

# **CURRICULUM REVIEW AND CHANGE**

- CURRICULUM REVIEW

- BY

- PROF. SIMON KANGETHE

- MOI UNIVERSITY

- SCHOOL OF MEDICINE

- COLLEGE OF HEALTH SCIENCES

# **REVIEWING MEDICAL CURRICULA**

- **First and foremost, curriculum review is not curriculum development.**
- **Review means working on an already existing curriculum.**
- **Accuracy and up-to-dateness, is the major concern for medical curricula.**

# **A COOL PROCESS**

**In order to review a medical or health related curriculum, it is important to consider five key questions.**

# 5 KEY QUESTIONS

**1. WHY**

**2. WHAT**

**3. WHO**

**4. WHEN**

**5. HOW**

# CURRICULUM REVIEW/CHANGE

Curriculum Review is not synonymous with Curriculum Development

It is an attempt to answer two key questions:

1 Does the curriculum meet its goals?

Do the objectives, content, programs, courses, activities meet our expectations? produce the desired changes/ outcomes?

2 How can the curriculum be improved?

# TWO TECHNIQUES FOR REVIEW

There are two techniques that  
facilitate easy review of  
curricula

- curriculum evaluation/review can either be:-

1. Formative

OR

2. Summative



# FORMATIVE

- **Incorporate changes as you go along.**
- Collect data and note problems with implementation
- Assess outcomes
- List variables affecting effectiveness
- Assess informal reports
- Make systematic observations
- Record comparative learner behavior

# FORMATIVE CONT.

- In a quick summary, formative curriculum review means that the owners/implementers of the curriculum note and record desired changes on the curriculum document as they go along.
- If an aspect needs to be added, it is added into the curriculum and painted red.
- If an aspect needs to be deleted from the curriculum, it is marked deleted and painted red.
- If infrastructure needs to be altered, it is remarked in the curriculum and painted red.

# FORMATIVE CONT.

- At an agreed time, e.g. the end of a curriculum cycle, a workshop is planned where all stake holders are invited to deliberate on proposed curriculum changes.
- As soon as invitees deliberate on the proposed changes and agree, the changes are incorporated.
- The new curriculum is then shared with not only the stakeholders but the relevant authorities for blessing.

# SUMMATIVE

- Several models exist. Major ones are:-
  - Goals Approach
  - Stakes Model
  - CIPP Model

## ■ **Goals Approach**

- Assesses the level of goals achievement for a curriculum

## ■ **Stakes Model**

- Examines three aspects: antecedents, transactions and outcomes

## ■ **CIPP Model**

- Analyses the context, the inputs, the process and the products

# SUMMATIVE CURRICULUM REVIEW CONT.

- In a quick summary, summative curriculum review means that the owners/implementers of the curriculum wait until the end of a curriculum cycle when all the relevant stakeholders are invited to workshop/workshops to deliberate and incorporate desired changes into a curriculum.
- When the changes have been incorporated, the new curriculum is shared among the stakeholders and the owners of the curriculum for blessing.

- Most curriculum review call for little or no change at all. Some call for the change due to the following indications:

If the curriculum

- ❑ Fails to meet community **needs**
- ❑ Fails to meet technological **changes**
- ❑ Lacks resources for effective **implementation**
- ❑ Needs to change to meet educational and informational changes
- ❑ Proves difficult to implement
- ❑ Needs modifications due to 'policy' changes

# CURRICULUM CHANGE PREAMBLE

- It is a major consideration. It causes many upsets including:
  - Social
  - Political
  - Economic
  - Theoretical
  - Practical
  - Organizational



# **CURRICULUM CHANGE PREAMBLE CONT.**

- May require changes and job adaptations for trainers, participants, parents, communities and administrators

# CAUTION:

- Curriculum change is often strongly resented hence the:
  - Delays
  - Postponements
  - Cancellations
  - And even total avoidance of curriculum review.

# BEWARE

- Curriculum change is a sensitive subject that can create tension and enmity.
- It can also be costly in terms of human relations.

**Beware!!!**

# PROPER CURRICULUM CHANGE

- Change can occur at:

A. Substitution Level

B. Alteration Level

# A. SUBSTITUTION

- Substitution can be of one part of the curriculum with another affecting e.g. objectives, content, teaching methods, courses among others.

## B. ALTERATION

- Curriculum alteration means changing completely major aspects of the curriculum in line with future needs or due to existing difficulties.
- A good example of curriculum alteration is the Kenyan departure from an 8.4.4 system curriculum to a CBC curriculum (2.6.3.3.3)

# NEW CURRICULUM

- After curriculum review has been done and the new curriculum has been adopted, then the next major step is CURRICULUM CHANGE.
- In order to install a sustainable new curriculum, strategic stages must be planned.
- Failure to adopt strategic stages, the new curriculum can be thwarted, rejected or poorly implemented.

