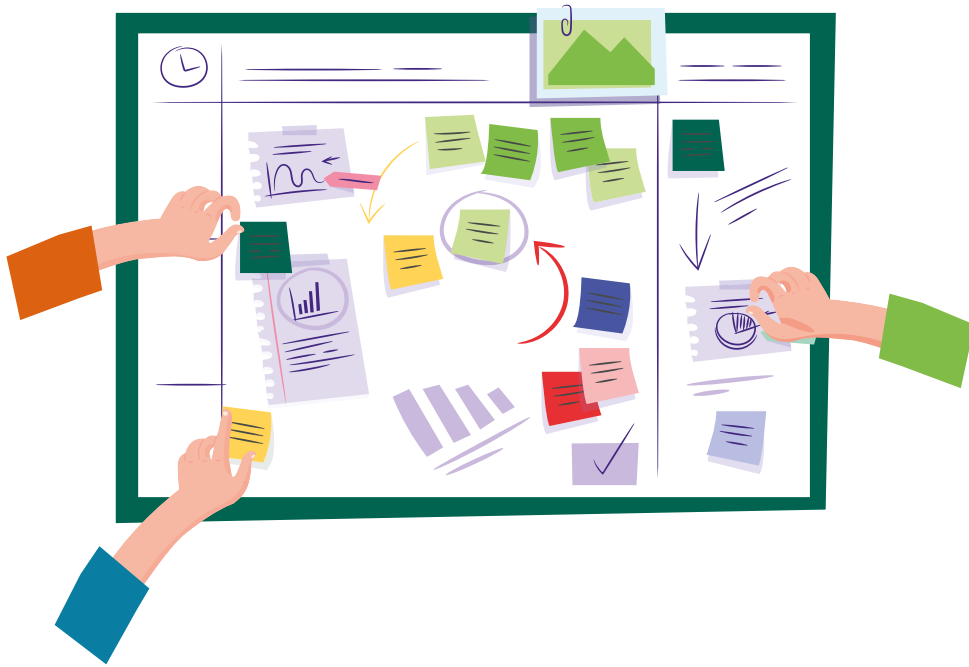




Subject:
**Curricular and
institutional
design.**

Topics Week 3

3.1 Basis

3.1.1 Research for curriculum basis

3.1.2 Applicable educational policies

3.1.3 Theoretical - pedagogical foundation of the curriculum model

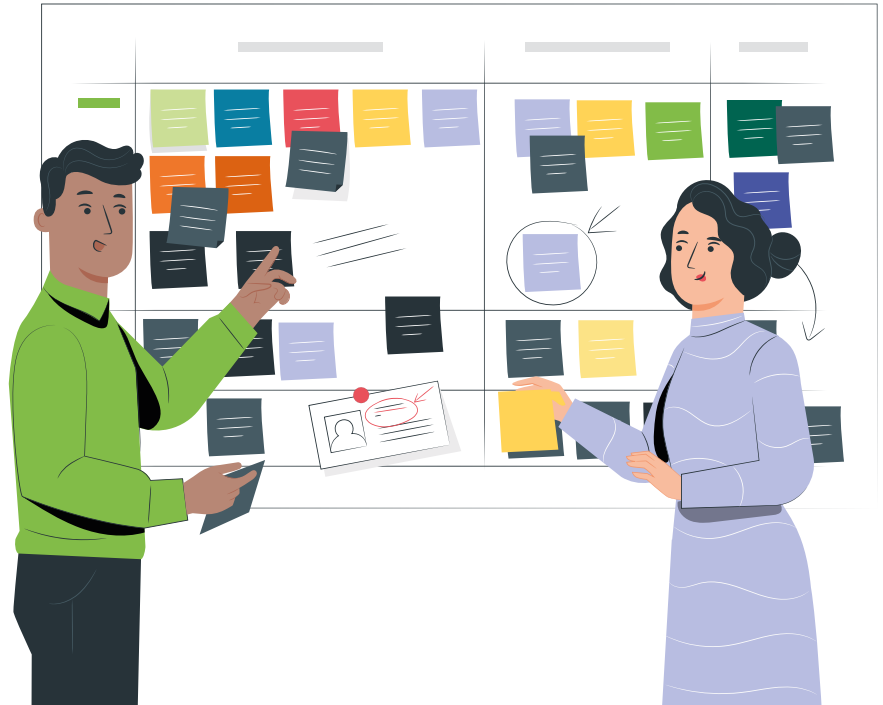
3.1.4 Design of curriculum objectives

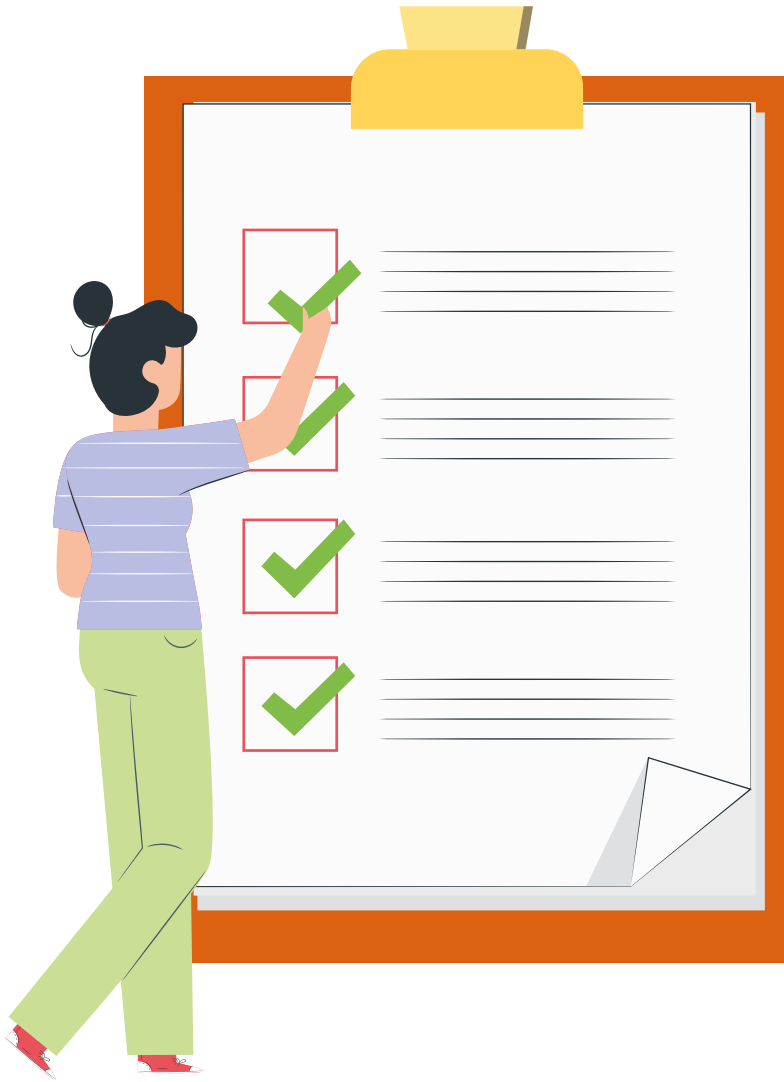
What are the phases and steps in curriculum development?

The four essential phases of the curriculum development process are:

- (I) Planning
- (II) Content and Methods
- (III) Implementation
- (IV) Evaluation and Reporting.

Each phase has several steps or tasks to complete in logical sequence. These steps are not always separate and distinct, but may overlap and occur simultaneously. For example, the curriculum development team is involved in all of the steps.





Evaluations must occur at most steps to assess progress. The team learns what works and what does not and determines the impact of the curriculum on learners after it is implemented.

Each step logically follows the previous one. It would make no sense to design learning activities before learner outcomes and content are described and identified.

Similarly, the content cannot be determined before the learner outcomes are described.

What are the stages of curriculum development?

