

COURSE CODE: OOU – EDU 201

COURSE TITLE: CURRICULUM AND TEACHING METHODS.

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WEEK 1: COURSE OUTLINE

WKS	TOPICS
I.	Definition of curriculum.
II.	Types of curriculums.
III.	Curriculum development process.
IV.	General teaching methods and struggles.
V.	Developing lesson learnt and lesson known.
VI.	Assessment of learning.
VII.	Resources for teaching and improvisation.
VIII.	Classrooms management.
IX.	21 ST century teaching skills.
X.	Setting up and managing online classes.
XI.	Attending to students for special needs.
XII.	Classroom presentations.

WHAT IS CURRICULUM

Curriculum is a general outline of what is to be learnt, within and outside of the school, under the guidance or supervision of the teacher.

Curriculum is both planned and unplanned activities of teachers and learners for the purposes of academic achievement.

LECTURE 2

TOPIC: CONCEPT OF CURRICULUM

Curriculum can be summarized into three things:

1. Program of activities
2. Program of instructions
3. Program of guidance.

- ❖ Franklin Bobbitt 1918, defined curriculum as a series of things which children and youth must do and experience by way of developing abilities to do the things well that make up the affairs of adult life, and should be in all respects what adults should be.

- ❖ Caswell and Campbell 1935, defined curriculum as all the experiences children have under the guidance of the teacher.
- ❖ Festo 1956, defined that curriculum must consist essentially of disciplined study in five great areas:
 - i. Commands of mother tongue and systematic study of grammar, literature and writing.
 - ii. Mathematics.
 - iii. Sciences.
 - iv. History.
 - v. Foreign languages. (Ralph Tyler)
- ❖ Daniel & Laurel Tanner 1988, defined that curriculum is the reconstruction of knowledge and experiences, systematically developed under the guidance of the school to enable the learner's increase his/her control of knowledge and experience. (Hilda Taba)
- ❖ Ralph Tyler 1957, defined curriculum as all the learning of students', which are planned and directed by the school, to attain its educational goals.

TYPES OF CURRICULUMS

1. Child centered
2. Teacher centered
3. Core
4. Written
5. Hidden
6. Integrated
7. Subject centered
8. Holistic
9. Activity centered
10. Null.

LECTURE 3

TOPIC: CURRICULUM DEVELOPMENT PROCESS AND ELEMENTS OF CURRICULUM

Curriculum development process is a process that typically involves planning, designing, implementation and evaluation. It is cyclic in nature.

It begins with setting educational goals and assessing the needs, then moves to designing the curriculum through implementation in the classroom and finally to evaluation, revision and feedbacks.

There are four stages involved:

Stage 1 – Curriculum Planning Stage

- ❖ Identify the needs.
- ❖ Set the goals.
- ❖ Develop a clear learning outcome.

Stage 2 – Curriculum Design Stage

- ❖ Select your content.
- ❖ Select your learning.

Stage 3 – Curriculum Implementation Stage

- ❖ Develop your materials.
- ❖ Train the teacher's or trainers.
- ❖ Facilitate.

Stage 4 – Curriculum Evaluation Stage

- ❖ Review what you have learnt. Review your activity.
- ❖ Evaluate.
- ❖ Feedbacks.

ELEMENTS OF CURRICULUM

1. Curriculum Objectives: Derived from the needs of the learners, society.
2. Curriculum Contents: This refers to the subject matter. What you want to teach. It is gotten from resources around, library, websites, demands of the society. You present the body of language that you transmit to the students.
3. Curriculum Methods & Materials: This is called the “learning experiences”. (a) Why do I want to teach? (b) With what do I want to teach?
4. Curriculum Evaluation: Divided into two – formative (carried out during the course of the study) and summative evaluation (carried out at the end of the lesson).

Domains you evaluate on:

- a. Psychomotor domain – Deals with skills or practices gained.
- b. Affective domain – Deals with behavioral changes (values and attitudes).
- c. Cognitive domain – Deals with the intellectual knowledge gained. This is what you know and comprehend.

How to evaluate:

You evaluate through the systematic questioning in the classroom, through continuous assessment tests, through assignments, and through projects.

LECTURE 4

TOPIC: CORE TEACHING SKILLS AND THEIR COMPONENTS.

A teaching skill is the behavior of a teacher, which facilitates the students learning both directly and indirectly. This could include the art and the behavior of the teacher which makes communication possible.

CORE TEACHING SKILLS AND COMPONENTS

1. The Skill of Introducing a Lesson: As a teacher, you must have adequate knowledge about the content of your lesson.

Components:

- a. Maximum utilization of previous knowledge of students.
- b. Using the appropriate device.
- c. Learn to maintain continuity.
- d. Relevance of verbal and non-verbal behavior.

2. The Skill of Probing Questions: The success of teaching depends upon the skills of probing questions. It is helpful in putting the desired, meaningful, clear, relevance, specific and straight-forward questions to the students for the purpose of testing their knowledge and understanding. As a teacher, whenever you are teaching, try to throw questions to your learners to exercise and engage them.

Components:

- a. Prompting
- b. Seeking further information.
- c. Re-directing.
- d. Increasing critical thinking skills.

3. The Skill of Explanation: This shows the relationship between different concepts in your lesson. As a teacher, you must be able to have different ideas, events and phenomena that showcase in your lesson. You must be able to tell how, why and what, of a concept. It is when you understand your subject matter that you will be able to communicate effectively to your students.

Components:

- a. Clarity – Be clear enough when teaching. Be doubt free.
- b. Continuity.
- c. Relevance to the content.
- d. Cover essential point/part of your lesson.

4. The Skill of Illustrating with examples:

5. The Skill of using the board (white/chalk board):

6. The Skill of Stimulus Variation:

7. The Skill of Reinforcement: