

unit : Four

development of curriculum

Process of Curriculum Development (5)

- 4.1 Concept of Curriculum\ Development
- 4.2 Steps of Curriculum Development.
- 4.3 School level Curriculum Development Process in Nepal.

4.1 Concept of Curriculum\Development

The curriculum development process systematically organizes what will be taught, who will be taught, and how it will be taught. Each component affects and interacts with other components. For example, what will be taught is affected by who is being taught. Methods of how content is taught are affected by who is being taught, their characteristics, and the setting. In considering the above three essential components, the following are widely held to be essential considerations in experiential education in non-formal settings.

4.2 Steps of Curriculum Development

The curriculum development process takes information from a subject matter expert and, through much integration, creates instruction. But how does information from an expert get translated into educational content that is effective for learners? It goes through seven steps of design. In each step are important team members including project managers, instructional designers, writers, copy editors, and subject matter experts. The team works together to create effective content. Let's have a look at the four steps in the curriculum development process.

HILDA TABA MODEL



1. Diagnosis of Needs

2. Formulating Objectives

3. Selecting Content

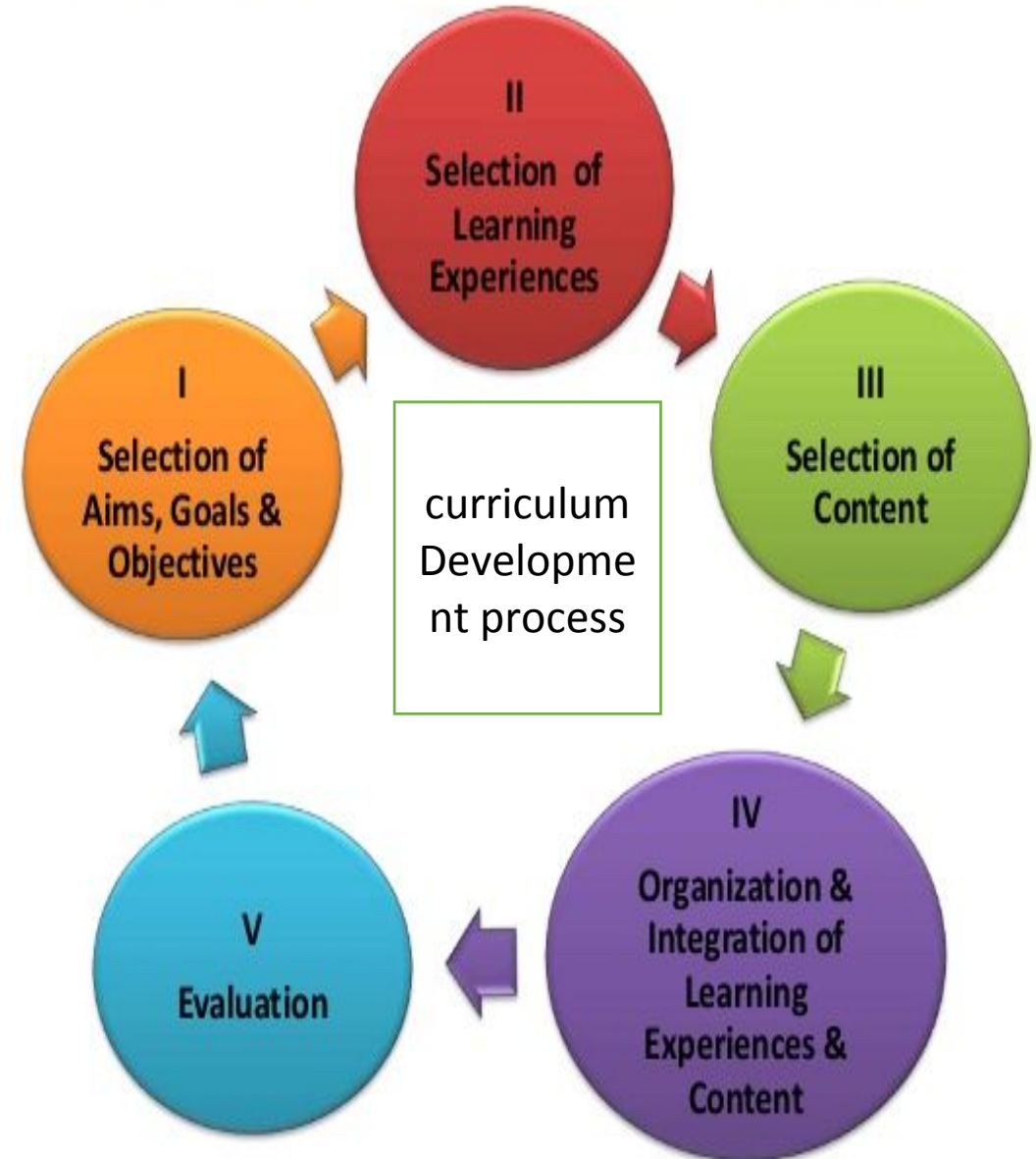
4. Organizing Content ——— **Key Concepts**
Main Ideas
Facts

5. Selecting Learning Experiences

6. Organizing Learning Experiences
Teaching Strategies for Cognitive Development
Teaching Strategies for Affective Development

7. Evaluation

Phases of Curriculum Process



The process of curriculum development are as follows :-

1. diagnosis of need
2. formulating of objectives
3. Selection of content
4. Organizing of content
5. Selection of Learning Experience
6. Organizing of Learning experience
7. Curriculum evaluation

Hilda Taba is the developer of this model of learning. Taba believed that there is a definite logical and sequential order in creating a curriculum. She promotes the “Down-Top model” or Grassroots approach. Taba’s grassroots model has seven steps as listed below, advocating a major role for teachers.

