

ED 108 (S1)

ଅନ୍ୟାନ୍ୟ. କିମ୍ବା କିମ୍ବା କିମ୍ବା କିମ୍ବା

၁၃. ပုဂ္ဂန် ၁၀၆၀။ ဖိနှာ၏ လျော်းသုတေသန၏ စွမ်းဆောင်

၁၂၀၈ ၈၃၇ ၁၁၁၆

- ဒေသာင်းကြပ်ချောင်းများနှင့် အရွယ်အစားများ

- მისამართი: ქვეყნის კულტურული მეცნიერებების მუზეუმი

- အနုပ်မြန် ဆုံးဖောက် ၁၆၀၂၃၅၇၃၁။

Curriculum Evaluation

- Curriculum evaluation broadly conceived, is a stock-taking process.
- A curriculum may be structured in so many ways. For instance,
- -it may be based on an assembly of courses that are deemed necessary to meet certain job requirements;
- - it can be formed from the basics of a particular discipline in a faculty or department;
- - it can be designed to meet the needs of a professional or technical programme,
- - or it can be developed based on a systematic specification of outcomes.
- It must therefore be periodically evaluated.

၁၁၈၈. ဖျောက်မြန်မာ ၁၁၆။

၁၀၈: မန်: အန်: လျှို့: ၁၂၆၈။ ၁၂၇၅ ခုနှစ်၊ ၁၃၁၄ ခုနှစ်၊ ၁၃၁၅ ခုနှစ်

وَرَبِّ الْجَمَلِ

၁၃၈၂ ခုနှစ်၊ မြန်မာနိုင်ငံ၊ ရန်ကုန်မြို့၊ မြန်မာနိုင်ငံ

- զիման ը տառապարագանք ուն աղօթ հայութ: Դեմքը զարդարեց: Ուստի:

— ပျော်ရုံမှူး အတော်သွေ့ပည်။ နမောက်စာမျက်နှာများ လိမ့်နေပါ၏
ပုံစံမြင်ကြော်စားသွား၏

၄၃-၁၂ ဘုရား နိုင်ငံ၊ အမြတ် အမြတ် အမြတ်

APPROACHES TO CURRICULUM EVALUATION

- **Goal-based**
- Determining whether pre-stated goals of educational or training programs were met.
- **Goal-free**
- Uncovering and documenting what outcomes were occurring in educational or training programs without regard to whether they were intended program goals focus.
- **Responsive (contingency-unforeseen event)**
- Comparing what was intended for instruction to what actually was observed.

သင့်အနေဖြင့် မျက်လွှာများ ပေါ်လေ့ရှိခဲ့တယ်

၃. အေဂျင်မှု နေဂြား ပါး

ମୁଖ୍ୟମନ୍ତ୍ରୀଙ୍କାରୀ

କୌଣସି ଏହିପରିମା କିମ୍ବା କୌଣସି ଏହିପରିମା

აფრიკული გენეტიკური სტრუქტურა: ცხოვრის დინამიკა

၆၈။ ၁၃၂၄ ၁၃၂၅

- These approaches are based on the classical curriculum evaluation models as presented by Stufflebeam and Shinkfield (1990)
- The decision-making
- The collecting information about educational or training programs for the purpose of decision-making.
- The accreditation
- It is for forming professional judgments about the processes used within education or training programs.

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କେବଳ ଏକ ପରିମାଣରେ ଅନୁଭବ ହେଉଥିଲା

ଅ:ପୋର୍ଜମ୍ବାଲେଣ୍ଟ:

৩১৮ কুকুরের পাশে দুটি বড় গোলাপ ফুল আছে।

- Curriculum evaluation ranges from estimating the performance of a single child in a course through the evaluation of specific instructional materials, methods, activities and techniques to the evaluation of an entire curriculum.
- A comprehensive curriculum evaluation is concerned with the worthwhilness of the curriculum components, and the information provided is for the sake of facilitative decision making at the various stages of curriculum development (Alade, 2006)

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Three paradigms or world views about evaluation

- Melrose (1996) grouped existing models into three paradigms or world views about evaluation, these are:
 - i. The functional model
 - ii. The transactional model; and
 - iii. The critical paradigms of evaluation.
- The functional paradigm of evaluation usually measure the programme outcomes against pre-stated goals;
- the transactional paradigm focus is on whether or not the current, expressed needs of stakeholders, especially students as customers or clients have been met and whether the negotiated learning events have met the participants' satisfaction;
- the critical paradigm of evaluation involves dialogue and collaborative investigation whereby a focused question is agreed upon by the group for each cycle of evaluation which may be small or broad in scope.
- Evaluation thus become the systematic community learning process for the collaborative review, improvement and development of policies, programmes and practices

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ပါးသုတေသန၊ ကျော်မြန်မာရို့

- အူလှူဒီစီးပွဲ (FUNCTIONAL MODEL)
- အူလှူဒီစီးပွဲ (TRANSITIONAL MODEL)
- အူလှူဒီစီးပွဲနှင့် အူလှူဒီစီးပွဲ (CRITICAL PARADIGMS OF EVALUATION)

အူလှူဒီစီးပွဲ ချို့ယူဆောင်ရွက်ခြင်း၊ အူလှူဒီစီးပွဲနှင့် အူလှူဒီစီးပွဲနှင့် အူလှူဒီစီးပွဲ

မူလှူဒီစီးပွဲ

အူလှူဒီစီးပွဲ လုပ်ငန်းများ၏ အူလှူဒီစီးပွဲနှင့် အူလှူဒီစီးပွဲနှင့် အူလှူဒီစီးပွဲ

လုပ်ငန်းများ၏ အူလှူဒီစီးပွဲနှင့် အူလှူဒီစီးပွဲနှင့် အူလှူဒီစီးပွဲ

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အူလှူဒီစီးပွဲနှင့် အူလှူဒီစီးပွဲ

ALADE'S SIX MODELS

- From another perspective, Lawton (1980) cited in Alade (2006) classified models of curriculum evaluation into six, viz:
 - 1. The Classical Model
 - 2. Research and Development Model
 - 3. Illumination Model
 - 4. Briefing Decision-Makers Model
 - 5. Teacher as Research (Professional) Model
 - 6. Case Study Model.

