

M.Ed. 2015-16

Curriculum Design & Development

Unit IV

**Process of
Curriculum Development**

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Phases of Curriculum process: Need assessment, Formulation of aims, goals and objectives, Selection of content, Selection of learning experience – Vertical and horizontal organization of content and learning experience and Evaluation

Meaning of Curriculum

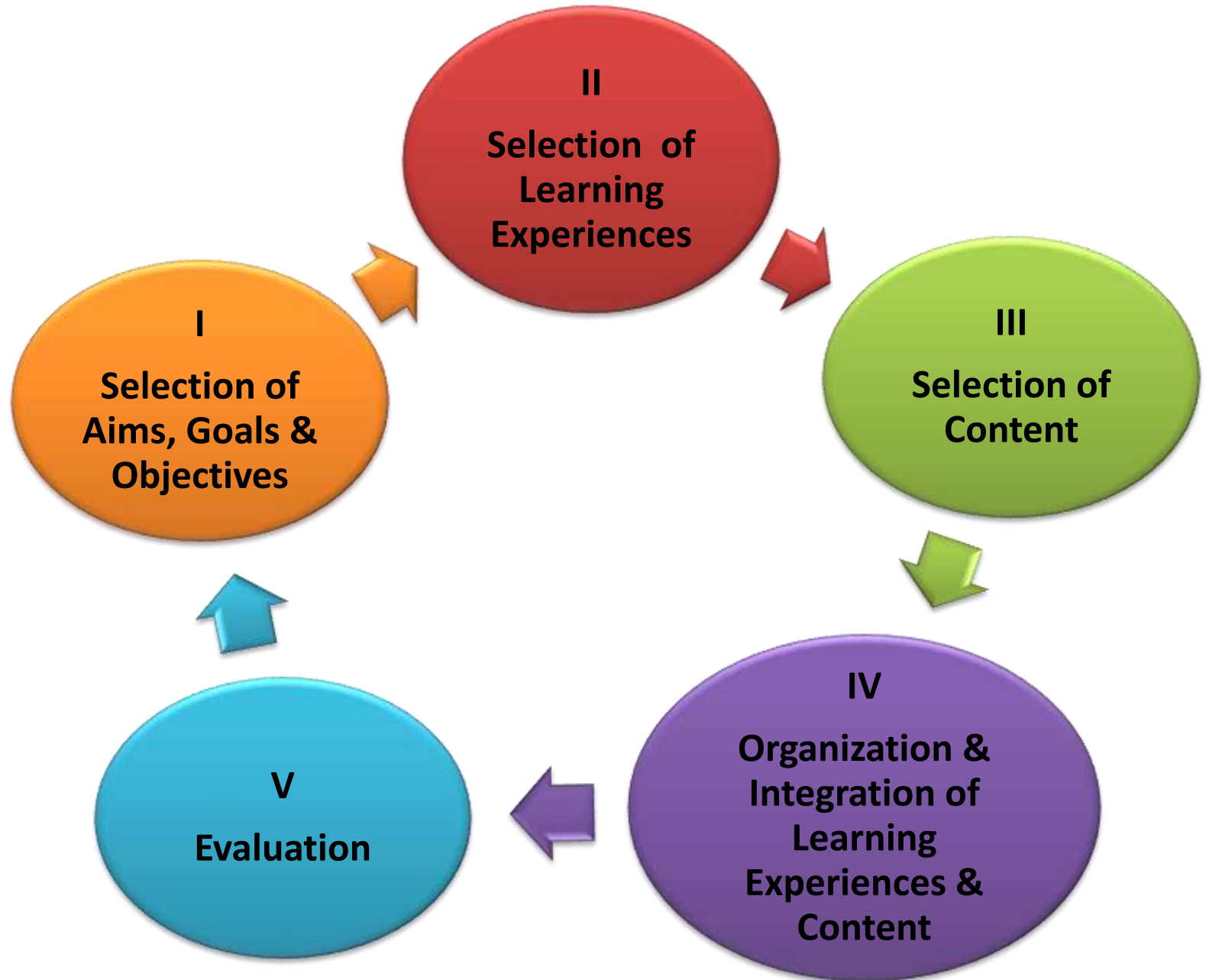
- **Latin word – Currere/Currere – means – ‘A Race Course’**
- **In Education – ‘Work field of student’**
- **Course means curriculum**
- **Race refers students experiences and activities**

