. Subject-centered design:** This approach centers the curriculum around a specific discipline. If you could attend school and take solely science lessons, just picture it! This kind of curriculum design aims to give students a comprehensive education in a single topic of study. It entails making a certain subject the main focus of instruction.

Or we can say curriculum design refers to how the curriculum is divided up into distinct subjects, such as math, history, and geography. This curriculum design is the most widely used and oldest in the world for schools. The

ancient Greek instructors even employed it. Many European and African nations, as well as American states and districts, adopted the subject-centered design. Examining the subject-centered curriculum design reveals that universities and upper elementary and secondary schools are the primary settings for its application. A lot of the laypeople, educators, and other professionals that endorse this design were educated or trained in this kind of system. For example, teachers receive specialized training and preparation to teach one or two courses at the secondary and occasionally the elementary level.

### **Advantages:**

1. It is usually required to set minimum standards of performance and achievement for the knowledge specified in the subject area.
2. Almost all textbooks and support materials on the educational market are organized by subject, although the alignment of the text contents and the standards are often open for debate.
3. Tradition seems to give this design greater support. People have become familiar and more comfortable with the subject-centered curriculum and view it as part of the system of the school and education as a whole.
4. The subject-centered curriculum is better understood by teachers because their training was based on this method, i.e., specialization.
5. Advocates of the subject-centered design have argued that the intellectual powers of individual learners can develop through this approach.
6. Curriculum planning is easier and simpler in the subject-centered curriculum design.

### **Disadvantage:**

1. Curriculum that is subject-centered has a tendency to cause a great deal of knowledge fragmentation.
2. Content integration is lacking in curriculum that is subject-centered.
3. Most of the time, learning is compartmentalized.
4. Topics or knowledge are divided into manageable, ostensibly unconnected learning units. The needs, interests, and experiences of the students are frequently overlooked in favor of content in this design.
5. It has long been believed that knowledge gained from the subject-matter curriculum would be applicable to real-world circumstances.
6. Many academics have questioned this notion, arguing that it is not always the case that previously learned knowledge is automatically transferred.

**2. Learner-centred design:** In a learner-centered curriculum, students take responsibility for their own education by establishing objectives, making plans to achieve them, monitoring their progress, evaluating their performance in relation to those objectives, and considering how they can do better in relation to those objectives.

With the help of learner-centered curriculum designs, students can explore subjects that pique their interest and have some choice over what they study.

organized around students' needs, interests, skills, and goals. Supporters of the design point out that consideration is given to the body of knowledge regarding human development, learning, and growth. This kind of curriculum is planned in collaboration with the students, who first identify their diverse interests, worries, and priorities before coming up with these that are pertinent to the issues brought up. To satisfy a range of needs, this kind of design necessitates a large amount of labor and resources. As a result, the design is used more frequently in the

United States and other western nations, but it is used less frequently in developing nations.

### Advantages:

1. When choosing and arranging the material, teachers take the requirements and interests of the pupils into account.
2. The curriculum that is produced is relevant to the students' reality because the needs and interests of the students are taken into account while preparing their work.
3. Because of the design, students can participate actively and learn practical skills and methods.

### Disadvantage:

1. Students' interests and needs might not be permanent or legitimate.
2. They frequently don't last long. Students' demands and interests could not align with certain subject areas that are crucial for them to succeed in society.
3. Students' wants and interests have frequently taken precedence over those that are significant for society as a whole.
4. It's possible that learner-centered curriculum design cannot be successfully applied in many nations due to the characteristics of their educational institutions and societies.
5. As previously said, the design is costly in terms of the financial and human resources required to meet the requirements and interests of certain pupils.
6. It is sometimes said that its design is superficial.

**3. Problem-centered design:** Curriculum designed using a problem-centered approach emphasizes real-world issues that students may work together to resolve. Students gain the ability to think critically as they work together to solve issues. A problem-centered curriculum design would be used, for instance, if the community wanted students to be able to explore environmental issues so they could help solve them once they graduated.