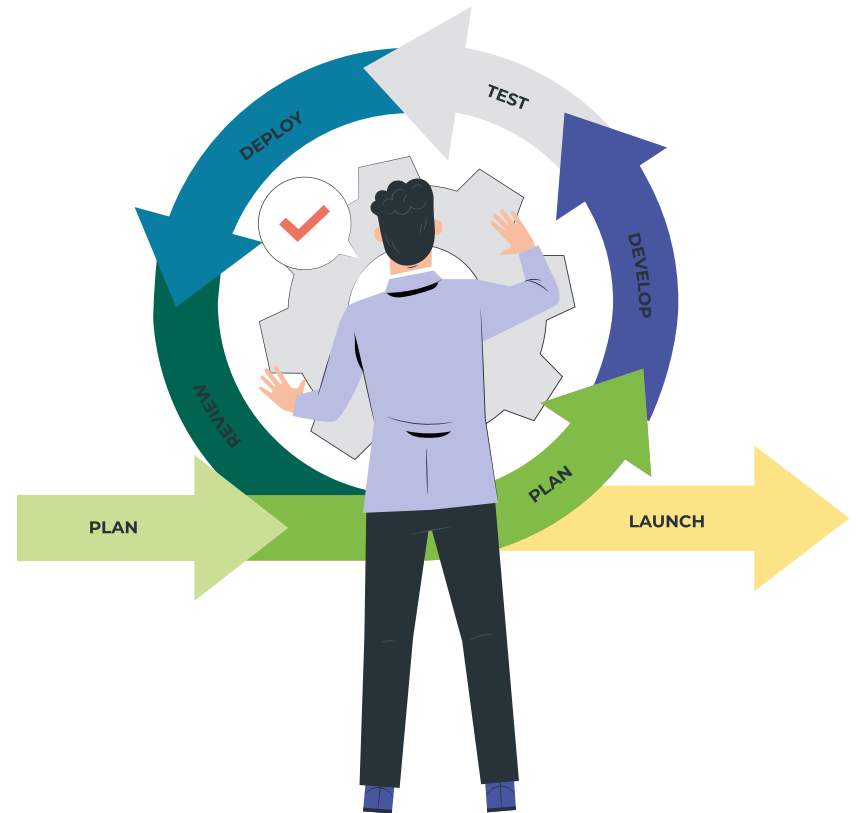


In developing a teaching/learning unit or integrated curriculum, several decisions are made to develop a realistic curriculum by incorporating all the principles of a good curriculum.

The methodology to plan a unit or total curriculum is to break down the systematic steps to ensure orderly thinking, to make possible a systematic study of the elements that compare such a plan, and to provide for a precise and careful study and application of the relevant principles and facts.

According to Hilda Taba, the steps involved in developing a unit or curriculum are as follows:

- Diagnosing needs*
- Formulating specific objectives*
- Selecting content*
- Organizing the contents*
- Selecting the learning experience*
- Organizing the learning experience*
- Evaluating*
- Checking for balance and sequence*



What is Step 1: Diagnosing Needs about?

Before planning the curriculum, diagnosis helps to make a general analysis of problems, conditions and difficulties.

The purpose is to generate a new emphasis and new ideas about the curriculum, by gaining in-depth knowledge of various sources such as cumulative student records, teacher recordings, parent interviews, children's cases and their **IQ** achievements.

This kind of analysis of various aspects would lead to elaborate a new conception of the curriculum.

Diagnosis leads to understanding the main needs at different stages of the curriculum.



What is Step 2: Formulating Specific Objectives about?



The objectives will be very comprehensive in terms of the following:

- Concepts or ideas to be learned*
- Attitudes, sensitivities and feelings to be developed*
- Ways of thinking to be reinforced, strengthened or initiated*
- Habits and skills to be mastered*

Based on the diagnosis, the specific objectives are related to the concepts, ideas needed to learn at a stage, specific aspects of thinking, attitudes, skills, and so on.

What is Step 3: Selecting the Content about?

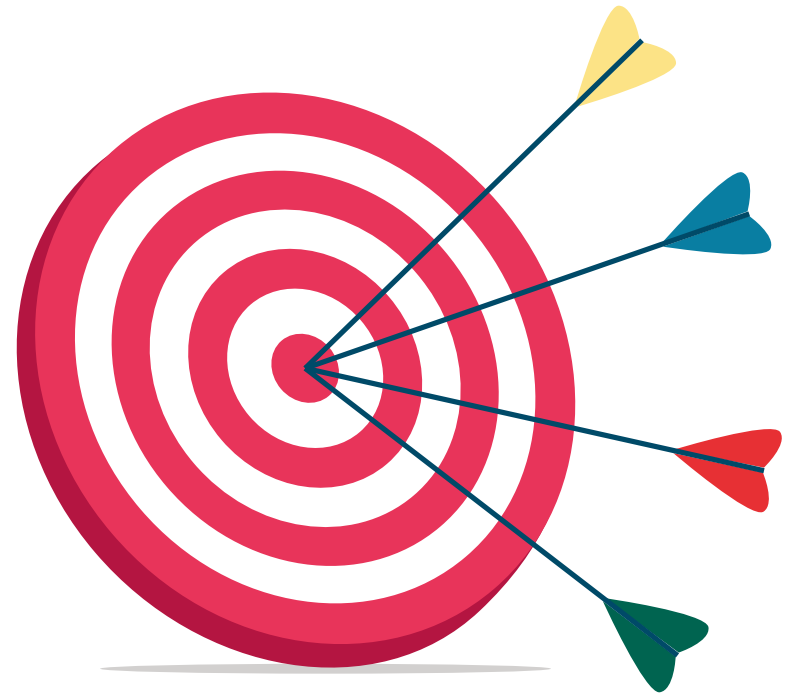
Based on the diagnosis of needs and tentative projection of objectives, it is much easier to move on to content selection. The objectives and needs provide a basic idea and guidance to select the relevant content.

