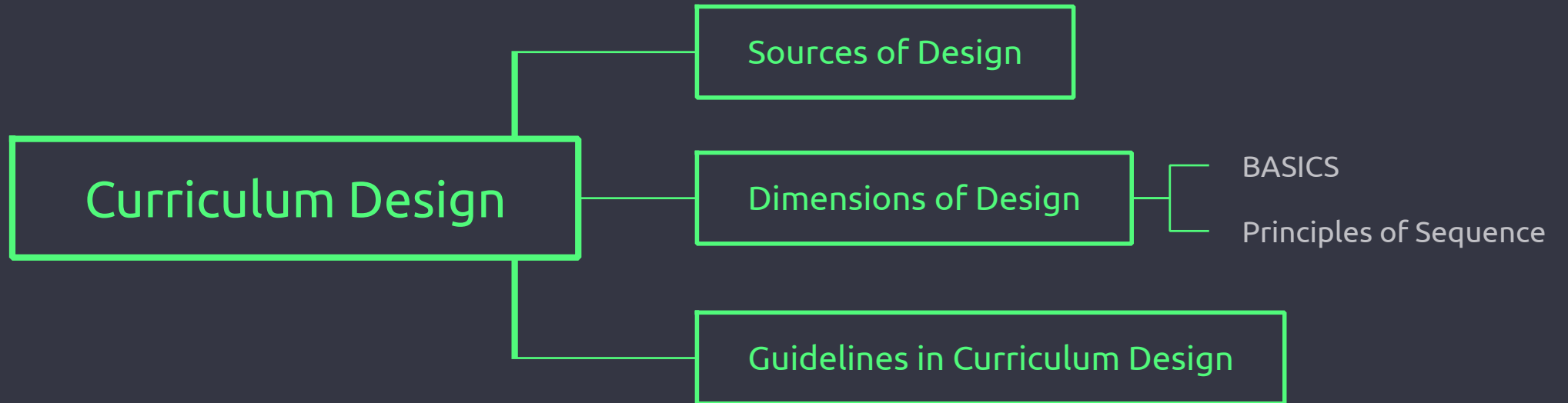


Dimensions and Principles of Curriculum Design

Group 3

October 25, 2021

Topic Outline



Curriculum Design

Concerned with the nature and arrangement of the four basic curriculum parts:

- Objectives
- Contents
- Activities
- Evaluation

Sources of Design

Science

The scientific method provides meaning for the curriculum design

Society

Schools should draw its deals for the curriculum from the analysis of the social situations

Knowledge

"What knowldege is most worth"

Learner

Curriculum should be derived from what we know about learners.

Eternal and Divine Sources

Designers should draw from past for guidance as to what is appropriate content

Dimensions of Curriulum Design

B A S I C S

Balance

Equitable assignment of content, time, experiences and other elements of design

Dimensions of Curriulum Design

B A S I C S

Articulation

Interrelatedness of **horizontal** and **vertical aspects** of curriculum

Dimensions of Curriulum Design

B A S I C S

Scope

The **breaths** and **depths** of the curriculum

Dimensions of Curriulum Design

B A S I C S

Integration

Refer to the linking of all types of knowledge

Example: Business Planning in Grade 10. Students must integrate skills from other subject. Grammar, Economics and Math