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ALADE OF RESEARCH

- 1- नियन्त्रित कार्यालयीय (CLASSICAL MODEL)
- 2- अनुसन्धान व विकास कार्यालय (RESEARCH AND DEVELOPMENT MODEL)
- 3- प्रकाशन कार्यालय (ILLUMINATION MODEL)
- 4- विभागीय विचारणा कार्यालय (BRIEFING DECISION MAKERS MODEL)
- 5- अनुसन्धान विद्युतीय विचारणा कार्यालय (Teacher as Research Professional model)
- 6- मामूलीय विचारणा कार्यालय (Case Study model)

OLAITAN'S FOUR MODELS

- In respect of vocational-technical education evaluation, Olaitan (1996) identified the following evaluation models which had been employed by a good number of researchers.
- They include:
- the Illumination Model,
- the Goal-Free Model,
- the Context, (C) Input (I), Process (P) (CIPP) Model, and
- The Transactional Model.
- They had been found reliable as a guide for collecting evaluative data in curriculum evaluation.
- While a volume of other evaluation models still exist in the available literature, the fact remains clear that a model presents a mental picture of a conceptualization of the relationships assumed to exist among a set of phenomena, and how the parts of a whole framework affect each other (Alade, 2006).

OLAITAN OR IJO BOROKA

ବୁଦ୍ଧିମତ୍ତା ଏହାରେ କିମ୍ବା କିମ୍ବା କିମ୍ବା କିମ୍ବା କିମ୍ବା

- $\text{I}_{\text{c}, \text{m}}$: 60% (ILLUMINATION MODEL)
 - $\text{I}_{\text{g}, \text{f}}$: 40% (GOAL FREE MODEL)
 - Modern approach: CIP model

- Grids (Transactional model)

ଶ୍ରୀକୃତ ଜୀବନ ପାଇଁ ମୁଖ୍ୟମିତ୍ର: ~ ମ୍ର. ପର୍ଯ୍ୟାନ. ଗନ୍ଧି, ଏହିପରିବାର ଯାଦିବିଲାଙ୍କ ଏହିପରିବାର
ଏହିପରିବାର ଏହିପରିବାର; ଏହିପରିବାର ଏହିପରିବାର ଏହିପରିବାର

၁၇၈၃ ခုနှစ်၊ ၂၅၊ ဧပြီ၊ ၁၂၁၆- မြန်မာ့သမဂ္ဂနေဂါး၊ ၂၀၁၁၊ ၁၇၈၃

CIPP Evaluation Model (CACIIPPEM)

- Curriculum Adaptation of CIPP Evaluation Model (CACIIPPEM)
- r - relevance
- a - adequacy
- s – suitability r d s x
- x – Any other criteria
- C
- P
- I
- P
- Figure 1: Curriculum Adaptation of CIPP Evaluation Model-CACIPPEM

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CIPP ଅଧ୍ୟୋତ୍ସମ୍ବନ୍ଧୀୟ | CIPP Evaluation model
CA CIPP Em

- CIPP ଅଧ୍ୟୋତ୍ସମ୍ବନ୍ଧୀୟ ପଦ୍ଧତି: କ୍ଷଫ୍ଟ. ଅଧ୍ୟୋତ୍ସମ୍ବନ୍ଧୀୟ ଏବଂ ପରିପ୍ରେକ୍ଷଣ
- r - ବ୍ୟାକୁମ କ୍ଷଫ୍ଟ. ପରିପ୍ରେକ୍ଷଣ (RELEVANCE)
- a - ଯୁଗମୀଳୀ ଉପରେ ଅନ୍ତର୍ଭବ ବନ୍ଦେଶ୍ୱରି (Adequacy)
- s - ବ୍ୟାକୁମ କ୍ଷଫ୍ଟ. (suitability)
- x - ବ୍ୟାକୁମ କ୍ଷଫ୍ଟ. | ବ୍ୟାକୁମ କ୍ଷଫ୍ଟ.

C

P

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P

Models of curriculum evaluation

- Robert Stake's countenance model (1967)
- Scriven's goal-free models (1970s)
- Stenhouse research model
- Tyler's objectives model
- Parlett and Hamilton's illuminative model (1977)
- Stake's matrix for processing descriptive data
- Eisner's educational connoisseurship model
- Stufflebeam's CIPP model

Exhibit (60)

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- Robert Stake of Georgia (1962)
 - Scriver of Johnson v. E.D. Murray et al (1920)
 - Stenhouse of Oregon (1903)
 - Tyler of Missouri Education
 - PARLETT & HAMILTON of D.C. Georgia (1922)
 - STANE of Georgia: Head: Board of Education of Georgia
 - Eisner of New York: Head: Office of the Commissioner of Education (Educational Commissionship) is
 - Staffle beam of Michigan (CIPP model)

Scriven's goal-free model (1970s)

- Introduced the term 'formative' and 'summative'
- Broaden perspective of evaluation
- Evaluator should not know the educational program's goals in order not to be influenced by them
- Evaluator therefore totally independent
- Evaluator free to look at processes and procedures, outcomes and unanticipated effects
- Methodology, the field is open to the hunter but he did have a 'lethal' checklist of criteria for judging any aspect of the curriculum