# SYSTEMATIC STAGES IN CURRICULUM CHANGE

- Whoever is to facilitate curriculum change must carefully follow the stages below:
  1. Develop a relationship with the “Team”
  2. Make a situational diagnosis
  3. Identify relevant resources



# **SYSTEMATIC STAGES IN CURRICULUM CHANGE CONT.**

4. Choose strategies for change
5. Install the approved changes into the curriculum
6. Stabilize the change

# A DESIRABLE WAY OF DOING THIS

- The best strategy for curriculum change is ***The Change Agent Model.***
- This is a model where an expert is charged with the responsibility of effecting the approved curriculum changes.
- This is my personal recommendation for any individual/groups who are serious about bringing about meaningful curriculum change.
- Below are for academic purposes other models for curriculum change.

# MODELS OF CURRICULUM CHANGE

- There are also models for change since responsibility must be shared for all possible consequences.

These models include:-

1. Grass-roots Model
2. Administrative Model
3. Demonstrative Model
4. ***Change Agent Model***

- **Grass-roots model** involves all members of the “school system”
- **Administrative model** means recognition of need for change by “principal” or “director” of school system who then initiates machinery for change.
- **Demonstration model** is where change is experimented on a small scale section of the school in a small scale. The rest of the system then observes benefits and then adapts widespread.
- ***The Change Agent*** model is where an agent is identified to facilitate change.

# RECOMMENDATION

- Any authority using the ***Change Agent Model*** to bring about meaningful and sustainable curriculum change may need to carefully identify and appoint a good change agent.
- A good ***Change Agent*** will help an institution install the new curriculum with minimum resistance and difficulties.

# CHARACTERISTICS OF AN EFFECTIVE CHANGE AGENT

- Ample literature emphasizes several qualities or characteristics for the change agent.

Must be able to play the roles of:-

- A Catalyst
- A Process-helper
- A Resource-linker
- A Solution-giver

# CAUTION

- Successful change agents are those that follow the correct steps to bring about sustainable change.
- Non-democratic, dictatorial and hurried up efforts aiming at installing curriculum changes always fail.
- Such efforts breed tension, resentment and resistance and can pre-empt desired curriculum change.
- Diplomacy is key.

# CHANGE AGENT PRACTICAL STEPS

- A. Stakeholders discuss and agree on proposed changes for front matter.
- B. Small group of stakeholders incorporate the agreed changes to the curriculum front matter.
- C. Stakeholders discuss and agree on proposed changes for back matter.



# CHANGE AGENT STEPS CONT.

- D. Smaller group of stakeholders incorporate the agreed changes to the curriculum back matter.
- E. Stakeholders discuss and agree on proposed changes for course descriptions.
- F. Ideally area experts are assigned the courses of concern and incorporate the agreed changes.

- G. Plenary presentation and discussion of new revised curriculum and consensus on the curriculum format and style (Ideally under a strong chairman)
- H. Printing and binding of the mother copy and preparation for copies for circulation.
- I. For institutions of higher learning especially universities, transmission upwards of the new curriculum to Dean, Committee of Deans and University Senate for final approval.
- J. Implementation of new reviewed/revised curriculum.

## NOTE

- At data collection, seek information for curriculum improvement from lecturers, support staff, students, post graduates and their employers and all others who have experienced the curriculum (Alumni).

- Do not ignore or block critics of the programme. Obtain and discuss all praises and criticisms.
- Exploit the characteristics of change agents. That is:-
  - Catalyst
  - Process-helper
  - Resource-linker
  - Solution giver

- After reviewing and incorporating all the recommended changes, go by the majority of the participants' views. (Won't satisfy all).
- Date, Print final version and Save severally in hard and soft copies.

- Assign all to read new curriculum and relay feedback to the key stake holders, who will check for the basic principles of curriculum:

RELEVANCE

APPROPRIATENESS

LOGICAL SEQUENTIAL ORDER

CONTINUITY

AND CONTIGUITY

# CAUTIONS IN CURRICULUM REVIEW

- Always ascertain who requested for the curriculum review.

This will ensure that the authority will bless the results of the review according to stakeholders.

- For University level reviews, note that curricula have already been approved by senates. Therefore:

- Start curriculum changes from cover and insert changes in either BOLD or ITALICS or in RED or UNDERLINED all the way to the back of the curriculum.

These highlight the new changes so that “approvers” can see what was actually changed in the previously senate/ Authority approved doc.



# REMEMBER DYNAMICS

BE BOLD BUT BE GENTLE WITH  
EACH OTHER AS YOU TRADE  
IDEAS IN:

- CURRICULUM DEVELOPMENT

**AND ESPECIALLY IN**

- CURRICULUM REVIEW.

# ALSO REMEMBER!!!

- **Possible barriers to effective communication !**

# THE AUDIENCE

MUST OVERCOME

# ITS OWN BARRIERS



the non-listener



the  
know-it-all



the impatient  
type



the negative personality

**THANK YOU**

# REMEMBER PRINCIPLES OF ADULT LEARNERS!!!

- 1. Have own conceptions about how to learn**
- 2. Are self-directed**
- 3. Are motivated**
- 4. Bring high expectations**

# ADULT LEARNERS

- 5. Have varied backgrounds**
- 6. Bring own experiences**
- 7. Their learning competes with other adult interests**
- 8. Prefer experiential learning**
- 9. Enjoy open-minded, critical, reflective sharing.**

**THANK YOU !!!**