1. Diagnosis of Learners’ Needs:-

The teacher who is also the curriculum designer starts the process by identifying the needs of the students for whom curriculum is to be planned. For example; Majority of students are unable to think critically.

2. Formulation of Objectives:-

After the teacher has identified the needs of learners that require attention, he or she specifies the objectives by which needs will be fulfilled.

3. Selection of the Content:-

The objectives selected or created suggest the subject matter or content of the curriculum. Not only objectives and content should match, but also the validity and significance of the chosen content need to be determined. i.e. the relevance and significance of the content.

4. Organization of the Content:-

A teacher cannot just select content but must organize it in a Particular Sequence taking into consideration the maturity of learners, their academic achievement and their interests.

5. Selection of Learning Experiences:-

Content must be presented to students and they must be engaged with the content. At this point teacher should select appropriate instructional methodology that will involve the students with the content.

6. Organization of Learning Activities:-

The learning activities be organized in a sequence depending both on content sequence and learners' characteristics. The teacher needs to keep in mind the students he or she will be teaching.

7. Evaluation:- The curriculum planner i.e. the teacher must determine what objectives have been accomplished. To assess the achievement of learning objectives, evaluation procedures need to be designed.

Strengths of using the Taba Model

1. This model taps into higher-order thinking skills.
2. Builds comprehension skills such as inference, synthesizing and summarizing.
3. Gifted learners will thrive with the opportunities to explore questions with multiple correct answers.
4. Questioning is open ended, No clear right or wrong response.
5. When grouped together students work collaboratively with others to build speaking and listening skills.
6. Provides an opportunity for healthy classroom discussions before and after generalizations are made.

Limitations of using the Taba Model

1. Can be difficult for some students to handle the open-ended aspect of the model.
2. Without clear direction it may be difficult for teachers to plan and prepare questions for the path of the students take.
3. Difficult to adapt for all subjects, or at least for some types of texts.
4. Texts must be chosen in advance.

1. Diagnosis of need

The first important step in determining what the curriculum should be for a given population is to diagnose its needs. Diagnosis is an essential part of Curriculum Development in order to attune it with the needs of the times and of the learners and to help determine which objectives to stress. It should be a continuous part of on-going curriculum and teaching. Diagnostic evidence is also needed to gear plans and expectations to the upper limits of potentiality.

- Diagnosis of School Facilities and Resources of the Community
Materials and equipment greatly facilitate learning and are very valuable aids in attaining the related activities Resources of the community should be utilized to enrich and vitalize the program of the school and its curriculum and to give reality and concreteness to learning
- Diagnosis of Curriculum Problems
Curriculum Developers must also find out the causes of achievement...the difficulties encountered in teaching, or the evident failure of the curriculum to reach a considerable portion of the learners

Tools for Diagnosis of Curricular Needs

1. Open-ended classroom interview
2. Open-ended questions
3. Unfinished stories and incidents
4. Records of discussions
5. Records of reading and writing
6. Observation and recording of performance
7. Special assignment and exercises
8. Socio-metric tests

2. Formulating of objectives

Formulation of the objectives

- They are the goals you set out to achieve in your study.
- You should word them clearly and specifically (so as to be clear to the reader).
- Two types
 - General (main objective).
The main association/relationship you want to discover or establish.
 - Specific (sub-objectives).

Learning objectives aren't just a list of what you're covering in class. Good learning objectives are what you want your students/trainees to learn or. If you don't know the end goal—and you don't have certain measurable checkpoints—you can get lost along the way. Here are some tips to help you get started:

1. Identify the Level of Knowledge Necessary to Achieve Your Objective

Before you begin writing objectives, stop and think about what type of change you want your training to make. In other words, what do you want your participants to do differently when they return to work? The domains of learning can be categorized as affective (attitude), psychomotor (skills), and cognitive (knowledge).

Attitude — Changes how a learner *chooses* to act. Compliance training is a good example of when you will have to teach to this domain. It's usually the hardest to craft objectives for this, since it's dealing with feelings, emotions, and attitudes.

Skills — This domain focuses on changing or improving the tasks a learner can perform.

Knowledge — This domain focuses on increasing what participants know. Learning safety rules, troubleshooting, and quoting prices from memory are all examples of this level of learning.

2. Select an Action Verb

Now that you've identified what domain you intend to focus on for your objective, it's time to start crafting your objective. To do that, it'll help to have an action verb to describe the behavior at the appropriate level of learning. Here's a list of action verbs, separated by domain. Avoid having more than one action verb for each level of learning, and make sure it's a verb that can be measured.