Concept of Curriculum

- Curriculum is a tool in the hands of artist (teacher) to mould his material (pupil) according to his ideal (objectives) in this studio (school)

- Cunningham

Phases of Curriculum Process

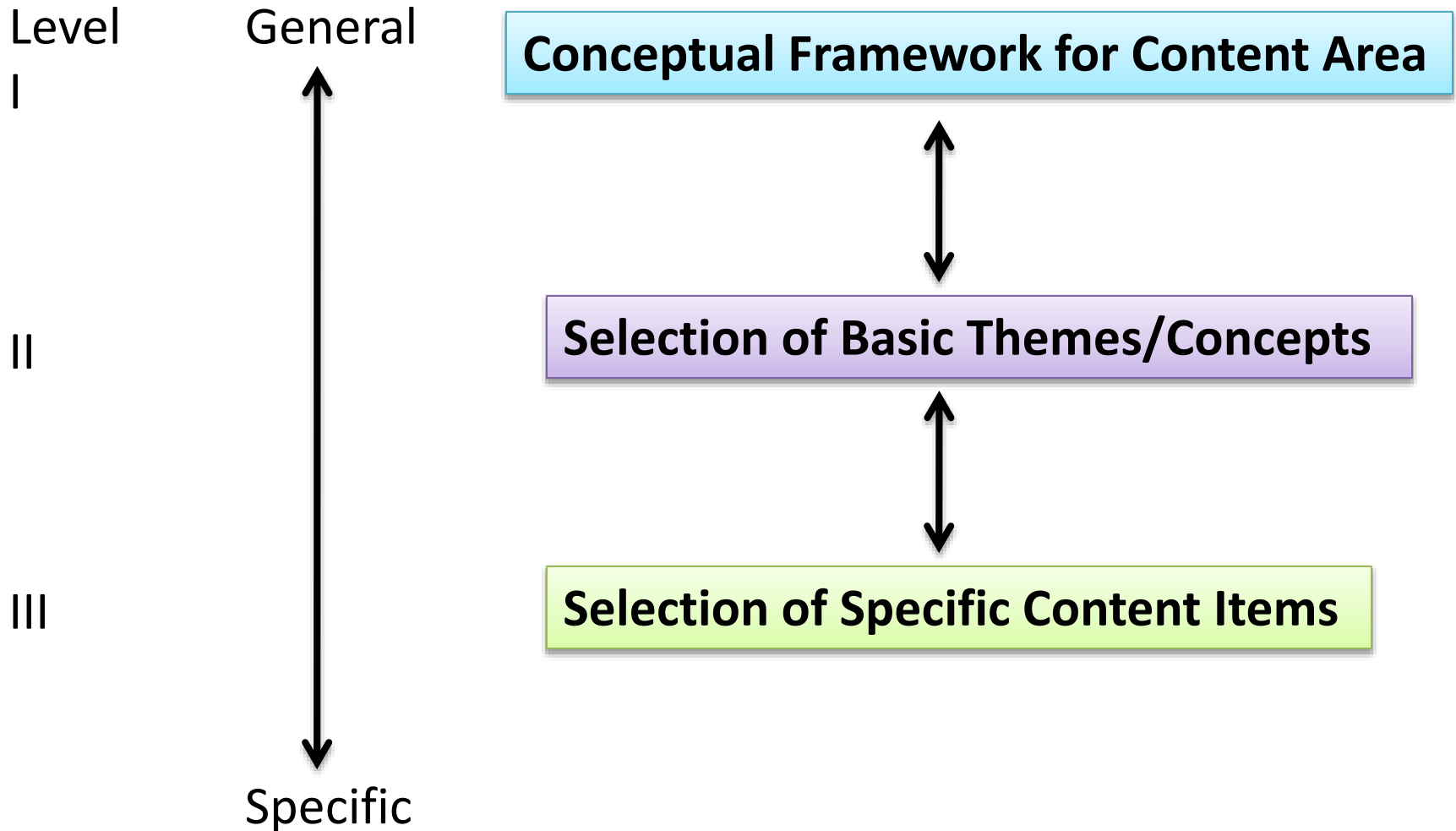


SELECTION OF AIMS, GOALS AND OBJECTIVES



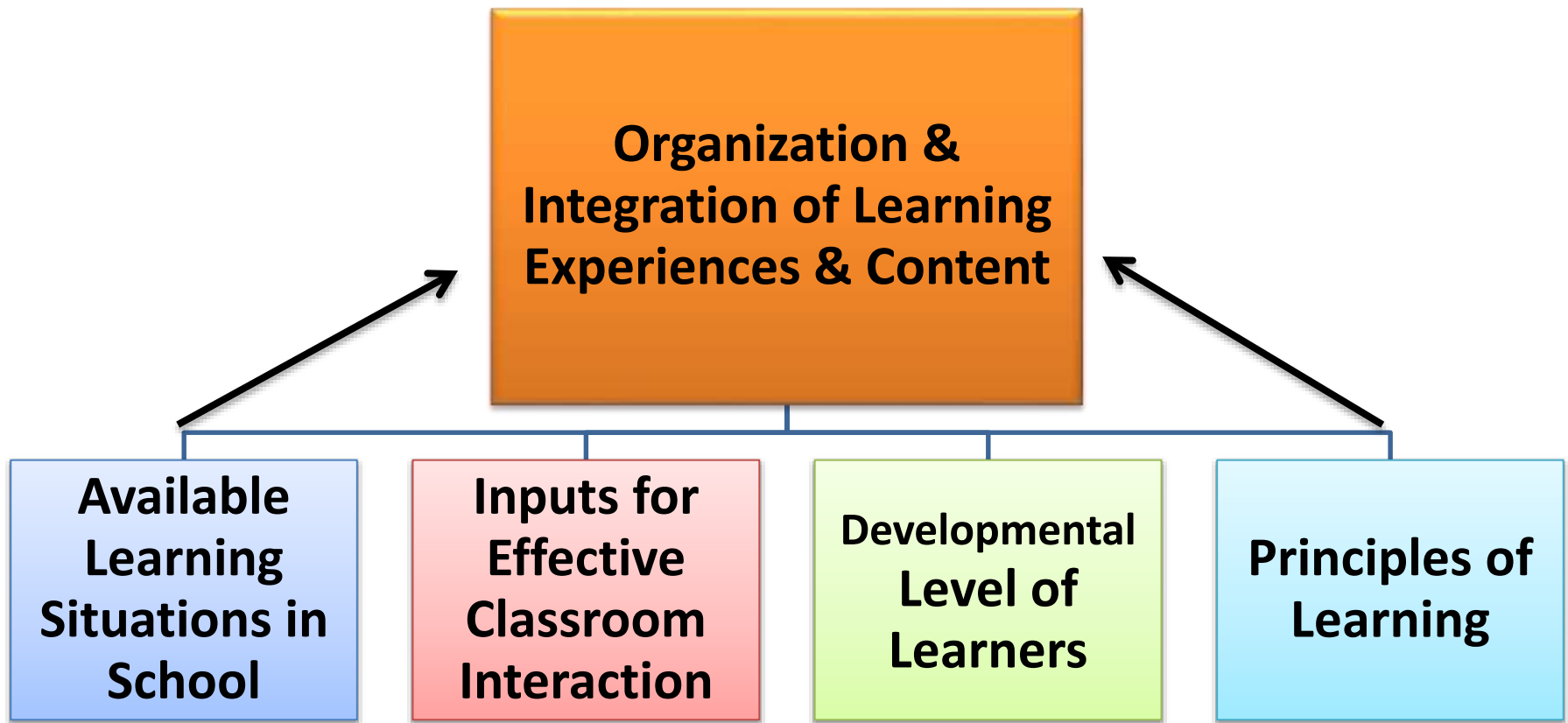
**SELECTION
OF
