

Principles of Curriculum Creation

Planning

- utilize information in hand : from evaluation, evidence, case studies, learners' voices, and views for improvement
- survey
- needs analysis
- academic network
- budgeting
- facilities
- responsibility distribution : manpower, workload, competence

(Inspect scope, sequence, balance, continuity, articulation, and integration of a curriculum)

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- **Scope** : areas of qualities to be taught (a skill or arrangement of skills or knowledge aspects determined as a course or a course package)



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- **Sequence : systematization of scopes in a curriculum**



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- **Continuity** : reinforcement or repetition of learners' qualities for a deeper understanding throughout consecutively higher difficulty levels (seen from yearly arrangement of courses)



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- **Articulation** : a circumstance that an understanding or performance in a course can be supportive to learning a different course



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- **Balance** : a condition that all the domains of learners' qualities are equally improved



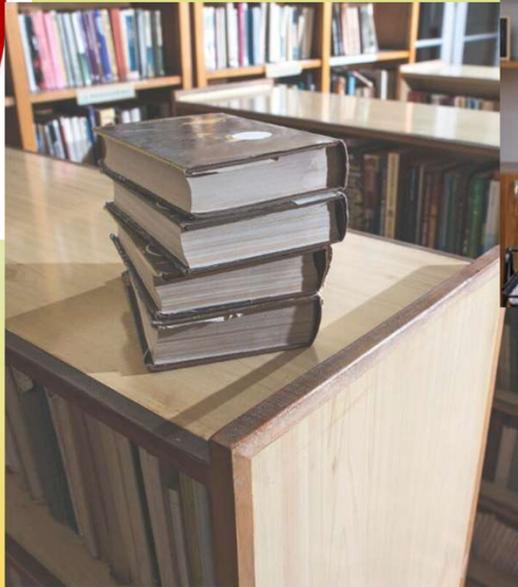
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- **Integration : a purposive combination among courses as a theme or themes of learner development (integration of several courses OR several skills in one course)**



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Revisit the curriculum components for planning



Goal

- Rationale
- What to teach
- Target learners (Who are your learners? How can you get them interested in your program?)

Content

- Courses, knowledge topics, skill sets
- Timeframe (When? How long?)

Teaching

- Methods + Necessary facilities, classroom teaching, personalized teaching
- Instructor, invited speaker, expert in a specific field

Assessment or evaluation

- Learning progress, overall results, performance, participation, satisfaction + What would learners get after assessment? (certification, privileges)

*Budget and financial management (Expenses and profit)

- How to manage distributed budget
- How to make a profit (business-oriented programs)

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Development

- draft, edit, and, make a decent one (from a draft to an improved version)
- make a new curriculum to replace the previous one or support the recent one or make alternative to the recent one

* Experts' views for quality improvement :

- 1) Systematization (e.g. course nature, levels, expected qualities, and etc)
- 2) Logical support (e.g. budgeting, rationale, criteria, and etc)
- 3) Crosscheck with regulations

(Revise scope, sequence, balance, continuity, articulation, and integration AND avoid deficiency, excessiveness, redundancy, and obsolescence)

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Implementation

- in charge of teaching courses that meet academic expertise and running activities or projects (use instructional innovation or effective principles to develop learning achievements)
- assessment and evaluation
- self-development
- academic extension

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Evaluation (audit)

→ evaluation is procedural : relevant data, collection methods, result analysis and interpretation, result reporting, result utilization

→ multi-dimensional and overall evaluation of a curriculum : learners or students' qualities, impact of a curriculum to society, internal administration, and breakeven point

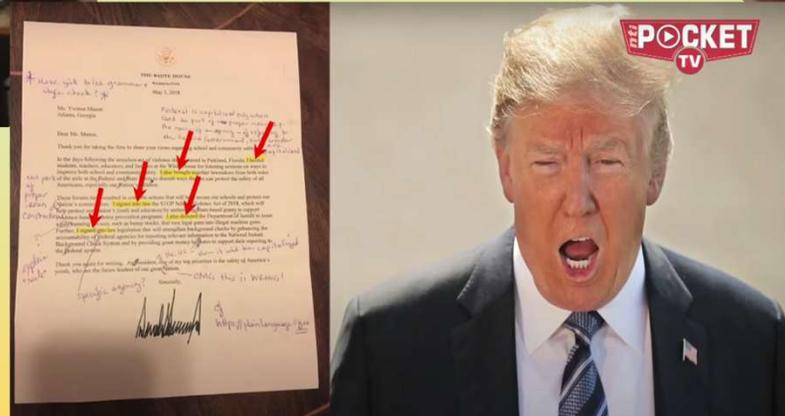
→ actually, assessment (known as revision) is part of planning, development, and implementation.

Source : สุรวีร์ เพ็ชรเพชรเลิศ, 2561: 23-44 และ ชวลิต ชุกก่าแพง, 2561: 115-136

From the examples of problems in English learning and communication, you may have several viewpoints and see many opportunities to initiate curricula. However, please pick only one for this class work.

<https://www.youtube.com/watch?v=yzkmqaiawjU>

<https://www.youtube.com/watch?v=rfpDiAJsZKs>



<https://www.youtube.com/watch?v=Xqjto9TOPeE>