#### 3 Models of the Curriculum Development Process

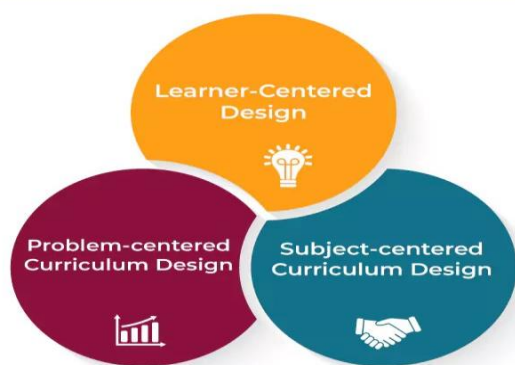


Figure 1.2: ways of designing school curriculum Bruner's spiral curriculum:

According to Jerome Bruner, the spiral curriculum is a method of teaching that builds on earlier course material in a cyclical and spiraling way by encouraging students to revisit themes and important concepts. This kind of instruction guarantees that students are frequently exposed to material at various levels of complexity while also allowing them to grasp basic concepts more deeply. By letting students progressively add to their knowledge and comprehension over time rather than concentrating only on memorization of discrete information, teachers can promote improved learning outcomes.

When trying to teach abstract or difficult subjects, such as scientific theories or mathematical formulas, the spiral curriculum approach can be quite useful. Students who return to these subjects often get a deeper comprehension of the underlying ideas and are better equipped to use this information in real-world or practical contexts. Teachers can use a variety of teaching strategies, including group work, problem-solving exercises, and visual aids, to maximize the benefits of this technique and guarantee that every student is completely engaged with the material. In the end, the spiral curriculum works well to improve student learning outcomes by fostering a thorough comprehension of important ideas and making sure students are comfortable using what they have learned in practical settings.

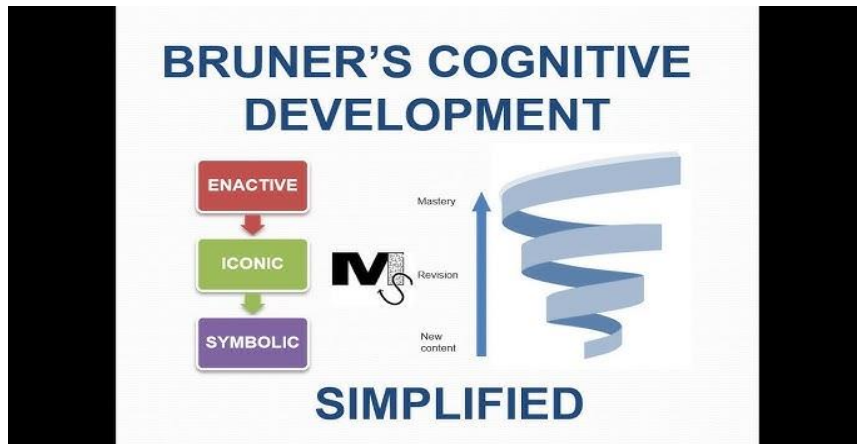


Figure 1.2.1 Bruner’s spiral curriculum. Strand Curriculum:

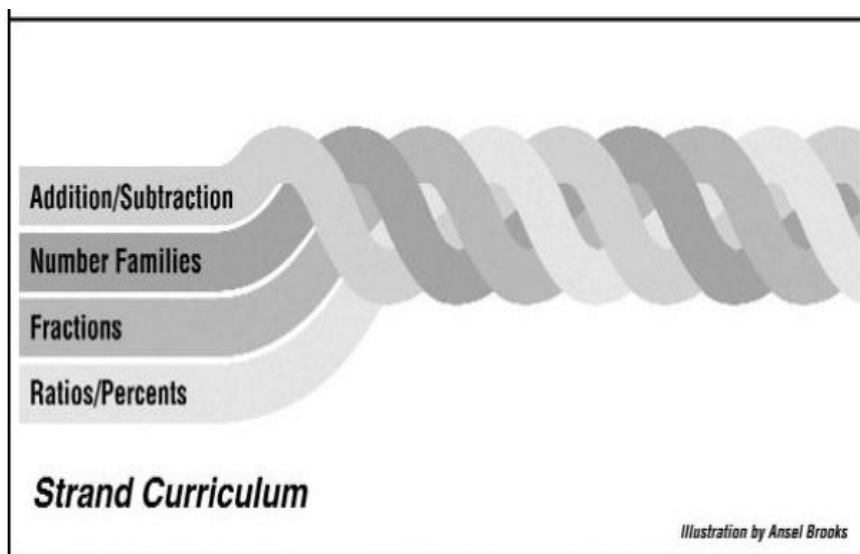


Figure 2.1.2 Strand Curriculum.