LEARNING EXPERIENCES**

SELECTION OF CONTENT

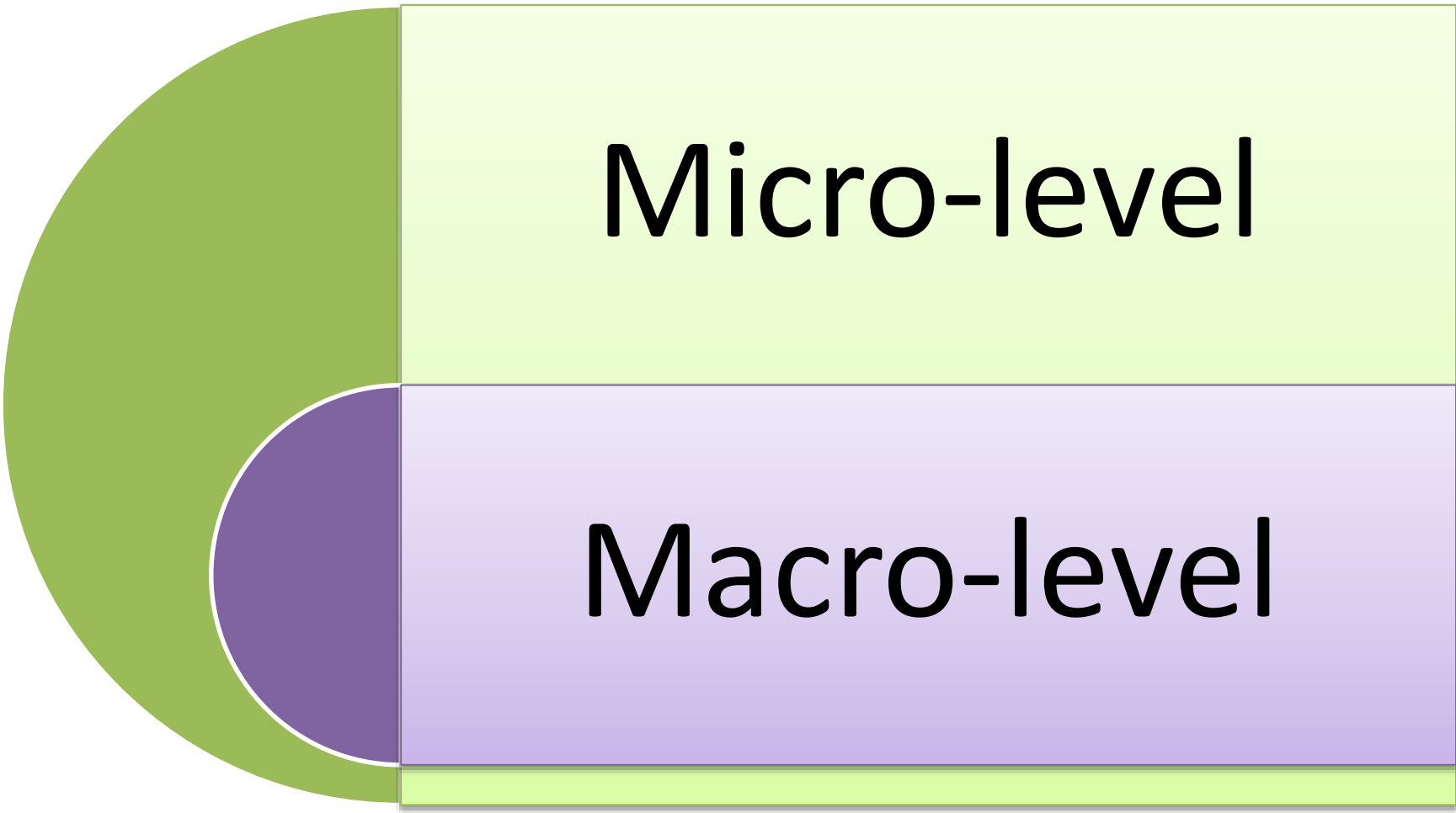


ORGANISATION AND INTEGRATION OF LEARNING EXPERIENCES AND CONTENT

- ENACTIVE MODE
- ICONIC MODE
- SYMBOLIC MODE



Evaluation



The diagram consists of a large green semi-circle on the left. To its right is a rectangular area divided into three horizontal sections. The top section is light green and contains the text 'Micro-level'. The middle section is light purple and contains the text 'Macro-level'. The bottom section is a thin light green bar. The green semi-circle overlaps the left side of the rectangular area, with a smaller purple semi-circle nested inside it, also overlapping the rectangular area.

