**COURSE: CURRICULUM AND INSTRUCTION**

**EDU302**

**INTRODUCTION**

Curriculum from the viewpoint of the recipients of school education, means different things to different people. It has been seen by some as all the learning experiences that the learner acquired under the guidance of schools directed towards acquiring some skills or competences. People who favour this conception of curriculum attribute the advantage of this definition to its focus on the learner and learning rather than teaching and its inclusion of all experiences of the learners both planned and unplanned.

**DEFINITION AND MEANING OF CURRICULUM**

Many definitions have been proposed for the term curriculum but a close look at each of them will show you one or two disadvantages. What curriculum means has been extended beyond its dictionary meanings as a course of study to embrace the total spectrums of content, resources, materials and method of teaching through which the purposes of education are achieved.

* **Brubacher (1969) referred to curriculum as the ground which pupils and teachers cover to reach the goal of education. In other words, it can be regarded as a total experience with which the school deals with educating young people. That is all the experiences both curricular and co-curricular which children pass through to become what is known as an educated person.**

Over Time It has been noted that the definition of curriculum changes from time-to-time and it also changes due to social conditions, conception of knowledge, the learner and, indeed, education. Clearly, therefore, your definition of curriculum is a matter of your own perception.

* **Wheeler (1969) defined it as the planned experiences offered to the learner under the guidance of the school.**
* **Fafumera saw it as the whole of the educative process, that is, the total environment in which education takes place. In other words, the total environment in which education takes place; That is, the child, the teacher the subject, the content, the method, the physical and psychological environment.**
* **Hass (1980) defined curriculum as all the experiences that individual learners have in a programme of education whose purpose is to achieve broad goals and related specific objectives which is planned in terms of a framework of theory and research or past or present professional practice.**

**HISTORY OF CURRICULUM DEVELOPMENT**

The systematic study of curriculum is a twentieth century phenomenon. In the past, concerns about what happened in schools were mostly limited to descriptions of what courses or subjects ought to be studied. Curriculum as a field of study started at about 1918 out of the practical managerial necessity for solving technical and practical school’s problems. This was because of an essay written by Franklin Bobbit in 1913 which drew an analogy between curriculum making and industrial processes. He published his first work on curriculum in 1918. The field of curriculum unlike other areas in education like: Educational Psychology, Philosophy of Education and Sociology of Education, emerged without any mother discipline. These other areas mentioned here are applications of the various areas to the field of education. Curriculum’ derives its name from Latin word meaning ‘a running course’, race, running on a wager, a race ground or a career. In its original Latin usage, it means a ‘runway’ or a course which one runs to reach a goal. In time, the meaning of the word came to denote more than a racecourse to mean a course which students pursue and compete for targets defined in terms of high grades, passes, certificates or other forms of academic awards.

**CHARACTERISTICS OF CURRICULUM DEVELOPMENT**

A curriculum is an educational experience offered to the learner in a school setting including the time-tabled subjects and all those aspects of its life certain changes in their behaviour. The functions of curriculum according to Onwuka (1996) are:

1. It determines educational direction including the decision of the type of society people want to live and serve in.
2. It determines the principles and procedures which will help educators in selecting and arranging instructional programmes.

(iii) It concerns itself with the application of the chosen principles.

(iv) It determines and assesses what changes have been brought about.

(v) It determines the next steps to be taken.

**IF EDUCATION IS CONCERNED WITH THE ADVANCEMENT OF MAN AND THE SOCIETY IN WHICH HE FINDS HIMSELF, THE CURRICULUM PLANNED TO ACTUALIZE THIS MUST POSSESS THE FOLLOWING CHARACTERISTICS:**

