



Answer the following questions

1. A) Draw a comparison between subject-centred curriculum designs and learner-centred designs in terms of learning outcomes, content, and the roles of both the teacher and student.
B) Give a brief review of one design of each type.
2. Write short notes on:
 - A) The importance of curriculum evaluation
 - B) Methods of curriculum evaluation
 - C) Experience centred curriculum evaluation
3. Draw a comparison between Tyler's objectives centred and Stufflebeam's CIPP models for curriculum evaluation.

 Mansoura University Faculty of Education Curriculum & Instruction Dept.	Academic year: 2022/ 2023 Date: Saturday, 4 th February Time: 3 hours Total Mark: (70)	 Level: Professional Diploma (Curriculum and Instruction: TEFL) Subject: Curriculum Planning
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Answer the following questions:

Part I.

Question 1

"Technology trends in the 21st century have impact on curriculum planning". Elaborate this statement. (20 marks)

Question 2

Discuss only one of the following topics: (15 marks)

1. Media literacy
2. Education for sustainable development

Part II.

(30 marks)

Illustrate the definition of digital portfolio and how it differs from traditional portfolio; explain also its types, components, advantages and disadvantages. Then, describe how a digital portfolio can be used as a tool for curriculum summative and formative evaluation. importance

Good Luck

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Curriculum: Definitions

- Curriculum includes all the learning experiences offered to all the learners under the direction of the school – **C.Ronald**
- It is a plan for action or a written document that includes strategies for achieving desired goals or ends – **Ralph Taylor & Hilda Taba**
- It is the total efforts of the school to bring about desired outcomes in and out of school situation – **Alexander & Saylor**

Subject-centered Designs: Subject Design, Discipline Design, Broad field Design and Correlation Design –
Learner-centered Designs: Child-centered Design, Experience-centered Design, Romantic Design and Humanistic Design – Problem-centered Design: Life-Situation Design, Core Design and Social Reconstruction Design
– Sources of Curriculum Design.



Centred Curriculum

Subject-Centred Curriculum		Learner-centred Curriculum	
1.	It is structured around subjects.	1.	It is centred around learners.
2.	Its aims increases the knowledge of subjects.	2.	It aims at promotion of knowledge of the learner.
3.	Subjects are placed in rigid compartmentization state.	3.	More stress on Integrative education.
4.	Subject-matter is selected and organized before the actual teaching-learning situations.	4.	Subject-matter is selected and organized according to teaching-learning situations.
5.	The teacher is the controller and director of curriculum structure.	5.	Curriculum is initiated and organized by the learners.

Purpose of Curriculum Evaluation

1. **Course Improvement** : deciding what instructional material and methods are satisfactory and where changes are needed.
2. **Decisions about individuals** : Identifying the needs of the pupil for the sake of planning of instruction and grouping, acquainting the pupil with his own deficiencies.
3. **Administrative regulations** : Judging how good the school system is, how good individual teachers are.

(Contd.)

Methods and techniques of curriculum evaluation

- Discussions
- Experiments
- Interview – individual & group
- Opinions
- Observations
- Questionnaire
- Schedules
- Practical performance
- Anecdotal records

Tyler's Planning Model(1949)



What educational goals should the school seek to attain?

How can learning experiences be selected which are likely to be useful in attaining these objectives?

How can learning experiences be organised for effective instruction?

How can the effectiveness of learning experiences be evaluated?



<http://talc.ukzn.ac.za>
[Print, M. (1993) p 65]

Types of Evaluation:

Context Evaluation - to determine objectives

Input Evaluation - to determine program design

Process Evaluation- to control program operations

Product Evaluation -to judge and react to program attainments



Media literacy



Media literacy is the ability to:

- **access** the media
 - **understand**
 - **critically evaluate** media content
 - **create** communications / **produce** messages
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- **Media literacy** cares about how people comprehend, interpret , analyze and compose media messages.



Example : Facebook , website or blogpassive or active audience
Egyptian Army (sms) in the revolution