Dimensions of Curriulum Design

B A S I C S

Continuity

Vertical repetition and recurring appearance of content

Example: Spiral Curriculum

Dimensions of Curriulum Design

B A S I C S

Sequence

Provides continuous and cumulative learning

Four Principles of Sequence

1. Simple to complex
2. Prerequisite
3. Whole to Part
4. Chronological

Five Major Principles of Sequence

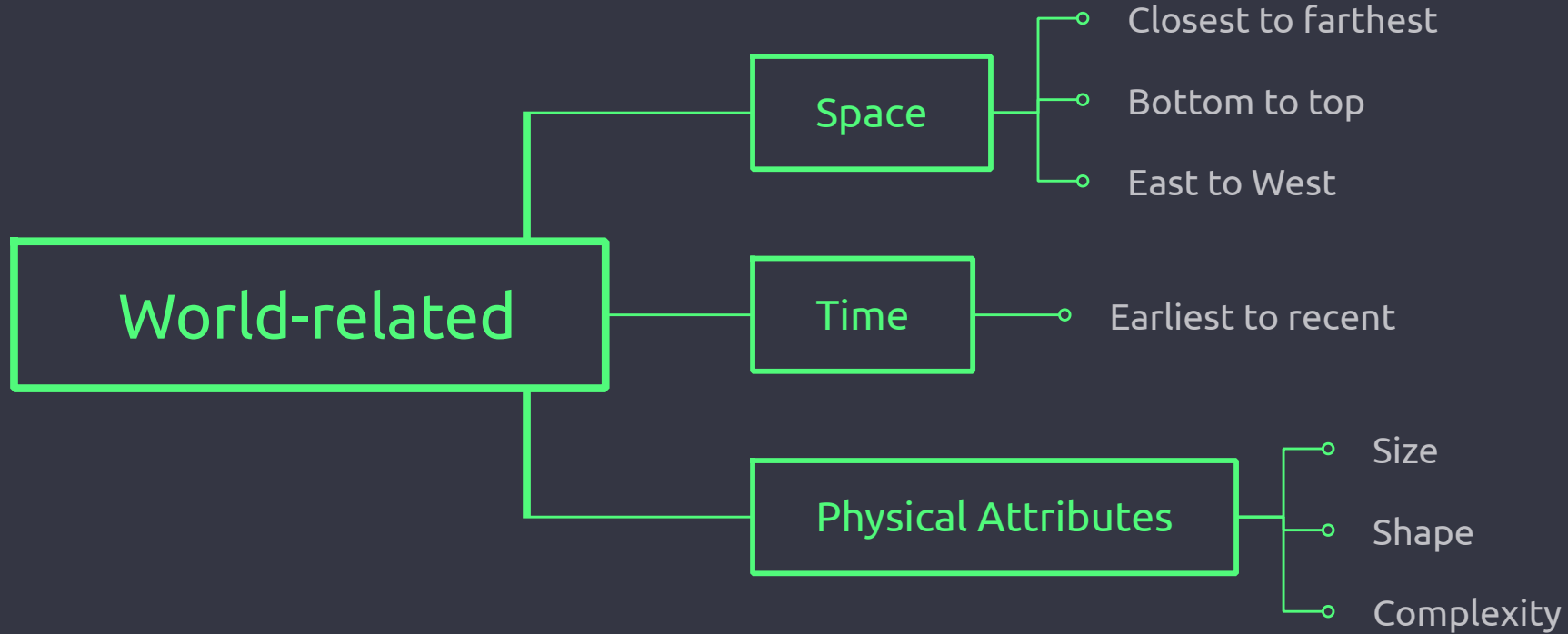
World

Concept

Inquiry

Learning

Utilization



Five Major Principles of Sequence

World

Concept

Inquiry

Learning

Utilization



Five Major Principles of Sequence

World

Concept

Inquiry

Learning

Utilization

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graph LR; A[Inquiry Related] --- B[Logic of Inquiry]; A --- C[Empirics of Inquiry];
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Inquiry Related

Logic of Inquiry

Empirics of Inquiry

Five Major Principles of Sequence

World Concept Inquiry Learning Utilization



Five Major Principles of Sequence

World

Concept

Inquiry

Learning

Utilization

Utilization Related

Procedures

Anticipated frequency of use

Table of Continuity and Sequence

| Curriculum 1 | Curriculum 2 | Curriculum 3 |
|--------------|--------------|--------------|
| A | A | A |
| B | B | B |
| C | | D |
| D | D | C |
| E | E | E |
| F | | F |
| G | G | H |
| H | H | G |

Guidelines in Curriculum Design

- Should involve **teachers, parents, administrators and students**
- In line with **mission, vision, goals and objectives** of school
- Consider the **interests** of the learners
- Alternative curriculum design should consider the **cost, scheduling, class size, facilities and persons required**
- The curriculum design should take into account **cognitive, affective, and psychomotor** concepts and outcomes

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