1. **Purposeful aims and objectives –** The aims and objectives must be clearly and precisely stated bearing in mind the societal values and the needs of the child. In selecting and stating the aims and objectives, consideration should be given to the learner’s age level of development, needs and interests. The economic attainment, religion, philosophy and norms of the people should also be put into consideration
2. **Functionality –** The curriculum planned must be workable, practicable and feasible. For a curriculum planned to be called functional, it must be stated in clear and understandable terms. Practicability is another criteria for judging the functionality of a curriculum. The curriculum should be able to succeed given the human and economic resources available. It should also be acceptable by the people in each society. It should strike a balance between theory and practice. Issues in the curriculum should be attainable.
3. **Flexibility –** The curriculum must be capable of adapting to the needs of the changing learner and the society. Since education is not static, It must be flexible and be able to create an avenue for growth and development to attain the predetermined objectives. In order words, it should be sufficiently flexible to enhance its adaptation to the changing condition and needs of the people.
4. **Relevance –** It should emphasize those aspects that will be of benefit to the learner and the society. The curriculum should assist in helping to ease contact between the learner and his studies, socialize him and facilitate the transfer of knowledge and developmental skills to the entire populace.
5. **Evaluation** – It should be subjected to evaluation to ensure that there is progress and that such a progress is in the desired direction. Evaluation as a characteristic could facilitate learning and teaching. It could produce records appropriate to the purpose for which records are essential and provide feedback for curriculum planners and teachers.

**MAJOR CONCEPTS AND TYPES OF CURRICULUMS: FOUNDATION OF CURRICULUM**

Curriculum as a field of study is partly the child of three fields of study, namely: philosophy, sociology and psychology. The three fields put together had been considered as the foundations of curriculum planning

**TYPES OF CURRICULUM**

There are different types of curriculum designs which were developed at different times in educational history in accordance with societal conceptions of the role of education, the nature of the learner and of the learning process as well as societal needs. In designing each of them, consideration was given to continuity, sequence and integration. We will first consider three of these major variations:

1. Subject-centred curriculum
2. Activity/Experience-centred curriculum
3. Child-centred curriculum

**SUBJECT –CENTRED CURRICULUM**

This type of curriculum is concerned with the collection and arrangement of school subjects which are generally studied separately or sometimes in relation to each-other. For instance, in our secondary schools, subjects in the curriculum include English, Mathematics, Biology, Chemistry, Physics, Economics, Geography, Home Economics, Agricultural Science, Government, Social Studies and Integrated Science (in Junior Secondary School). The subjects are sometimes subdivided into divisions. English for instance is subdivided into composition, grammar, spelling, dictation, writing, literature, essay, lexis and structure and comprehension. In this type of curriculum, mastery of the subject matter is usually the basis through which educational outcomes are achieved. Its scope, however, is determined by the quantity of subject matter existing within each subject as well as the range of subjects to be included in the school timetable. The characteristic feature of this type of curriculum is orderliness. If learners follow the bodies of subject matter, they build their store of knowledge. They can readily make use of such store of knowledge when needed. This type of curriculum is convenient to teachers since they were trained in subject areas. They can easily plan, organize and teach their areas of specialization. Examination which is the yardstick for admission and selection of candidates into schools, colleges and universities appear in subject areas. Employment in some cases is done based on the subject’s candidate studied.

**ACTIVITY/EXPERIENCE-CENTRED CURRICULUM**

This type of curriculum is learner-centred. Consideration in this type of curriculum is given to learners’ interest, needs and motivation. It is also regarded as problem-solving

To channel learners into the learning experiences to make learning purposeful, stimulating and rewarding for them, teachers must try to discover their interests and needs. In other words, one can say that activity curriculum is an approach with very flexible ideas and adaptation of curriculum to the needs of children in the natural setting of human growth and development. One characteristic of the activity curriculum is that children’s interests determine the content and structure of learning. As they select and work in any task, skills and knowledge are acquired as they are needed and subject matters from many fields are used according to the requirements of the task. Within the activity-centred curriculum tradition, the role of the teacher is that of an instructor and work supervisor while their students are learners as well as productive workers. In other words, his role is seen as that of a more mature member in the problem-solving situation to provide advice or help, direct or guide.

**CHILD-CENTRED CURRICULUM**

When the claim of a curriculum approach is that a worthwhile curriculum is solely constructed by reference to needs, wants and interests of the child, it becomes a child centred curriculum. Curriculum developers in this type of curriculum should be very careful when exploring children’s needs, wants and interests in curriculum matters to make children do what they want with qualification. When this is done, the curriculum could be regarded as a worthwhile school curriculum.