ATTITUDE: Advocate • Accept • Agree • Allow • Analyze • Approve • Assess • Believe • Choose • Collaborate • Comply • Conform • Convince • Cooperate • Decide To • Defend • Endorse • Evaluate • Pick • Recommend • Select • Support • Tolerate • Volunteer

KNOWLEDGE : Compare • Define • Describe • Designate • Discover • Distinguish • Explain • Identify • Itemize • Label • List • Name • Recite • Recognize • Recount • Relate • Retell • Specify • Spell Out • State • Tell • Term • Write

SKILLS : Actuate • Adjust • Administer • Align • Alter • Assemble • Build • Calibrate • Change • Copy • Demonstrate • Design • Develop • Draft • Execute • Form • Handle • Manipulate • Measure • Mend • Perform • Prepare • Process • Record • Regulate • Remove • Repair • Replace • Set • Service

3. Selection content

Criteria for Selecting Content

1. Self-sufficiency - economical
2. Significance - contribution
3. Validity - authentic
4. Interest - meaningful
5. Utility - usefulness
6. Learnability - appropriateness
7. Feasibility - available

4. organizing content

- Organizing is the process of arranging and allocating work, authority, and resources among an organization's members so they can achieve an organization's goal efficiently.
- the criterion of organizing content

5. Selection of learning experience

- Selection of learning experiences is concerned with making decisions about the experiences in theory and practical which need to be given to the students undergoing any educational programme. This section will help you understand the concept, basis, principles and criteria of selection of learning experience.
- It is defined as deliberately planned experienced in selected situations, where students actively participate, interact, and which result in the changes of behavior in the students.
- The objective of learning experience is :
 1. Imparting the knowledge .
 2. The acquisition of skills .
 3. Development of aesthetic sense or taste (Appreciation) .
 4. Motivation.

Criterion for selecting learning experience

1. Learning experience selected should be consistent with the educational philosophy .
2. Learning experience should be varied and flexible .
3. Provide sufficient opportunity to practice or self-activity.
4. It should provide opportunity for the development of independent thinking and study, decision-making, good judgement, intellectual resourcefulness, self-discipline etc.
5. Learning experience should be adapted to the needs and concern of the student.
6. learning experience are arranged in a manner that provides continuity, sequential development and clinical learning experience which will facilitate effective learning.

Criterion for selecting learning experience

1. Learning experience are selected and arranged to give the appropriate emphasis and weightage.
2. Learning experience is consistent with the aims of democratic society.
3. Learning experience are structured so that general and specific objectives will be attained.
4. Encourage and promote motivation at appropriate time and in a manner that will stimulate curiosity of the students.
5. Provide variety of learning experience with selected content.
6. It has involve all the senses in the learning process to achieve maximum learning.

Principle for the selecting learning experience

- Purposes and objectives in view .
- Learning activities related to life situation where the students are expected to practice after being qualified .
- Integration of learning experience between theory and practice.
- Identified tasks and their expected jobs.
- Focus of selecting learning activities should be: -
 1. Need and demands of learners, community, national and the world population .
 2. Community oriented and hospital oriented.
 3. Level of prevention .
- Development of student's logical and analytical thinking.

PRINCIPLES TO BE FOLLOWED WHILE PROVIDING LEARNING EXPERIENCE

- Proceed from
- Principle of aim
- Learning by doing
- Principle of linking
- Principle of planning
- Principle of interest & motivation
- Principle of sympathy & kind atmosphere
- Principle of flexibility & cooperation

- Principle of diagnostic and remedial teaching
- Principle of looking ahead
- Principle of creativity
- Systematic exposition
- Clear understanding
- Principle of revision and fixation
- Area to be selected for learning experience

5. Organization of learning experiences

- Organization of learning experiences has to be done carefully, systematically, and sequentially.
- Organizing involves identification and grouping of activities to be performed along with establishment of authority responsibility relationships.
- In organizing learning experience two aspect are necessary: - Grouping learning experience under subject headings - Placement of the selected learning experience

Element of Organization of learning experiences

1. Grouping learning experiences under subject headings.
2. Preparation of master plan for curriculum Placement of learning experiences in the total curriculum.
3. Preparation of the correlation chart Organization of clinical experience.
4. Types of teaching system to be followed .
5. Subject matter can be grouped into humanities, behavioral sciences, nursing sciences, medicine, etc

4.3 School level Curriculum Development Process in Nepal.

- Collection and opinions and Suggestions
- Formulation of Specifics objective
- Organization of curriculum draft committee
- Discussion in subject Committee
- Revision based on Suggestion
- Approval of curriculum
- Curriculum implementation

Curriculum development process in Nepal (School and University level).

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School level Curriculum Development process in Nepal:-

1. *Collection of opinions and suggestion*
2. *Formulation of specific objectives*
3. *Organization of Draft Committee*
4. *Discussion in Subject Committee*
5. *Revision Based on suggestion*
6. *Approval of curriculum*
7. *curriculum implementation*

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