Importance of Media literacy

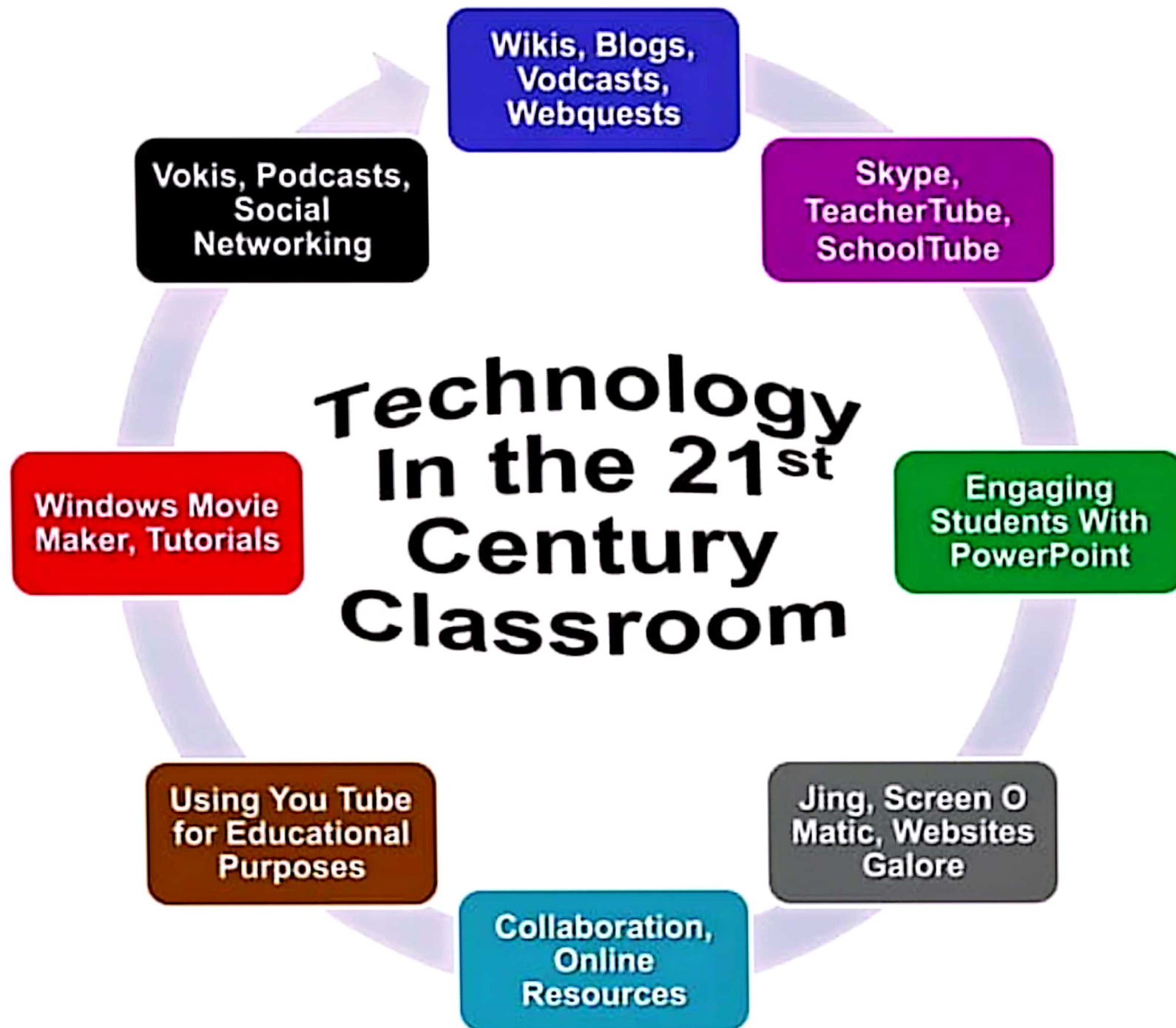
Media literacy skills can help youth and adults:

- Develop critical thinking skills
- Understand how media messages shape our culture and society
- Identify target marketing strategies
- Recognize what the media maker wants us to believe or do
- Recognize bias, spin, misinformation, and lies
- Discover the parts of the story that are not being told
- Evaluate media messages based on our own experiences, skills, beliefs, and values
- Create and distribute our own media messages
- Advocate for media justice



“The illiterate of the 21st century will not be those who cannot read or write, but those who cannot learn, unlearn and relearn.”

Alvin Toffler, American writer and futurist (1928-)



e-portfolios

- Convenient and fast to store
- Easy to distribute to others
 - Easy to copy file
 - Time efficient
- More options to include in portfolios (e.g. Audio and video files)
- More investment to start up
- Need certain computer skills

VS

Traditional portfolios

- Don't need much investment to start
- Easy to manage/ non technological skills needed
 - Time consuming
- Hard to distribute to others
- Need more resources and space for storage
- Pieces could be taken out and touched, held and discussed

EDUCATION FOR SUSTAINABLE DEVELOPMENT

DEFINITION

Education for Sustainable Development (ESD) is an approach to education that emphasizes the interdependence of environmental, social, and economic systems, aiming to empower learners to take informed decisions and responsible actions for environmental integrity, economic viability, and a just society.



PRINCIPLES

- Transformation and Change
- Lifelong Learning for All
- Systems Thinking
- A Better Future
- Critical Thinking
- Participation
- Partnerships for Change