There are other variant curricula approaches apart from these main ones. These three variations are as follows: (i) The Broadfield Curriculum, (ii) The Hidden curriculum and (iii) The Core-Curriculum. (iv) The Broad-field Curriculum

**FOUNDATION OF CURRICULUM:**

**PHILOSOPHY** Curriculum decisions involve the consideration of several issues in education such as: purpose of learning, sources of subject matter, characteristics of the learner, the nature of teaching/learning process and others.

Different Shades of Philosophical Thoughts The various schools of philosophical thoughts that had influenced the field of curriculum are Idealism, Realism, Pragmatism and Existentialism. Educational theories that had been seen to affect curriculum design are essentialism and reconstructionism.

**Idealism**

If we believe that children are inherently good and that they have within them a tendency to do what is good and right and these ideas are applied to education, the purpose of education would be to put the learner on the path to a good and satisfying life in which he lives according to values. When considering the organisation of the school curriculum plans, therefore, it is important to note that even children are born with inherent goodness, they must be assisted in bringing up that goodness to the surface. This set of belief about education is based on the traditional philosophy of idealism.

**Realism**

If we view a child as an ignorant and rational person, he must be directed towards worthwhile knowledge. Left to himself, he would probably remain ignorant. It is, therefore, the responsibility of the teacher to identify worthwhile knowledge for transmission to students. In teaching the learner, the teacher should employ the direct methods since the ‘ignorant’ child cannot be expected to understand subtle or indirect learning techniques. The school reflects the permanent and end values that have been inherited from history. If thinking and intellect are necessary to overcome ignorance, diligence and honesty must be learnt by the child since they are valued in the real world from time immemorial. This set of belief about education is based on the philosophy of realism.

**Pragmatism**

If we believe that when children are born, they are born with the physical and mental equipment which allows them full participation in their environment, whatever values and ideas people believed in would be regarded as tentative since future social development may refine or change them. As children grow up, we believe that what they know and how they behave are because of interacting with the world around them. What children are taught here will not be some fixed bodies of knowledge, values and eternal truth but experiences that would promote increasing interaction Principles of with their environment

**Existentialism**

Philosophy of existentialism on the other hand, believe that people exist and as they grow, they develop ideas and values that are highly personal and not necessarily connected with any organized social pattern. Individuals may be rational, but they use their individual values and behaviour. Here people are free to choose their own values and behaviour. Because they are free to choose their own, they are, thus responsible for their own actions. Education that will be given to children must centre on the perceptions and feelings of the individual which will facilitate understanding of personal reaction or responses to life situation. By its very nature, therefore, the school as an institution is generally antithetical to existentialism.

**Essentialism**

Essentialism and reconstructionism are two educational theories that had influenced curriculum in recent times. Essentialism is of the view that education should prepare the learner to adjust to present conditions in society. The school has a great role to play here. Teachers within the school, according to this theory, play a directive role. They mainly disseminate information to learners. Standards must be set for students to master enough knowledge and skill to prepare them for adulthood. To reflect the real world, essentialists observed that “nothing succeeds like hardwork”. The curriculum might include vocational and special subjects since they are part of adulthood.

**Reconstructionism**

Reconstructionism is of the view that democracy has a value that should be developed. Emphasis in school should be on participatory problem – solving, concern for social welfare and the application of systematic planning techniques. The school should, therefore, be a microcosm of a truly democratic society.

**DEFINITION AND MEANING OF INSTRUCTION: STRUCTURE OF CURRICULUM AND INSTRUCTION**

**Definition and meaning of instruction**

Instruction can be defined as the processes of imparting information and knowledge to a learner. Instruction is a teacher-initiated activity, designed to facilitate receptivity by the learner. Planning instruction may be seen as setting the stage for proper teaching activities.

**Instruction can be organized in three phases**

1. **Introductory Activity**

Introductory activities are intended to introduce learners to the topic or problem that will be studied. Introductory activities are meant for the arousal of learners’ interest and curiosity. Introduction can be based on previous knowledge of the students.

1. **Developmental Activity**

Developmental activities are the main frame of this unit. What is done here leads to the actual accomplishment of the objectives. At this stage, the unit or topic to be taught will be presented to the learners through any appropriate teaching method – lecture, discussion, reading, practice, survey, field trips and so on.

