

Curriculum and Book Analysis

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Textbook elements:

The textbook consists of the following elements:

1. **Vocabulary:** It is the main and sub-headings contained in the study unit or lesson.
2. **Concepts and terms:** Concepts are defined as (mental images that refer to a set of convergent elements and are expressed by one or more words) while terms are what has been agreed to launch on a particular thing.
3. **Facts and ideas:** Truth is defined as data, events or phenomena that have been proven to be true, and ideas are a set of general facts that explain phenomena or relationships.
4. **Generalizations:** Generalizations are defined as a phrase that links or clarifies the relationship between two or more concepts.
5. **Values and trends:** Values are the criteria in the light of which attitudes or behavior are judged, while direction is a personal individual concept that determines human tendencies towards things, people or situations, affects his behavior towards them and works to direct this behavior in different situations.
6. **Skills:** They are the mental and practical practices carried out by students and expose students to intentional and planned educational experiences.
7. **Drawings, pictures and illustrations.**
8. **Activities, trainings and questions.**

The concept of the textbook: -

It is that book that includes a set of basic information that is available to achieve predetermined educational goals (cognitive, emotional, psychomotor) and this information is provided in an organized scientific form to teach a specific subject in a specific course and for a specific period of time.

The importance of analyzing the (content) of the textbook

Why do we analyze content?

1. Preparing quarterly and daily educational plans.
2. Derivation of educational objectives.
3. Choose appropriate educational strategies
4. Selection of appropriate teaching aids and techniques.
5. Building achievement tests according to scientific steps.
6. Tabulation or classification of textbook elements to facilitate the implementation of the plan
7. Detect strengths and weaknesses in the textbook.

The importance of the textbook

- 1- Provides students with a common amount of information and facts that achieve the desired goal in their behavior.
- 2- The textbook provides opportunities for the teacher to use many teaching methods, especially those that need the textbook in the hands of students when the teacher assigns one or several students to read a paragraph of the book to derive information or make a comparison with external information
- 3- The textbook provides students with opportunities to train in the skill of reading so that the book is of help to students in other subjects.

4- The book sets a general framework for the course according to certain objectives that have been determined in advance.

5 - The textbook deals with the scientific material in ways and examples of the environment close to the perception of students and away from ambiguity and assignment, which facilitates comprehension and understanding.

6- The textbook is the first scientific reference for the teacher and the student, which is the starting point for students to the world of research, knowledge, organized thinking and knowledge.

7- It is produced by professors who have their scientific value and their clear appreciation among those engaged in the educational process.

8- The book includes a variety of educational aids from multiple and colorful pictures, maps, illustrations, graphs and statistics, which in turn enriches the education process.

9- The textbook contributes to the transfer of the culture of society to students from generation to generation, but works to preserve and purify cultural heritage.

Textbook specifications:

The specifications of the textbook vary in terms of form, and content according to different educational philosophies and different countries, one of the most important specifications that must be available in the textbook is the following:

First: Introduction:

1. Follow the method of direct self-dialogue with the student and the teacher.
2. Includes the general educational objectives that will be achieved by learning the textbook material
3. Raise the learner's motivation to learn and motivate him.

4. Refers to the educational units and main topics addressed by the textbook material.
5. Refers to the trainings, activities and questions of self-evaluation included in the educational units.
6. Other sources of education shall determine the assistance and support.
7. Show the importance of the book for the learner and the teacher.
8. Shows the psychological and educational principles that were taken into account in the composition of the content and the organization of the scientific material.

Second: Educational Objectives:

The educational objectives of each unit of the textbook are:

1. It appears at the front of each educational unit and is linked with the general objectives of the textbook contained in the introduction.
2. Reflect expected behavior from the learner
3. It includes in its entirety the three learning products: cognitive, emotional, performance psychomotor.
4. Represents a measurable and observable product
5. Meet the needs of the learner and take into account his individual characteristics.
6. It is directly related to and derives from the content of the educational unit and its classes.

Third: Content

The content of the educational units is characterized by the following:

1. The content is expressed in an illustration (tracking panel) about the content of the educational unit and is at the forefront.

2. The educational unit is divided into main and short topics.
3. Each subject deals with a key concept of unity.
4. The educational material sequences a psychological sequence from the known to the unknown, from the simple to the complex, from the tangible to the abstract and from the easy to the difficult.
5. The content is interspersed with appropriate questions that represent an essential part of the presentation of the educational material.
6. The content includes different sources of presentation in addition to written presentation, such as pictures, charts and tables.