A "Strand Curriculum" teaches many subjects at once rather than concentrating on just one subject in a lesson. This can be just as effectively done in English as it can in math, as the image above illustrates. Within a strand curriculum, courses will cover a wide range of abilities, and tasks will progress through the six shifts of task design—modifications that are extremely helpful in creating the best possible practice exercises. In order to ensure that success rates are consistently high throughout the sequence and to progressively move students towards a generalized knowledge of what is being taught, a single lesson will comprise instruction on multiple threads.

### Explain the Importance of Learner Feedback When Developing Curriculum

An integral part of the educational process is feedback. Since it directly affects both teaching and learning as well as the process of gaining knowledge, it can be included to improve teaching and learning methodologies. Feedback helps every student grasp the material and offers precise instructions on how to enhance their learning



process. Students who receive feedback can become more self-aware, confident, and enthusiastic about their studies. Students' academic or fieldwork performance might be enhanced by providing them with pertinent feedback.

We'll examine the following facts to see why feedback is so crucial in the field of education: **Better Academic Outcomes:** When learners receive insightful and pertinent feedback, they are able to evaluate their methods and results and modify their approach accordingly, moving forward more successfully at every turn. However, this is only achievable if you have a sound feedback system that is intended to ascertain the rate of skill growth as well as the learners' specific knowledge levels. To maximize academic outcomes, you can divide the class into groups based on the feedback each student provided and create attainable benchmarks or goals.

**Better Communication and Cooperation:** When they hear constructive criticism, students recognize that their teachers genuinely care about their education and are willing to assist them.

This strengthens the bonds between educators and students and expands the chances for teamwork. Furthermore, by precisely identifying the areas that demand work, the process becomes streamlined in terms of efficiency and time, underscoring the significance of student feedback even more.

**Better Process and Faculty Performance:** In the era of online learning, feedback is especially important in education since it allows us to teach and learn through a blank screen. Students in online courses frequently react poorly to the material being taught by the instructor. Here, they ought to offer their subject teachers helpful criticism so that they can enhance their methods of instruction and the students' comprehension of it.

### Analyse How to Manage Risks When Developing Curriculum

Finding and evaluating the possible risks that could have an impact on the objectives, results, and delivery of your curriculum is the first step towards creating a risk-based culture. The possibility and impact of each risk can be assessed using a variety of instruments and techniques, including risk matrices, SWOT analysis, PESTLE analysis, and stakeholder mapping. Along with the underlying presumptions and uncertainties that inform the design of your curriculum, you should also take into account the sources, types, and interdependencies of risks.

The next stage is to discuss the risks with your curriculum team as well as any other pertinent parties, like students, teachers, management, and government agencies. It is imperative to institute unambiguous and uniform pathways and structures for the exchange and deliberation of risk-related data, including reports, dashboards, conferences, and feedback systems. In addition, you ought to promote a climate of trust, openness, and transparency where people feel free to voice their opinions, worries, and recommendations about risks and ways to mitigate them. The proper risk responses for each detected and evaluated risk are planned and put into action in the third stage. Depending on the risks' type, degree, and context, you can employ a variety of techniques, including transferring, accepting, minimizing, and avoiding them.

Additionally, you should be adaptive and flexible enough to change with the times and respond appropriately to new dangers and conditions. Learning from the risks and their results and making improvements is the last phase. Data and evidence regarding the effectiveness and effects of your curriculum and its risk management procedure should be gathered and examined. Along with identifying and documenting the best practices, areas for improvement, and lessons learned, you should also communicate these to your curriculum team and other relevant parties. Along with acknowledging your partners' and team members' efforts to risk management and curricular goals achievement, you should also celebrate your triumphs. You can improve your creativity, quality, and effectiveness in curriculum development by using these strategies to create a risk-based culture.

### Evaluate Methodologies Used to Monitor and Evaluate Curriculum

When considering evaluation as a curriculum component. Evaluation is thought to support all forms of decision-making.

**a) Planning intentions:** Information on the students, their prior knowledge and experience, their individual

requirements, and their unique abilities are some of the types of information that may be required to decide what goals and objectives to set. There are not many evaluation recommendations that offer guidance on how to do this kind of circumstances analysis.