1. **Culminating Activity**

Culminating activities conclude the instructional phases. Specifically, they are intended to synthesize and end the lesson and to demonstrate accomplishment of objectives. Culminating activities can take the form of question and answer between the teacher and learners, summary, projects debates, reports, self-evaluation or unit evaluation. The concern in this phase is about whether learning has taken place.

**STRUCTURE OF CURRICULUM AND INSTRUCTION**

The essence of curriculum planning is to provide quality experience for learners, and it is a structured stage by stage process which usually begins with an analysis of the situation in which people find themselves. This is closely followed by formulation of objectives or goals, the selection of appropriate tools in the form of relevant subject matter, the application of suitable instruments of evaluation to determine the success so far.

**Syllabus**

Syllabus refers to a list of topics or collection of outlines of what pupils should study each year or specified period of teaching. It is a brief outline of the ground to be covered in course of lectures or lesson.

Broadly speaking, the syllabus is that aspect of curriculum that lists subjects to be taught in each course or programme. The outline of the syllabus is meant to guide the teacher on the extent of work involved in a particular class.

**Scheme of Work**

The scheme of work is the sub-division of the entire school syllabus into specific portions. Here, the content and learning experiences that should be studied in a given subject every term or every week of the academic year should be spelt out. A scheme of work can be defined as a plan or outline of academic work in a sequential concordance. A scheme of work is prepared by forecasting what part of the syllabus will be covered on each lesson period and with reference.

**To draw a good scheme of work that will be a practical guide to the teacher, the following elements should be taken into consideration:**

1. The syllabus
2. The pupils (their age, average ability, the quality of group motivation in the class)
3. The school calendar – How long the term is and the number of periods devoted to each subject per week.
4. Logicality of topics or sub-topics.

**LESSON PLAN/NOTE**

This is the final stage in curriculum implementation. A lesson plan is the final major stage of preparation before a teacher is ready to go into the classroom for actual active teaching. This is the stage when the scheme of work or unit of instruction is interpreted for periods of thirty or forty minutes.

A lesson plan can be regarded as a well thought-out, orderly and sequential arrangement of the lesson on paper. One can say that it is the core of a successful lesson. It is the guideline by which the teacher teaches his lesson. Lesson plans can be comprehensive or concise and sketchy in form and yet containing the salient steps of   
the progression of the lesson.

**Components of a lesson plan**

The basic components of a lesson plan include the following.

(i) The subject (ii) Date (iii) Time/Duration (iv) Class (v) Period (vi) Average age of the learners (vii) Topic (viii Behavioural objective(s) (ix) Entry behaviour/Previous knowledge (x) Instructional materials/resources ( xi) Introduction/Set induction

(xii) Instructional techniques or skills (xiii) Instructional procedure (xiv) Evaluation

**Characteristics of a poor lesson**

A poor lesson is usually characterized by at least one of the following faults:

1. Lack of logical presentation of material
2. The omission of important facts due to lack of adequate knowledge of subject content.
3. Inaccurate facts taught or accepted as correct.
4. Poor timing of the lesson Lack of ability to motivate the class, resulting in boredom and restlessness in the class.
5. Lack of interesting detail of illustrative aids.
6. Excessive corrections when the assignments or written work of learners are being marked.

**SOME SPECIAL METHODS OF TEACHING AND THEIR MAJOR CHARACTERISTICS**

**Teaching** can be defined as a process of making it possible for pupils to learn. The ways by which the teacher presents his materials to learners and engages them in the task at hand is referred to as a methodology. It has been noted that the method adopted by the teacher may hinder or promote learning.

Teaching is a skilled job that involves making sure that learners learn and like all skilled job, it has some prescribed methods and techniques

A teacher needs to have knowledge of a variety of teaching methods he can choose from in the teaching-learning process. If a teacher could vary his methods, he will avoid monotony and boredom

**TEACHING METHODS**

(i) The lecture method

(ii) Demonstration method

(iii) Problem–solving methods

(iv) Project methods

(v) Brain-storming

(vi) The Play/Dramatic method.