When selecting the content, the following should be meticulously planned:

Selecting the topic

Selecting the basic ideas

Selecting the specific content

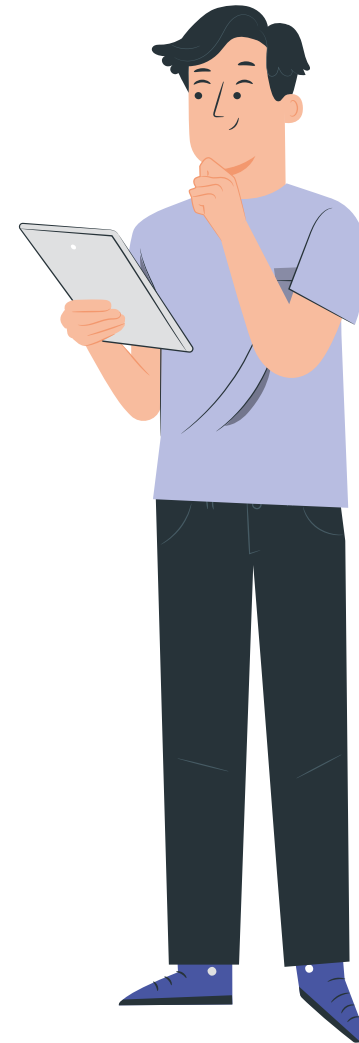


The first task is to select the relevant topics through which the objectives formulated unit by unit can be achieved; the topics have to be finalized.

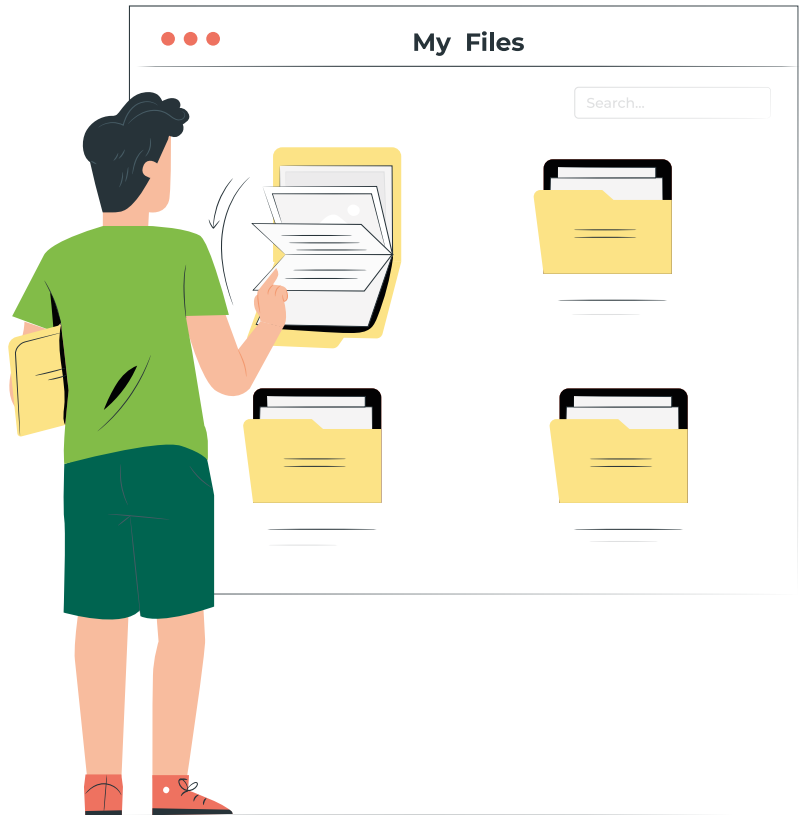
These are the different topics which can be covered in each subject, class and level.

Then attention needs to be paid to the idea in order to incorporate it into the broad content.

To fit the idea and topics, specific content is planned to finalize the broad areas of the curriculum.



What is Step 4: Organizing the Content about?



Once the content is finalized, it must be systematically organized taking into account the following:

- Sequential order*
- From the concrete to the abstract*
- From the simple to the complex*
- From the known to the unknown*
- From immediate to remote*
- From easy to difficult*

In other words, it should follow an inductive logical arrangement of the content and a psychological sequence.