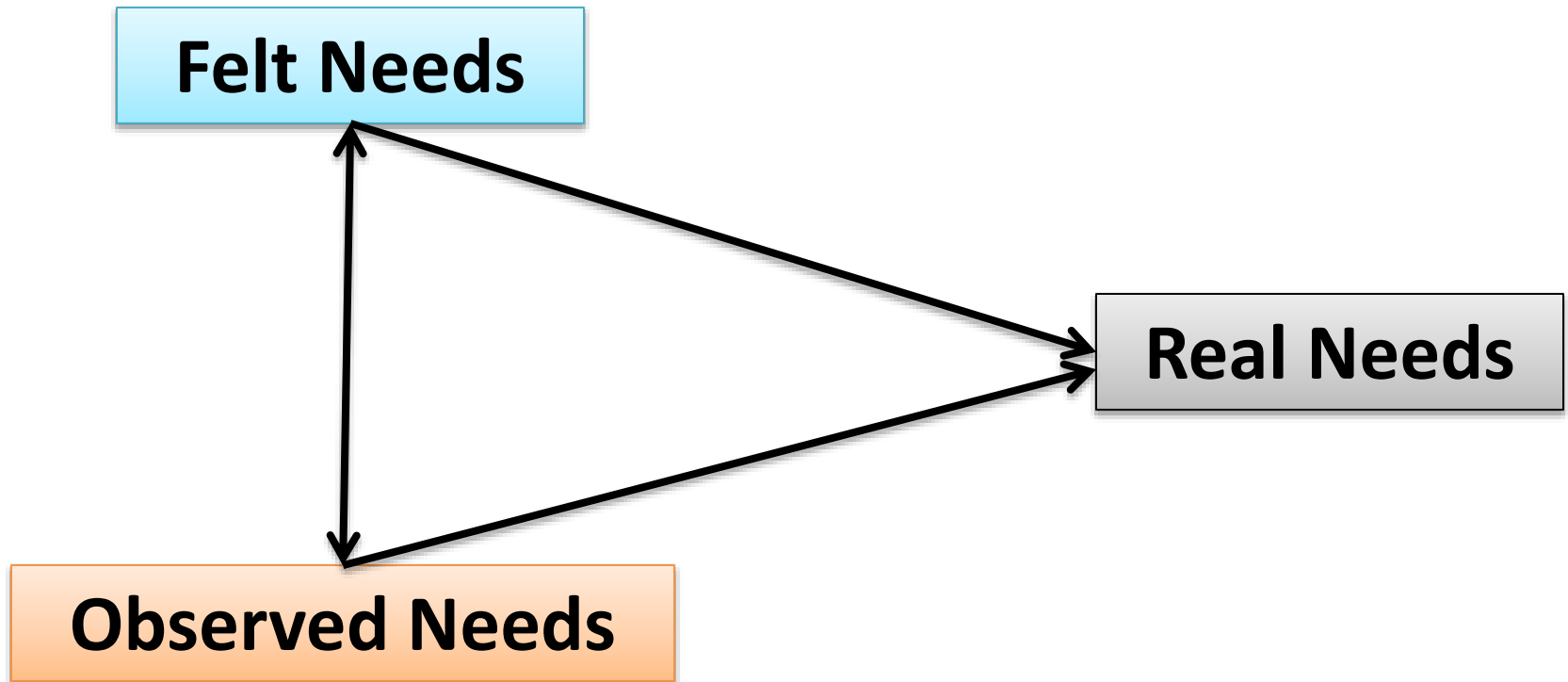
Micro-level

Macro-level

PROCESS OF CURRICULUM DEVELOPMENT

- **Assessment of educational needs**
- **Formulation of objectives**
- **Selection and Organization of Content**
- **Selection and Organization of Learning Experiences**
- **Evaluation**

Needs Assessment



