EDUC520: Curriculum & Instruction Planning & Development Mini – Curriculum Creation

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Mini Curriculum Creation

European International University

EDUC520: Curriculum and Instructional Planning and Development

Mini-Curriculum Document on the Relevance of the Old Covenant for Christianity

1. <u>Preliminaries</u>

Philosophy of Education

A philosophy of education is a statement that identifies and clarifies the beliefs, values and understandings of an individual with respect to education.

According to The Melbourne Declaration on Educational Goals for Young Australians 2008 states that, ''schools play a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic well-being of young people.'' The Mosaic covenant or Law of Moses which is generally termed as the ''Old Covenant'' plays an important role in the origins of Christianity. The education system has to be designed and taught so that the learners can do some sort of service to society after attaining it. Therefore, the teacher plays an essential role in education, most especially in the lives of the students they teach in the class. Hence, the role of the teacher in education goes beyond teaching.

a. Description of Target Audience (needs analysis, psychology, readiness factor, etc.)

The following curriculum is intended to assist New Testament teachers in helping the students to explore and making students aware about the old covenants.

Students seeking to take the program should:
1. To have a keen understanding of the New Testament.
2. Be familiar with the prophecies of the Old and New Testament.

b. General Goals
The New is in the Old concealed and the Old is by the New revealed.
To more specific terms, the goals of this curriculum are for student to be able to:
1. Identify the main theme and plot of the Old Testament.

2. Elucidate and explore the historical content and the Law of Moses.
3. To differentiate between the Old covenant and new covenant.
4. Evaluate whether Christians are bound to the Law of Moses.

c. Specific Objectives (Learning outcomes)

Objectives are crucial and it is a strong foundation upon which a good curriculum, lesson plans, activities, teaching strategies is constructed.

The learner will able to explore these below mentioned list:

1. Theological /Philosophical –

a) Students can understand many theological concepts.
b) Students will be able to interpret the content in their own words.
c) Students can compare and differentiate Old Testament and New Testament.
d) Students are able to skim and scan the Holy Bible – Scripture.
e) Cognitive domain – (knowing) – The students are able to think about higher order questions and develop cognitive skills.
f) Psychomotor domain – (doing) –The students will be able to coordinate physical activity in order to grasp the concept well by doing the task.
g) Affective domain – (feeling)–The students will able to draw conclusion,

2. Literary –

a) Students are able to browse or glance at the different literary genre, theme and category of the scripture like Poetic, Historical and Prophetic content.
b) Students could trace the setting (location), different characters, plots and morals of each parables mentioned in the Old Testament.
c) Students can create their own covenant, undertaking the guidelines and specific directions.

3. Historical content

a) The students will be able to learn about 39 books of the Old Testament written by different people.
b) It provides insights into the diverse historical, cultural, social and literary contexts of Old Testament literature.
c) Students can undertake research work concerning the testaments texts.
d) Students will be able to locate different settings of the events.

d. Subject Matter/ Content

Below is the overview for the program:

Module 1: The Old Covenant
This module, entitled Introduction, Objective, Scope and key points and key words.
It greatly aims to introduce the concept of a covenant with God and the key points of that relationship.

Module 2: The Law of Moses
This module, entitles ceremonies, rituals, symbols, responsibilities, Faith and Ten commandments.
It focuses on the historical contextual everyday life.

Module 3: The purpose of the Old Covenant
God's plan and purpose is being revealed and examined in this module by the learners

	Remember	Understand	Apply	Analyze	Evaluate	Create
	Recall major Old Testament figures and events	Explain ideas or concepts relating to the OT	Use new information in a Christian or other context	Draw connections between both Testaments	Critique / defend a passage in the OT.	Propose an interpolation/ modification/ addition to the OT.
Module 1	Recalling relevant knowledge from long term memory	Explaining various theological concepts. Classifying the concepts.	Executing and implementing teaching – learning strategies	Distinguishing and organizing the content	Making a case in favor or against Christians following the Law of Moses.	Putting information altogether in a creative way
Modul ul	Recalling the detailed account of events, scenes , themes and	Describing an overview of the use of covenants in	Demonstra ting the content will be	Differenti ate between OT and	Justify the content.	Writing a covenant in keeping with the literary

e 2	context of the book	the Ancient East	highly appreciate	NT		conventions that govern its type.
M o d ul e 3	Recalling the purpose of the old covenant		Discussing the concepts. Reading the idea of free will and predestination.		Appraising or evaluative the ultimate purpose of the OT	Presenting details in a creative way.