**b) Planning procedures:** Similar to the example above, a few assessment standards offer strategies for gathering information that could be helpful in choosing which individuals, techniques, or resources to include in the curriculum. These data may come from study findings (such as those pertaining to the application of particular materials), observations of their teachers (their effectiveness with various approaches) and understanding of the specific abilities and knowledge (their capacity to incorporate theatre or music into their lessons)

**c) Putting procedures into practice:** Assessing the areas where teachers are implementing the curriculum. In any case, it's always done informally or instinctively. Evaluation guidelines are typically Provide further recommendations in this area; for instance, they could offer guidance regarding How to keep track of students' progress and use questions to determine the degrees of Knowing or they may provide suggestions on how to organize observations in a methodical manner or assess responses to specific materials that were used.

**d) Results:** The majority of curriculum packages' or documents' evaluation sections focus on this area. To determine the results of students, a variety of assessments and objectivities may be suggested or employed. These assessment techniques consist of the following:

**a) Diaries:** A basic diary can be used to gather a lot of data. It is true that this type of data collection frequently yields subjective results. On the other hand, diaries offer a simple means of methodically obtaining information, and as the whole amount builds up, it's feasible to go through them and identify any trends that may be developing. Additionally, journals are an easy method to keep track of specific events.

**b) Surveys:** data gathered from a sizable group Although they enable trends to be swiftly identified and can be created by a range of persons with apparent cases, questionnaires have a number of drawbacks. They are frequently overused, challenging to design, and prone to misunderstandings.

**c) Interview:** Although subjectivity and its tendency to impose structure have drawn criticism, interviews are still a valuable method of gathering data from individuals or small groups. Since an interview is fundamentally a communication tool, it is critical for the interviewee to be able to communicate their emotions, ask for feedback, and reveal personal information.

**d) Observation:** Taking a look is one approach to learn about what is happening in the classroom. Observations made in the classroom provide insight into the consequences of methods, approaches, and individual styles. What to search for depends on the kind of information being sought or queries being posed. While it goes without saying that all teachers observe in the course of their work, there are ways to go about it more methodically in order to gather more precise data.

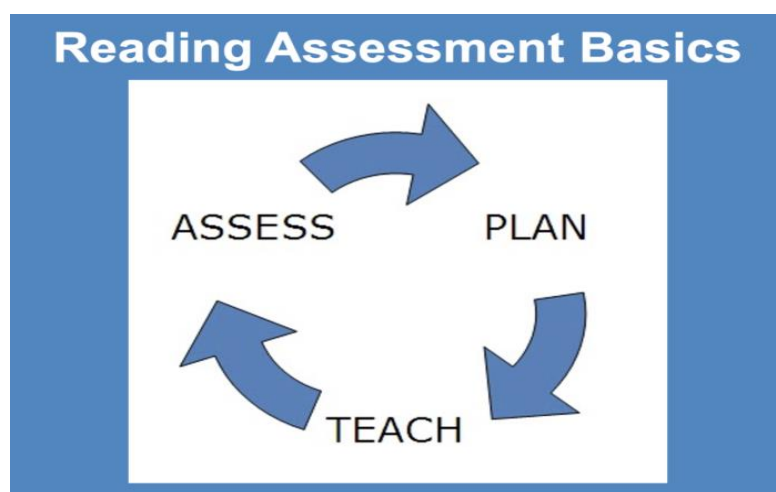


Figure 1.5 Evaluate curriculum

- a) The Tyler Model: An Approach Focused on Objectives Developed in the 1940s and named for Ralph Tyler, the Tyler Model is one of the first and most used models for evaluating curricula. It is predicated on four key queries: What goals for education should the school aim to achieve? - Outlining specific goals. Which educational opportunities are most likely to achieve these goals? - Creating educational activities and techniques. How can these learning opportunities be set up in an efficient manner? - Logically organizing the program. How can we tell if these goals are being fulfilled? - Evaluating and assessing results. This model places a strong emphasis on the necessity of clearly defining goals, offering pertinent learning opportunities, efficiently planning them, and utilizing assessment to gauge goal attainment.
  