There must be a connection between ideas, facts and relationships.

What are Steps 5 and 6: Selecting and Organizing Learning Experiences about?

With the content in hand, it is easy to plan learning experiences or activities.

The criteria by which the content is developed should provide/plan/visualize what students need to experience in order to acquire certain behavioral competencies and sequence of the experiences.

Care should be taken to include a variety of learning –reading, writing, observing, investigating, analyzing, discussing, tabulating, painting and absorbing.





Learning experiences are expected to be:

Introduction, Opening, Orientation- Generally, looking at learning experiences, at least **3** main stages should be involved. The learning strategies/activities introduced are essentially (1)introductory, (2) opening and (3) orienting. These include the following activities:

- Providing diagnostic tests for the teacher*
- Helping students make a connection with their own experience*
- Awakening interest*
- Providing concrete descriptive data*
- Creating engagement and motivation*

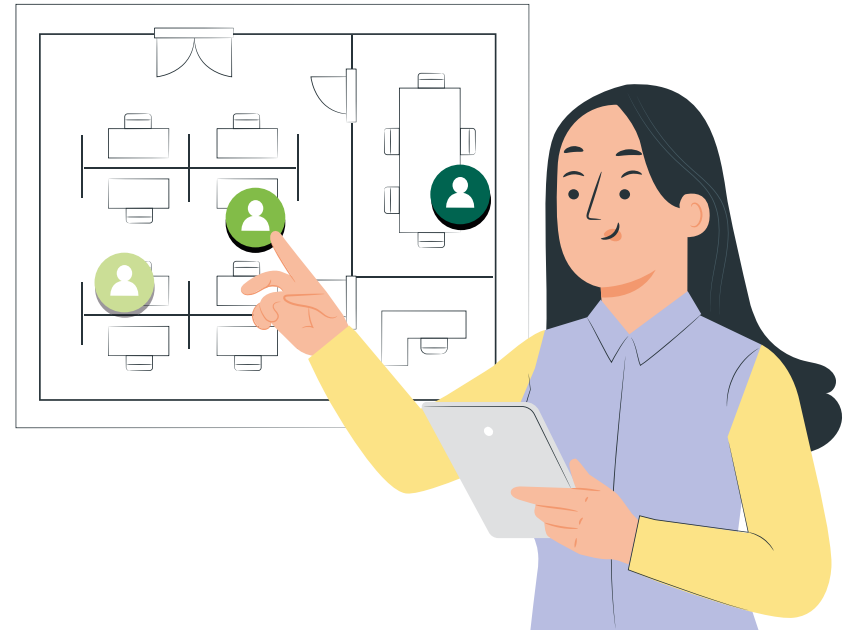
By following the above approach, the learning experience can be selected and organized to facilitate learning.

What is Step 7: Evaluating about?

Evaluation is determining the objectives, diagnosing or establishing a baseline for learning and assessing progress and change; there are varied evaluation approaches and methods for assessing a child's progress.

Mostly, evaluation is a continuous diagnosis along with the comparison of results.

Even several informal devices can also be used to evaluate the outcomes of the unit and the curriculum on the whole. Finally, whether the objectives of the curriculum are met needs to be evaluated.



What is Step 8: Checking for Balance and Sequence about?

After completing unit by unit and the whole curriculum, it is necessary to check the overall consistency between its parts or individual aspects.

Every aspect needs to be checked-whether the core ideas are reflected in the content, whether suitable learning experiences are planned for the content, and whether the overall achievement of the objectives is planned for the overall progress of the subject.

Thus, these are the basic steps necessary when designing a unit or the whole curriculum related to a subject or discipline, etc.



Summing up

The process of Curriculum Development (CD) encompasses the design and development of integrated plans for learning, the design of the implementation of the plans and the evaluation of the plans, their implementation, and the outcomes of the learning experience.

The fundamental purpose of curriculum development is to ensure that students receive integrated and coherent learning experiences that contribute to their personal, academic and professional learning and development.



References

Curriculum Development-Perspectives, Principles and Issues -Mrunalini Talla; Dorling Kindersley(India) pvt. Ltd.; 2012

<http://simplyeducate.me/2014/12/13/the-meaning-and-importance-of-curriculum-development>

<http://www.fao.org/docrep/009/ah650e/AH650E05.htm>

<https://www.flinders.edu.au/teaching/teaching-strategies/curriculum-development/a-curriculum-process.cfm>