e. **Scope, Sequence, and Integration**

Scope, Sequence and Integration are interrelated concepts that refer to the overall organization of the curriculum development.

Scope defines the breadth and depth of the concept and skills developed, whereas sequence refers to how these content and skills are integrated in order to learn.

2. **Implementation**

a. Identification of constraints (potential problems and difficulties)

It is essential to identify the constraints because it will help the teachers not only understand the characteristics but also predict the time and stage that the constraints may be encountered. Therefore, the teacher is ready with the different approaches or methodology in times of constraints.

There are few major constraints that have been anticipated as ''very much likely to occur.''

1. Cultural bias
2. Attribution bias
3. Personal bias
4. Conscious bias
5. Unconscious bias

b. Action plan to remove or minimize constraints

- Define the problem: It is crucial to evaluate the situation and get clarified the area that needs to be worked on.
- Analyze the methodologies used in curriculum
- Prioritize the Problem

| Constraints	Solution 1	Solution 2
Cultural Bias		
Attribution bias	Ask students to present the content in their own creative way.	Reassign the activity. Students can dress up and present it.
Personal bias	Teacher can ask students to express their knowledge to the peer.	Redirect the students
Conscious bias	Speaking or demonstrate your understanding	Have the student consider the implications of their claim
Unconscious bias	The educator will ask the students to write everything that they know.	Widen the circle time.

c. Learning Experiences (instructional strategies, resources, and activities)

Curriculum is a comprehensive plan for an educational course. In order to utilize different approaches effectively in the teaching - learning process, the teacher must initiate exploratory learning strategies. The integrated learning model is embedded in the idea that learning is more meaningful when it is integrated in real life contexts.
The main resource book is the Protestant Bible. However, the learners can go ahead and do research. Instructional planning is a systematic selection of educational goals and objectives and their design for use in the classroom.

There are two types of Instructional strategies:
1. Long term Instruction plans – Yearly plans
2. Short term Instruction plans – Daily, Weekly and monthly plans.

1. Utilizing different **Interdisciplinary learning approaches** and **Culmination** across subjects, knowledge and skills will be highly preferable for a standardized learning objective.
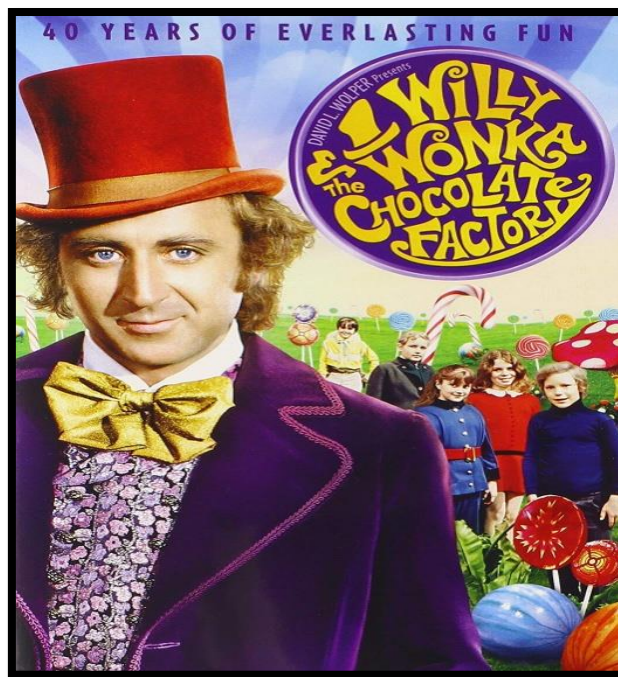
The Integrated model (Example)

The story features the adventures of young Charlie Bucket inside the chocolate factory of eccentric chocolaty Willy Wonka.