Fourth: Educational activities and trainings

The educational activities and exercises for each unit in the book are characterized by the following:

- 1- Based on the educational objectives of the educational unit.
- 2- Raise the learner's motivation for self-learning and make him an active learner.
- 3- Suitable for the level of maturity of the learner and his experience.
- 4- Accept the application and implementation within the framework of the possibilities available in the learner's environment.
- 5- Employing multiple and related educational media and technologies.
- 6- Sequencing the steps of implementing the activity logically and psychologically.
- 7- It includes precise instructions specifying the requirements for the implementation of the activity.
- 8- The results of these activities appear somewhere in the educational unit.
- 9- It contains the appropriate reinforcements for the learner and in different forms.
- 10- Provide the learner with immediate and frequent feedback.

- 11- The exercises help the learner to retrieve previous knowledge.
- 12- Help the learner to develop a problem-solving method.
- 13- Exercises help the learner to apply what he has learned in new situations.
- 14- Enhance the retention and assimilation of points previously raised in the educational unit.
- 15- Types of exercise questions are varied.

Fifth: Presentation:

The presentation of the educational material in the book and educational units is characterized by the following:

- 1- The presentation of information is used in sound, easy and clear language.
- 2- Used in the presentation of short and clear sentences, each of which expresses a specific idea directly.
- 3- Clarifies the new concepts during their presentation.
- 4- The educational material is presented in a way that takes into account the psychological structure of the learner.
- 5- The presentation takes into account the individual differences between learners, especially in evaluation questions, exercises and activities.
- 6- The educational material is presented in a way that stimulates and stimulates thinking by asking questions and replacing different answers.
- 7- In the presentation of the educational material, the adoption of the principle of transmission of the impact of learning using appropriate repetitions, motivation and motivation.
- 8- It is used in the presentation of the educational material and illustrations that are striking, colorful and interesting and have a clear direct relationship to the content of the educational material.

- 9- Highlights the important points by various typographic means.
10. The new scientific term shall be known as soon as it is introduced.
11. Each educational unit ends with an appropriate summary related to the educational objectives of the unit.
- 12- The abstract is written in the form of short points or paragraphs.
- 13- Each educational unit ends with a prior glance that prepares the learner for the next educational unit.
- 14 - linked pre-overview between the educational units, which contributes to the creation of the nature of continuity and growth in the construction of the textbook material.

Sixth: Evaluating the end of each topic (chapter in the book)

The evaluation of the end of each topic (chapter) in the book is characterized by the following:

- 1- Most of his questions are of the short pan type.
- 2- His questions provoke the thinking of the learner and enhance his activity.
- 3- His questions cover the main points, ideas and basic concepts mentioned in the chapter.
- 4- Provide immediate feedback to the learner by having answers to questions somewhere in the educational unit.

Seventh: Evaluation of the end of the unit:

The evaluation of the end of each unit in the book is characterized by the following:

- 1- Each educational unit ends with questions to evaluate the learner's self in that unit.

- 2- His questions are derived from the objectives of the unit.
- 3- His questions are distributed according to the importance of the unit's topics and chapters.
- 4- His questions include different areas of learning.
- 5- His questions are varied (essay and objective) and comprehensive.
- 6- There are typical answers to questions somewhere in the book.
- 7- There is a specific standard of proficiency to pass the educational unit.

Eighth: Output:

The output of the book is generally characterized by the following:

- 1- The artistic output tricks are used, such as the use of the type of fonts or their appropriate notes for the characteristics of the learners and the nature of the scientific material.
- 2- Illustrate the main ideas with colorful and eye-catching lines.
- 3- The book puts the shapes and tables in their topics in a way that is clear and easy to benefit from and colored as much as possible.
- 4- The book or educational unit ends with the listing of terms in foreign order according to their occurrence in Arabic.
- 5- The book ends with a list of Arabic and foreign references arranged according to the alphabet.
- 6- The book includes a list of contents mentioned at the beginning.
- 7- The first page of the book shows its title, the names of the authors, the publishing house, its place, and its year.

The book chooses the appropriate cover with a shape indicating its content, printed on cardboard, and fixed in such a way as to prevent its disintegration.