

Module 4: Approaches and Models of Curriculum- Mastery Assignment

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Introduction

Curriculum development is a systematic process that ensures educational programs are structured effectively to meet learning goals. It involves various steps, including curriculum design, development of support materials, and alignment with fundamental educational questions. This essay explores the key stages in curriculum development, including curriculum design and support materials, and aligns Tyler's (1949) four curriculum development questions with curriculum elements.

a) Curriculum Design

Curriculum design is the foundational step in the curriculum development process. It involves creating structured learning programs that outline educational objectives, content, and sequencing to ensure a logical flow of instruction. The key components of curriculum design include:

i) Developing Subject Outcomes

Subject outcomes define what students should achieve by the end of a specific subject or course. These outcomes serve as guiding principles for teachers and learners, ensuring that instruction remains focused and measurable. Subject outcomes are developed based on national education goals, societal needs, and subject-specific competencies.

ii) Development of Content

Content development involves selecting, organizing, and structuring learning materials that align with subject outcomes. The process includes:

- Identifying key topics and concepts that should be covered.
- Ensuring content is age-appropriate and culturally relevant.
- Integrating interdisciplinary perspectives where necessary.
- Maintaining a balance between theoretical knowledge and practical application.

iii) Scope and Sequence Charts

Scope and sequence charts provide a structured plan for delivering content across different grade levels. The scope defines the breadth and depth of topics covered in a subject, while the sequence establishes the order in which topics should be taught. This ensures that knowledge builds progressively, preventing gaps and redundancies in learning.

b) Development of Curriculum Support Materials

Curriculum support materials enhance the teaching and learning process by providing instructional resources. These materials help teachers effectively deliver lessons and enable students to grasp concepts more efficiently.

i) Production of Course Books

Course books are the primary instructional resources used in teaching and learning. They contain well-structured content, activities, and assessments that align with the curriculum. The production of course books involve:

- Content Development – Experts write and review content to align with curriculum objectives and standards.
- Editing and Formatting – Ensuring clarity, accuracy, and appropriate language for the target learners.
- Illustration and Design – Incorporating visuals such as diagrams, charts, and images to enhance understanding.
- Printing and Distribution – Finalized books are mass-produced and distributed to schools and learners.

ii) Production of Non-Print Materials

Non-print materials supplement learning through digital and interactive media. They include digital and multimedia resources such as:

- Educational videos and animations which enhance visual learning and engagement.

- Interactive software and apps which provide hands-on learning experiences.
- Audio recordings and podcasts –which aid in auditory learning and accessibility for students with visual impairments.

The process of developing non-print materials involves:

- Identifying Suitable Formats – Selecting appropriate formats such as videos, animations, interactive apps, or audio recordings.
- Development and Production – Creating engaging educational content, ensuring accessibility and alignment with learning goals.
- Testing and Evaluation – Reviewing effectiveness before implementation in classrooms.
- Distribution – Making materials available via online platforms, CDs, or other digital media

iii) Handbooks and Manuals

Handbooks and manuals provide guidance for teachers, administrators, and students.

These include:

- Teacher’s guides which offer strategies for lesson delivery, assessment, and classroom management.
- Student manuals which provide additional explanations and exercises to reinforce learning.
- Administrative handbooks which help school leaders implement curriculum policies effectively.

Their development involves:

- Content Compilation – Gathering essential information on curriculum implementation, teaching strategies, and assessment.
- Design and Formatting – Organizing information in an easy-to-use structure.

- Review and Approval – Experts validate the accuracy and relevance of the content.
- Publication and Distribution – Handbooks and manuals are printed or made available digitally for educators and learners.

2. Align the four basic curriculum development questions asked by Tyler (1949) to curriculum elements

Tyler's Rational Linear Model, introduced by Ralph Tyler in 1949, is a systematic approach to curriculum development. It follows a structured, step-by-step process where each stage logically builds on the previous one. The model is called "linear" because it follows a sequential order, ensuring that curriculum planning is organized and goal-oriented. Tyler proposed four fundamental questions that guide curriculum development. These questions align with essential curriculum elements as follows:

a) What educational purposes should the school seek to attain? - Curriculum Objectives

This question focuses on defining curriculum objectives, which specify the knowledge, skills, values, and attitudes learners should acquire. These objectives establish the overarching goals of an educational program, drawing from national education policies, societal needs, and cognitive development theories. As the foundation for curriculum planning and assessment, they ensure that learning is purposeful, relevant, and aligned with both individual and societal growth.

b) What educational experiences can be provided that are likely to attain these purposes? -

Learning Experiences

Learning experiences refer to the activities and methods used to achieve educational objectives. These include:

- Classroom instruction methods (e.g., lectures, discussions, group work).
- Hands-on experiments and project-based learning.

- Field trips and real-world applications to enhance experiential learning.

By carefully selecting and structuring these experiences, educators ensure that students engage with content in meaningful ways.

c) How can these educational experiences be effectively organized? - Content/Subject Matter

Effective organization of content ensures a logical progression of learning. Subject matter is structured based on:

- Chronological order – Teaching history from past to present.
- Conceptual difficulty – Moving from simple to complex concepts.
- Interdisciplinary approaches – Integrating multiple subjects to provide a holistic understanding.

Proper organization enhances comprehension, retention, and the seamless development of knowledge.

d) How can we determine whether these purposes are being attained? - Evaluation

Evaluation measures the effectiveness of the curriculum in achieving learning goals. It involves:

- Formative assessment – Continuous assessments such as quizzes, assignments, and class participation.
- Summative assessment – Final exams and standardized tests to measure overall achievement.
- Feedback mechanisms – Surveys and teacher reflections to improve instructional strategies.

Conclusion

Curriculum development is a structured and dynamic process that ensures the effective delivery of education. By carefully designing subject outcomes, content, and

support materials, educators create meaningful learning experiences. Tyler's model provides a strong framework for curriculum planning, aligning educational objectives with instructional strategies and evaluation methods. A well-structured curriculum ultimately enhances student learning and contributes to national educational development.