History and Geography:
- Tour
- Factory
- Business
- Location
- trade

English:
- Adjectives
- Kinds of sentences
- Conjunction
- Active and Passive voice.

Reading, Writing, Speaking and listening activity – The teacher can engage students to write a few lines on their favorite topic with adjectives and different parts of speech.

Science and Health:
- Temperature
- cocoa tree
- calories and food

The teacher can make use of Integrated Model Strategy to develop interest in the students.
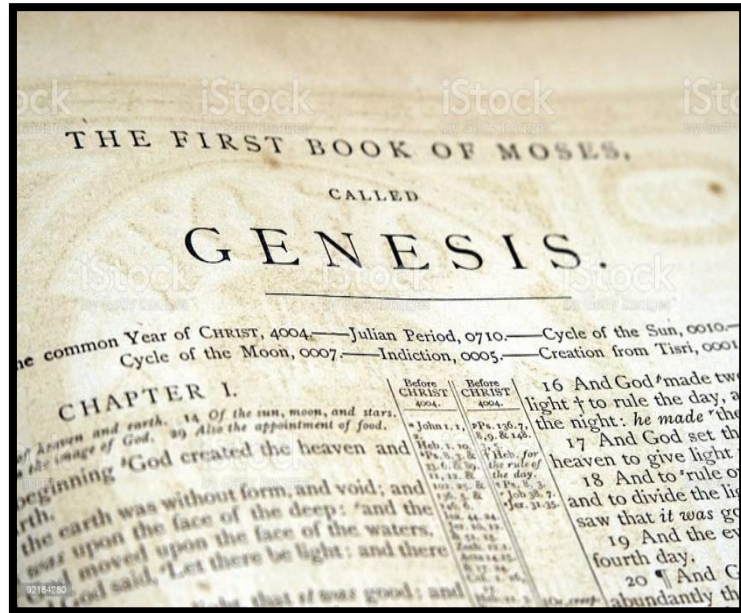
The Integrated model (Example)

The word 'Genesis' means origin or beginning. It is a book of origins. The book explains to us the events which led to God's establishment of His theocracy with the people of Israel.

- The first book of Genesis describes us about the:
- Creation of the universe,
- Description of the garden Eden,
- The fall of man,
- The story of Adam and Eve, Abraham, Isaac, Jacob and Joseph.

History and Geography:
- Location
- Trade
- Land
- Cultivation
- Creation of the universe.

English:
- Direct and Indirect speech
- Synonyms
- Antonyms
- Adjectives

Reading, Writing, Speaking and listening activity –

Science and Health:
- Apple
- Fruits and vegetation
- Farming
- Environment.

Moral/Ethos:
- Honesty
- Be truthful in your work.

Instructional Strategy includes all the approaches that a teacher may take to engage students actively. It provides a delivery mechanism for presenting great content.

2. **Story Mapping:**

The teacher may ask the students to explain the plot, theme, problem, solution of the content in the class.

This will enable students to do in-depth learning and understand the concept easily. It facilitates the knowledge and understanding of each scene, event, plot, characters and solution. Students will be able to explore more in depth understanding.

3. MCQ:

The teacher can administer (Pre-test) multiple choice questions in the class to gauge the glimpses of an area where the student needs special emphasis.

For: What did God use to symbolize his promise to never flood the earth again?
a. A horse
b. A rainbow
c. A tabernacle

4. Projects / Investigators:

The teacher will divide the students in groups and ask them to research on any one topic and explain in groups. This research work will aim students to unearth the knowledge and content based on historical content and events.

5. Flipped classroom:
Flipping the classroom is one of the most popular forms of active learning and well known instructional strategies.
Instead of spending time teaching in the classroom, the educator should provide a recorded content or a video to go through for the learners. Therefore, the educators can use the time to engage students presenting the content in their own creative way related to the lecture they have heard or seen.