- b) Context, Input, Process, and Product: The CIPP Model Context, Input, Process, and Product comprise the CIPP Model, which was created by Daniel Stufflebeam in the 1960s. This model, which is decision-oriented, directs evaluators to take into account a variety of curriculum evaluation factors, including: Understanding the particular issues and needs that the curriculum is intended to address is known as context evaluation. Input evaluation is the process of evaluating plans, resources, and strategies prior to implementation. Process evaluation is the process of watching and recording how the curriculum is really being implemented. Product evaluation is the process of measuring results and figuring out how well they accomplish goals. When it comes to continuous evaluation that guides decision-making during the curriculum creation and implementation process, the CIPP Model is especially helpful.

## CURRICULUM DESIGN AND RESOURCES

### Identify the Learning Objectives and Outcomes Required for Curriculum Design

**Learning Outcomes: What Are They?** Specific declarations of what students will be able to accomplish upon successfully completing a learning experience, be it a project, course, or program, are known as learning outcomes. They are consistently written in a clear, understandable, and doable manner with a focus on the needs of the student.

The emphasis on who will carry out the tasks distinguishes aims or objectives from outcomes. A learning outcome is a statement that can be observed and measured that indicates what a student can do after completing a learning experience (such as a course, project, or unit). Learning goals and objectives, on the other hand, typically express what a teacher, program, or institution seeks to do.

Learning goals are broad, general statements of what we want our students to learn and provide:

- a) Direction,
- b) Focus, and
- c) Cohesion

Setting goals gives us a real road map to where we want to go. The same when we provide goals to learners. Learning goals are the heart of a course design and need to be made clear at the planning stage.

Learning Objectives are measurable sub goals of a lesson and inform particular learning outcomes.

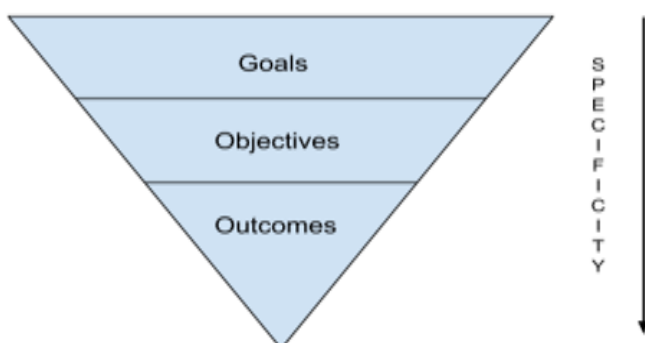


Figure 2.1 Learning Outcomes



Learning objectives support teachers in their work.

- a) Tell pupils exactly what is expected of them.
- b) Arrange suitable instructional techniques, resources, and evaluation tools.
- c) To enhance student learning, take lessons from the curriculum and adapt it accordingly.
- d) Examine the degree to which the results of a particular course correspond with the overall program goals.

Learning objectives assist pupils develop...

- a) foresee the benefits of an educational experience for them.
- b) monitor their development and understand where they stand.
- c) as well as the evaluation procedure in advance.

**Develop a curriculum for training and education programme.**

**Plan assessment approaches to meet the learning outcomes of curriculum following the necessary guidelines.**

**Produce resources to support the curriculum**

<b>Teacher Naem</b>	Yassmin Idris
<b>Date</b>	10/03/2024
<b>Group</b>	Grade 11
<b>Subject</b>	Mathematics
<b>Lesson Title</b>	Correlation
<b>Time</b>	40 Min
<b>Previous Knowledge</b>	How We Represent the Data Using Scatter Graph and The Relation Ship Between Data
<b>Aim Of Session</b>	What Is the Meaning of Correlation and Type of It
<b>Out Come of Session</b>	Each Student Must Know Without Calculation for Any Example Which Type of Correlation Belong to It
<b>Content</b>	Correlation Definition, The Positive and Negative Correlation, No Correlation and When We Can Say Its Strong or Weak Correlation.
<b>Methods</b>	I Start with Scatter Graph and Ask Them About the Relation Between Data from The Graph Then I Will Explain That Relation Ship Is Called Correlation.  And Then Draw 3 Different Shapes of Scatter Graph to Represent the Type of Correlation.  Then I Will Make a Straight Line to Connect Data and Show Them How to Know Its Strong or Weak.
<b>Resources</b>	Grade 11 Math Book, Pass Paper Questions.
<b>Planned Differentiation</b>	I Will Start with Simple Relation Between Data (Relation Between Wearing Jacket and Weather)  I Will Divided the Student to Group For 3 Each Group Contain One Smart Student, Middle One and Weak Student

