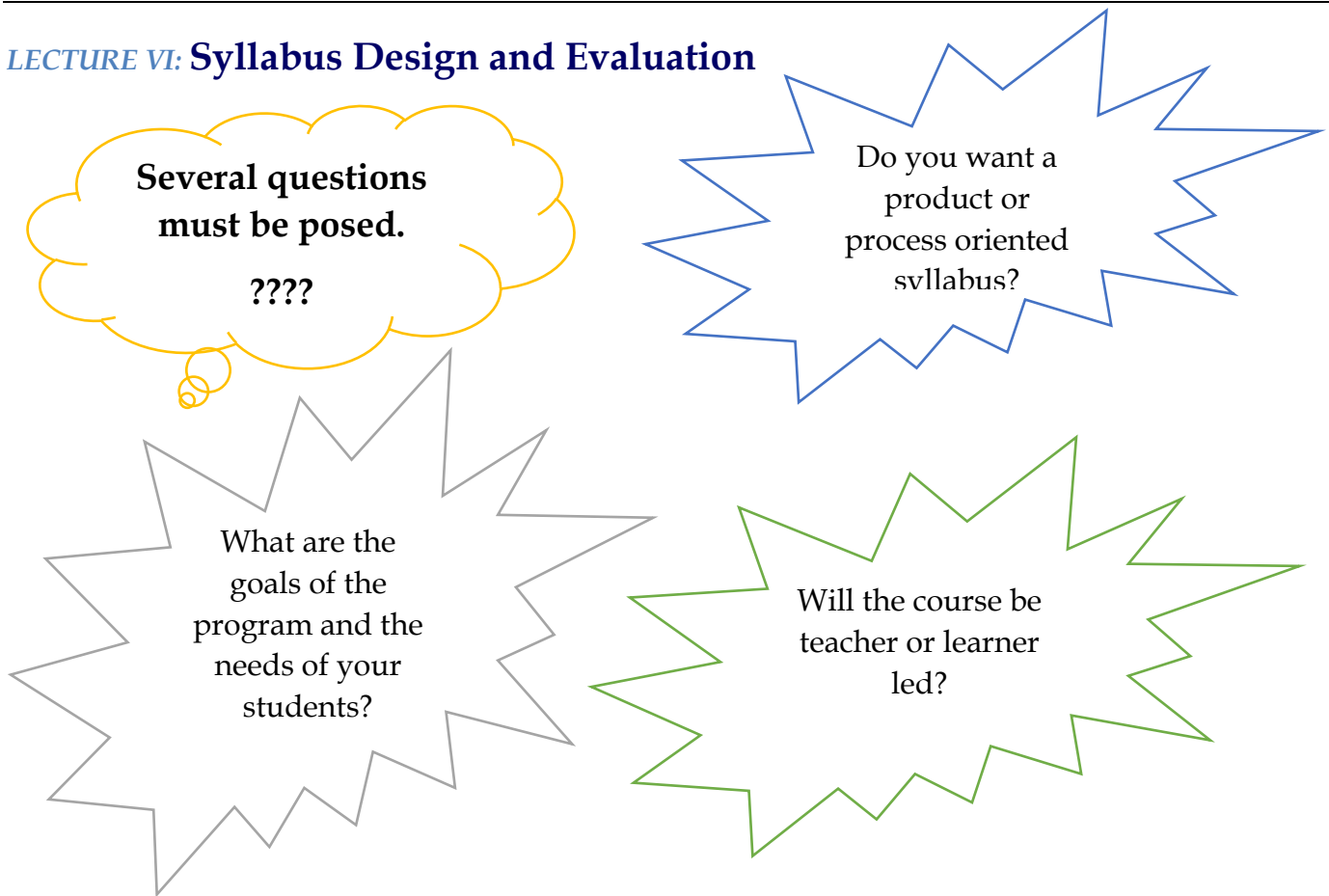


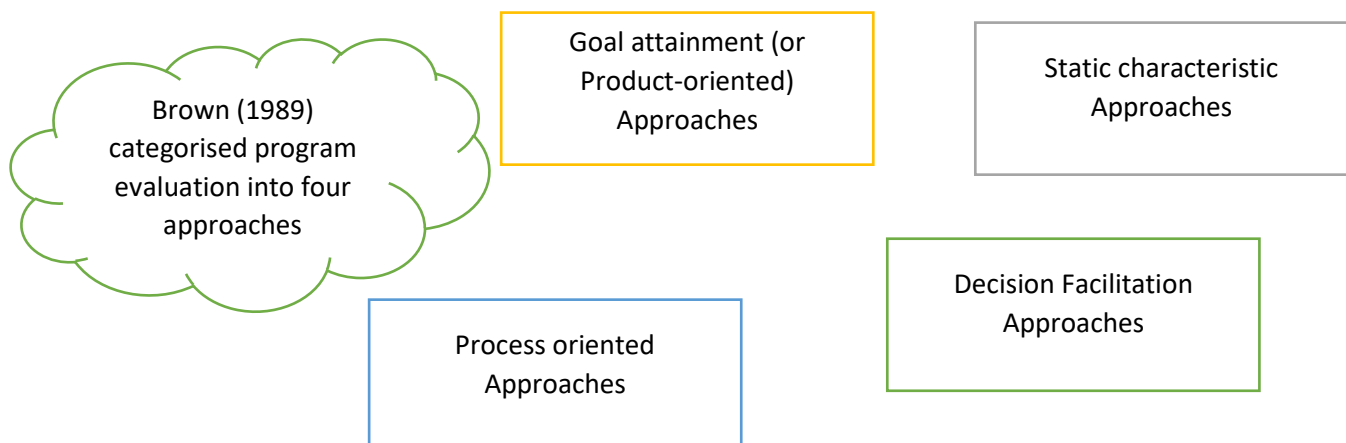
## LECTURE VI: Syllabus Design and Evaluation



This leads to an examination of the degree to which the various elements will be integrated, which is of great significance to White (1988:92) who comments:

A complete syllabus specification will include all five aspects: **structure, function, situation, topic, skills**. The difference between syllabuses will lie in the priority given to each of these aspects.

### Syllabus Evaluation:



**Goal Attainment (Product-Oriented) Approaches:**

The main concern of this category of approaches is to see whether the goals and instructional objectives of a program have been achieved.

**Static Characteristic Approaches:**

This category is part of 'professional judgement' evaluations. It evaluates records of an institution such as the number of library books and language laboratory tapes, the number of Master's degrees and PhDs among the staff. The aim is to accredit a particular institution (including its programs and textbooks) as a member in good standing.

**Process-Oriented Approaches:**

Process-oriented approaches emerged as a result of the new tendency to consider that evaluation can play a role in facilitating curriculum change and renewal.

**Decision Facilitation Approaches:**

This category of approaches views program evaluation as being mainly serving the purposes of decision makers.

**Dimensions of evaluation**

**Product versus Process:** The distinction here is based upon differences in what kind of data is going to be considered. Product evaluation is concerned with the achievement of the goals (product) of the program. In this respect, it is subsumed by summative evaluations. Process evaluation focuses on what is going on in a program (processes) which helps to achieve the goals (product)

**Formative versus Summative:** The backbone of the distinction between formative evaluation and summative evaluation is made of the purposes for information gathering

**Quantitative versus Qualitative:** Here, the distinction is made on the grounds of the type of data. Quantitative evaluation relies upon data that are measurable in terms of numbers and Statistics. The main purpose here is to detect existing and useful patterns. This can be achieved through the use of descriptive and inferential Statistics. Qualitative evaluation leans on data that cannot be turned into numbers and Statistics.