6. **Group Presentation: Working with other students will encourage one's own self. Peer learning ensures efficiency and problem solving skills. Group presentation also helps to develop critical skills.**

7. **Competitions / Quiz:** Competitions and Quiz has been proved as one of the important ways to engage students for learning. This kind of fun-fill quiz and competition identifies gaps in knowledge.

8. **Essay writing/ Narrative writing/ Open ended responses:** The educator also may ask students to write an essay to encourage critical thinking and enhance writing skills. This will help to broaden and widen the horizon and thinking skill.

9. **Crossword / Puzzles**: It can be incorporated for learning Mathematical concepts independently. Students love learning by doing and active participation.

3. Evaluation

a. **Student Performance Assessment**

Evaluation / Assessment are crucial for learning because it helps students to learn, analyze and work on the areas where some special emphasis or attention is required. Assessment is an integral part of the teaching-learning progress. It has to be tightly interconnected with curriculum and instruction. Evaluating students' achievement is crucial to determine the efficiency of a good curriculum planning. Therefore, the

blueprint of the assessment and rubrics (an explicit set of criteria used for assessing particular type of assessment pattern) must be taken into consideration very seriously while the assessment framework is discussed. Traditional testing requires students to answer questions correctly, whereas performance assessment requires students to demonstrate knowledge and skills. According to Gray (2005) Assessment is a 'process by which evidence of student achievement is obtained and judged. The teacher can use two strategies to assess: by observing the students as they discuss in a small group and by asking questions.

AssessHistory.indd (ed.gov)

Objective of Assessment:

- According to (Marsh et al. 2005) Assessment helps to monitor student progress.
- According to (Singh 2006) Assessment grades students learning.
- (Howard 2006) Assessment helps students to identify their strengths have achieved specific learning objectives.
- Assessment provides leaning opportunities.

There are several format of Assessment like:

Formative Assessment – Formative Assessment is focused on developing student motivation and learning with the goal of higher quality work. According to Marzano, Pickering and Pollock, 2001 research shows that providing students with effective feedback can increase student's achievement. It is timely, results occur within one or two days of the work. It provides feedback specific to the students' work.

Summative Assessment – Summative Assessment usually occurs in the end of the term and it ensures whether a student has achieved the desired learning goals. It provides descriptive analysis.

Diagnostic Assessment – The diagnostic tests are graded by resorting to objective marking criteria that can help determine the learners' language proficiencies.

Objective and Subjective Assessment – Objective assessments are a form of questioning which has one single correct answer. Subjective assessment is a form of questioning which may have more than one correct answer.
Objective Assessment example: MCQ, True or False, Fill in the blanks.
Subjective Assessment example: extended response questions, essays etc.

b. Teacher Performance Assessment

A teaching performance assessment is a tool used to assess the practical skills and knowledge. There are two ways of assessing the effectiveness of the teacher – **value added models and classroom observation.** The teacher must able to excel in two requirements:

1. Mastery of the subject or skills to be taught.
2. Awareness of pedagogical principles.

Other ways to evaluate the teachers would be to have them take an active part in conferences, seminars, meetings, Instructional artifacts, Student survey and Teacher Self-report measurement. For a more formal and meaningful survey, the teacher can be enrolled in various courses.

c. Summative Evaluation (overall evaluation of the curriculum)

A summative assessment gives students a chance to prove what he/she has learned.
It is a method of evaluation performed at the end of the end of a unit that enables teacher to measure a student's understanding against standardized criteria.
Summative assessments are encouraged to evaluate students learning, skill acquisition and academic development at the end of the project, unit, course, semester and program.
This test or assessment enables the educators to determine whether the students have learnt or not. It is evaluative in nature rather than diagnostic. It evaluates the effectiveness of educational programs and measures progress toward improvement goals. Summative assessments are recorded as scores or grades that are then factored into a student permanent record. It is a major component of the grading process in most districts, schools, and courses.