<b>Link To Next Session</b>	How Do We Measure the Correlation Using Equation
<b>Session Evaluation</b>	<p>I Will Give Each Group Pass Paper Questions To Work, And Ask Them To Work As Group. Then I Will Ask the Middle One to Give Me the Answer and Ask the Weak Student to Explain This Answer to See If he or She Understand or Not.</p> <p>I Will Give All of Them 2 Questions as Homework and If There Is Student Are Still Need Work to Understand I Will Add One More Question for Them.</p> <p>I Will Post a Video to Explain in Case There Are Some Student Which Are Not Understand.</p>

## CURRICULUM REVIEW REPORT

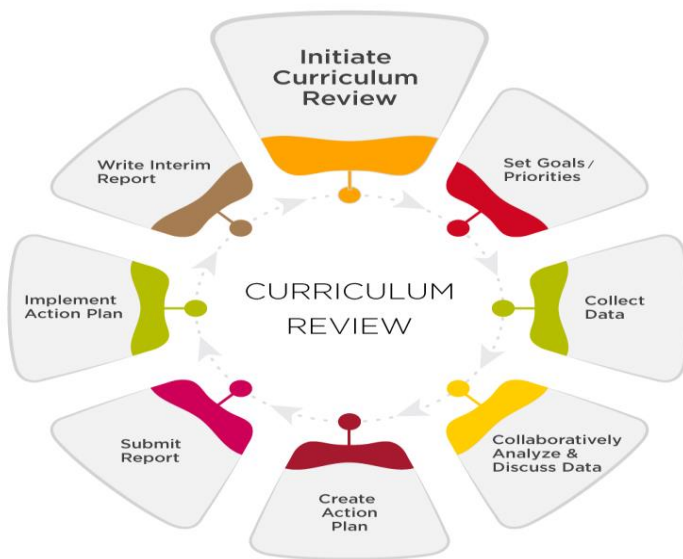


Figure 3: Curriculum Review

An essential component of assessing the efficacy of training and education programs is the assessment of learning outcomes. It helps instructors and trainers to assess their students' growth and accomplishments in connection to the curriculum's intended goals. In order to plan the story of "The Whale," it becomes necessary to assess the learning objectives.

### Evaluate the Achievement of the Learning Outcomes of an Education and Training Curriculum

The process of evaluating, measuring, and recording learners' progress, accomplishments, and skill acquisition through the use of a wide variety of techniques and instruments is called assessment. Evaluations are important since they assist in determining a learner's areas of strength and improvement. This implies that we can provide students with greater assistance so they can realize their goals and thrive. Additionally, because they have the power to significantly improve learners' performance and accomplishment, assessments are crucial. But raising student achievement also necessitates funding your own professional growth. There are various assessment kinds, as you may already be aware, and educators must select teaching strategies and resources that are both engaging and pertinent to their subject matter. and which is similar to the culture of your institution. In any case, to maximize your learners' learning experience and accomplishments, it could be helpful to consistently apply a variety of evaluation techniques and resources. There are many categories for assessments, but I'll only discuss the three that I use most frequently here. Prior to the commencement of a course, learners can access their strengths, existing knowledge, and areas for improvement through pre-assessments, which is the focus of the diagnostic assessment. This method concentrates on pinpointing areas of learning challenges in addition to determining preparedness for studying (Orlich, et al. 2010).

The second is formative evaluations, which are conducted often during a course and provide students with regular feedback on areas for improvement. This method is helpful since it enables students to assess their current situation and performance and to come up with personal coping mechanisms for their education. This is important because it makes it possible for teachers and students to organize their lessons for the upcoming and subsequent classes more skillfully.

Third, summative assessments use some form of exam or test to gauge students' performance at the end of the course. Determining students' accomplishment in respect to the desired learning goals and objectives is the focus of this. Orlich et al. (2010) point out that utilizing a variety of tools and assessments during a course is one strategy to improve students' performance. It is possible to adopt a more playful and creative approach to teaching and learning where students are more willing to try new things, take calculated chances, make mistakes, and eventually learn how to fix themselves by using a range of evaluation tools and approaches. In the end, integrating all three strategies directly leads to students' potential for increased achievement and advancement.

