

Curriculum Design and Assessment

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The idea of curriculum is hardly new. In the past years, education was only to store and memorize the information in the brains. However, now a days the patterns of education have changed. Some well-defined and structured patterns have been introduced in the institutions, which is termed as curriculum. In the 20th century, the curriculum was modified and considered as one of the most significant parts of education system. The curriculums are designed according to the needs of the community. Teachers develop the curriculum in a way that would provide them with the skills and knowledge beneficial to their future. In this term, social efficacy plays an imperative role.

Social efficacy is known as the scientific technique regarding the curriculum making. It helps in identifying the attitudes, appreciations, forms of knowledge and abilities, which are required by an individual. All these characteristics are the objectives of an active curriculum. The curriculum is the series of experience that children and youth have the way of attaining those goals (Anonymous, 2010). Numerous people have worked in order to enhance and improve the field of education, which include Franklin Bobbitt and Robert Gagné. However, through the emerging work done by such educationist, the concept of social efficacy has changed. Franklin Bobbitt was the first person who established the curriculum designing in 20th century. He termed it as functional education; he believed that it was the training of the men in order to perform their activities and functions, which constitute their life.

As Franklin Bobbitt explains that new education, of all kinds of level, is helpful for people to live life in a proper way. He has linked the substance to complete education and content of proper life is similar. It is considered as the process of building the human beings. In

the 20th century, the patterns of education have been changed significantly, education is more linked to the life (Bobbitt, 1924). How one develops its lifestyle solely depends on what level of education they have been provided with. Curriculum-making is not hard, and it is mainly focusing on the syllabus of the textbooks. The work introduced in 20th century has expanded the concept of social efficacy in education. It has explained that as a modern education system that determined the potential in a child, which is required to be polished and to develop it into mature forms (Bobbitt, 1924).

On the other hand, the work of the Robert Gagné regarding the connection between social efficacy and curriculum. He has focused on the behavioral changes occurred in learners in the past decades and changes developed in 20th century (Gagné, 1970). The patterns of social efficacy have been modified; Robert has developed the learning hierarchies that lead to successful educations and learning. Learning hierarchies is a way for the learner to plan a sequence of instructions that they can follow (Gagné, 1970).

The patterns defined in 20th century have made learning more efficient and robust. Educational changes are very indeed to match the way people design their life, and it makes them reach a high point in the society. Several tests have been introduced, which measure the intellectual level of an individual. Numerous developments in the education field have developed a strong curriculum, which has created the new dimensions of social efficacy in society.

References

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Read pages 237-265.