The main purpose of Summative Assessment is to assess the learning outcomes in a given unit quarter, semester or academic year. It enables the students and educators to understand the overall performance in a unit of study.
Summative Assessment is a comprehensive assessment at the end of a lesson or unit.
Formative Assessment is a comprehensive assessment which takes place during the unit.

Few examples of Summative Assessment:

Types of summative assessment
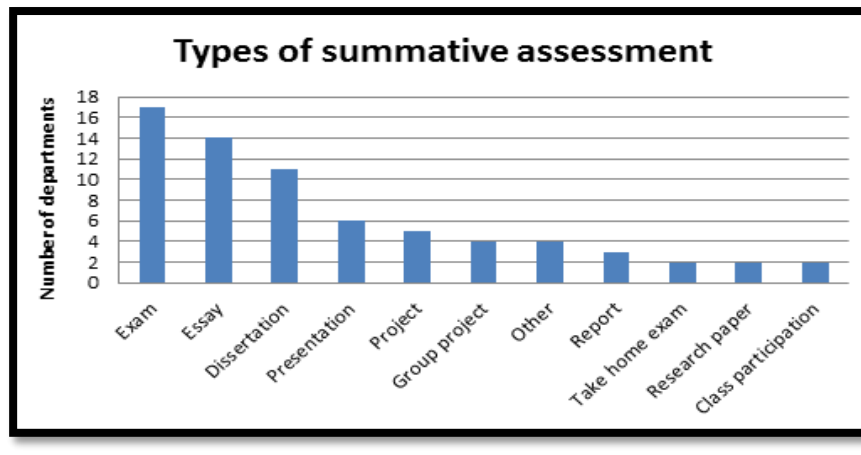
- **Written Assessment** – Students will be asked to write an original piece such as a narrative or analytical essay.

  End of unit or chapter – The students will be assessed based on the chapters and unit taught.

  End of term or semester term exam – The students will be given the opportunity to assess after the competition of the term to know the performance.

- **Performance Assessment** – Students will be required to do an activity or task that will showcase the child's abilities and potentials.

- **Standardized Assessment-** Students will be given an assessment created for a specific curriculum and will be measured against the rubrics, shared with the students throughout the semester.

- **Oral Assessment –** Students will be asked to deliver an oral piece, such as a speech and presentation.

- **Portfolios / Project work –** Students will be asked to research any given topic and present it in the class.

The teacher can also incorporate more creative methods into learning:

1. Crossword puzzles could be incorporated to solve Math problems and vocabulary.
2. Classroom could be turned into a Museum or Science fair to engage students and encourage active participation.
3. The teacher will conduct a quiz to test their understanding.

The main goal of Summative Assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark.

Advantages of Summative Assessment:

- Diagnose the possible instructional gaps
- Identifies and determines the achievement of the students.
- Motivates the learner for self-improvement

d. Need for revision.

It is said that Curriculum is a runway for attaining goals of education. It is highly believed and recommended that every program needs to be revised regularly to keep a track. Curriculum revision means to continuously review and give a new position or direction. It is very important to restructure the curriculum according to the need, interest and abilities of the learner. It is significant to eliminate unnecessary units or chapters that serve no purpose.

Why do we need Curriculum revision?

- Curriculum revision introduces latest methodology, latest approaches, new techniques and practices.
- To revise teaching-learning objectives
- To modify/ add or delete the number of teaching hours of instruction.
- To renewing the goals, mission, activities, planning and assessment patter.
- To reconstruct or restructure the curriculum according to the needs, interests or abilities of the learner.
- Curriculum need to be revised to accommodate the change.

In order to achieve that learning has taken place, the teacher can set an open ended and close ended questions –

1. Have your personal faith and belief based on the event change as a result of effective learning experience?

   a) Yes
   b) No
   c) Not sure

2. Mention one thing that you would take away from the program. (It may be anything – learning strategy/ instructional strategy/ methodology

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The educator should approach assessing the curriculum with specific questions that addresses the key areas highlighted in the purpose and scope of the evaluation.

On efficiency: The educator must clearly able to see the results of the questions.

Have the students improved?

What is the evidence?

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