Techniques for Evaluating Learning Outcomes:

1. Research projects, reports, quizzes, exams, tests, and essays These conventional techniques of assessment offer a methodical approach to gauging pupils' comprehension and knowledge. They make it possible to assess critical thinking abilities, foundational knowledge, and successful communication.
2. Analysis of Case Studies and Performance Rubrics for Oral and Other Mediums: Case study analysis gives students the chance to put their theoretical knowledge to use in practical situations. Teachers and trainers can evaluate students' critical thinking, decision-making, and problem-solving capabilities thanks to the analysis. Interpersonal and communication abilities can be assessed through oral presentations as well as other types of performances, such group talks. These evaluation techniques promote participation and active learning.
3. Observation, Monitoring of Outcomes, and Evaluation: Seeing students in action during field trips, in-class activities, or in practical exercises gives you a sense of their level of application of knowledge, practical skills, and teamwork. Continuous assessment in the form of tests, group projects, or hands-on activities can be used to track results. Periodic assessments and performance reviews are more tools for monitoring pupils' progress. These techniques provide a thorough grasp of the entire growth of the children.
4. Including Recommendations in the Review Cycle: Feedback is a crucial component of education and has a big influence on learning objectives being met. Frequent feedback sessions make it possible to identify areas that require work, reinforce positive behaviour, and provide tailored direction.

### **Strengths and Weaknesses of Evaluation Methods**

While the assessment methods mentioned above play a crucial role in evaluating the achievement of learning outcomes, they also have their pros and cons.

Teachers and trainers can improve curriculum quality and customize training to meet the requirements of individual students by including feedback into the review cycle. Exams and other traditional forms of evaluation are effective in gauging students' memory of material, but they might not adequately represent their ability to apply knowledge and analyze critically. Although case studies and performance rubrics have the benefit of evaluating communication skills and practical application, their evaluation may take a lot of time and work. Although observation techniques offer a comprehensive picture of students' development, their capacity to record individual progression might be constrained and they can be subjective. Although feedback sessions provide tailored advice, putting the advice into practice for improvement can take time and may not show benefits right away.

### **Evaluate the delivery of an education and training curriculum.**

- a) Define your evaluation goals and criteria

- b) Choose your evaluation methods and tools
- c) Compare your results and benchmarks
- d) Implement your improvement actions
- e) Monitor and evaluate your improvement actions
- f) Repeat the cycle of evaluation and improvement

### **Identify areas of improvement for the education and training curriculum.**

An analysis of student performance data is one of the best methods for pinpointing areas in which education has to be improved. Teachers can uncover potential gaps in curricula or teaching approaches, as well as areas where students may be struggling or excelling, by looking at assessment data. When looking for areas where things might be improved, instructional techniques are a crucial subject to look into. Observations of classroom instruction can highlight areas in which teachers might benefit from more guidance or training, as well as highlight effective methods that the entire school might use and use. Stakeholder insight gathering is another important tactic for pinpointing areas that want change. Staff, parents, and students can all share insightful opinions on the advantages and disadvantages of a school as well as recommendations for future developments.

Analysing the coherence and caliber of curriculum materials is another crucial tactic for pinpointing areas in need of development. Curriculum audits can assist schools in identifying any gaps or duplications in the information covered as well as if their resources are in line with federal, state, or local standards. Furthermore, assessing the caliber of instructional materials might point out areas in which new or updated resources might be required. Finding areas for improvement can often be accomplished by comparing procedures and performance to those of other districts and schools. In addition to providing information on high-performing schools' best practices and tactics, benchmarking can help schools identify any areas in which their own performance may be falling short.

For me as math teacher, I evaluate my students using regular tests each two weeks. When the marks is below my expectations, I bring questions from out side the book and solve it together to be sure they understand.

At the end of each chapter, I devote a class to discussing this chapter with students, and focused on the weak students to find their strengths and weaknesses.

At the end of each semester, I check class average to be sure that my students improve.

## **CONCLUSION AND RECOMMENDATIONS**

From this paper we defined how much the curriculum design is important and any teacher can we chose of different modal to use. Curriculum design is help teacher and improve their ways to learning.

We recommend to make full curriculum design as example and use various types.

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