**Lecture Method**

This is the most common method of teaching and is used at all levels. It involves the systematic presentation of information or instructions through oral exposition by the teacher, supplemented using appropriate teaching aids or instructional materials this method of teaching is often referred to as: “chalk and talk” method it has been noticed that teachers who have very few teaching aids or materials including books to use in the teaching-learning situation must rely heavily on this method.

It is important that what will be taught using this method should be presented or expressed in clear and simple language, which the learners will readily understand.

**Demonstration Method**

This is a method of teaching in which sight rather than hearing is the major means of communication though, of course, the two are often combined. It is effective because most people more easily remember what they see than what they hear or read. This method may involve only showing an actual object, mode, picture, or diagram. Most verbal instructions, especially to younger children should be accompanied by such use of visual aids. Demonstration, however, usually involves a process in which the learner must follow several steps.

It is realistic and impressive and is a true learning experience where actual objects, models or apparatus are used, as mentioned earlier. However, it requires skill, considerable time and usually some expense for effective organization.

For instance, the pupils in a large class can easily learn the structure of a small plant if each pupil has one of the plants in front of him or if they can see a large drawing of it on the wall. Learning how to dissect a frog will be difficult if there is only one frog on the teacher’s desk because only those in the front row can see what the teacher is doing.

**Problem-Solving**

In a situation where the lecture method treats learners as objects of assistance, the problem-solving method makes them critical thinkers. This method requires the ability to reason and demands active thinking on the part of the learners.

Problem-solving method bases itself on creativity. In this method, the teachers’ task is to present his learners with suitable problems, which are within their reach and capacity to solve

Capacity to use reasoning to solve problems will increase as pupils have more knowledge of facts, materials and methods, which can be employed.

**Steps to follow to effectively use Problem-Solving method**

1. raising the problem
2. interpreting or more precisely formulating it
3. gathering and evaluating data (including materials required)
4. formulating tentative solutions and testing them, where possible, by experiment
5. verifying the result.

**Project Method**

This is a method of teaching that enables the teacher to relate his teaching to real-life situations. In this method pupils learn through independent activities though under the guidance of a teacher. With the help of the teacher pupils should plan and execute a project in a logical sequence. Every step should be followed from the beginning of the project to its completion.

When using this method, the teacher should refrain from doing the work for the pupils because all the experiences connected with a given project with obtaining and using the knowledge required to carry it out properly, constitute the project.

By this method, pupils learn to work together on selected plans. The emphasis in this method is commonality of purpose and on the cooperative effort of both the teacher and his pupils.

**Brainstorming**

This is an advanced use of the discussion method of teaching, which involves cooperative thinking by groups towards the solution of specific problems. In other words, it involves a class in oral exchange of ideas, facts and opinions about a topic of mutual concern and interest. The purpose of this method is stimulation and generation of ideas in the pupils and facilitation of their expression.

**Advantages In this method,**

* The teacher draws upon experience and knowledge of the learners instead of leaving them to rely entirely upon his.
* He acts as a leader and directs or redirects ideas and information produced by them.
* Some suggestions in a brain storming session may not be worthwhile and should be quickly rejected. This provides an exercise in critical evaluation for pupils and the teacher.
* It makes room for the participation of students, stimulates them to think individually and to learn to express themselves freely.

**Disadvantages**

The main disadvantage of this method is that it is time consuming. It must be well organised to avoid waste of time and going off in an unexpected direction. The teacher must plan before hand the main aspects of the topic, which he wants the brainstorming to cover.

**The Play/Dramatic Method**

As the name goes, the play/dramatic method of teaching involves learners dramatizing or acting of ideas or events to ease learning. The importance of play in the life of the growing child in and out of school cannot be over emphasized. One form of play is dramatization. It has been observed that children are fond of playing parts during which imagination leads them to act in the capacity of known or of imaginary individuals. Facts and skills can be converted into play or drama by a teacher just by making the process of learning such facts and skills more interesting and meaningful. Topics in some subject areas can be reorganized and dramatized by the students in the classrooms to make them clearer and easier to understand and make learning a pleasurable venture

One major limitation of this method is that it can be time-consuming. A topic that could be taught in one two periods may take four to five periods or more using the play or dramatic method.