Formulating Educational Objectives

Matching

Worth

Wording

Appropriateness

Logical Grouping

Revision

CRITERIA FOR CONTENT SELECTION

Self Sufficiency

Significance

Validity

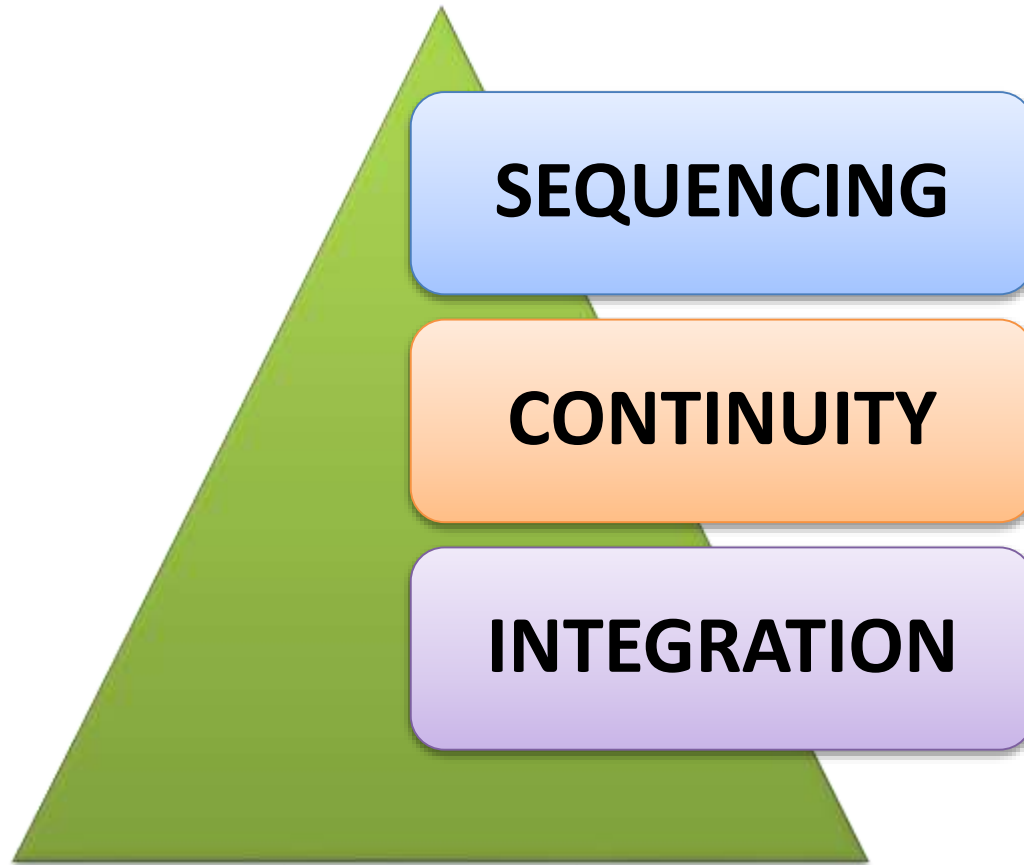
Interest

Utility

Learnability

Feasibility

ORGANISING THE CONTENT

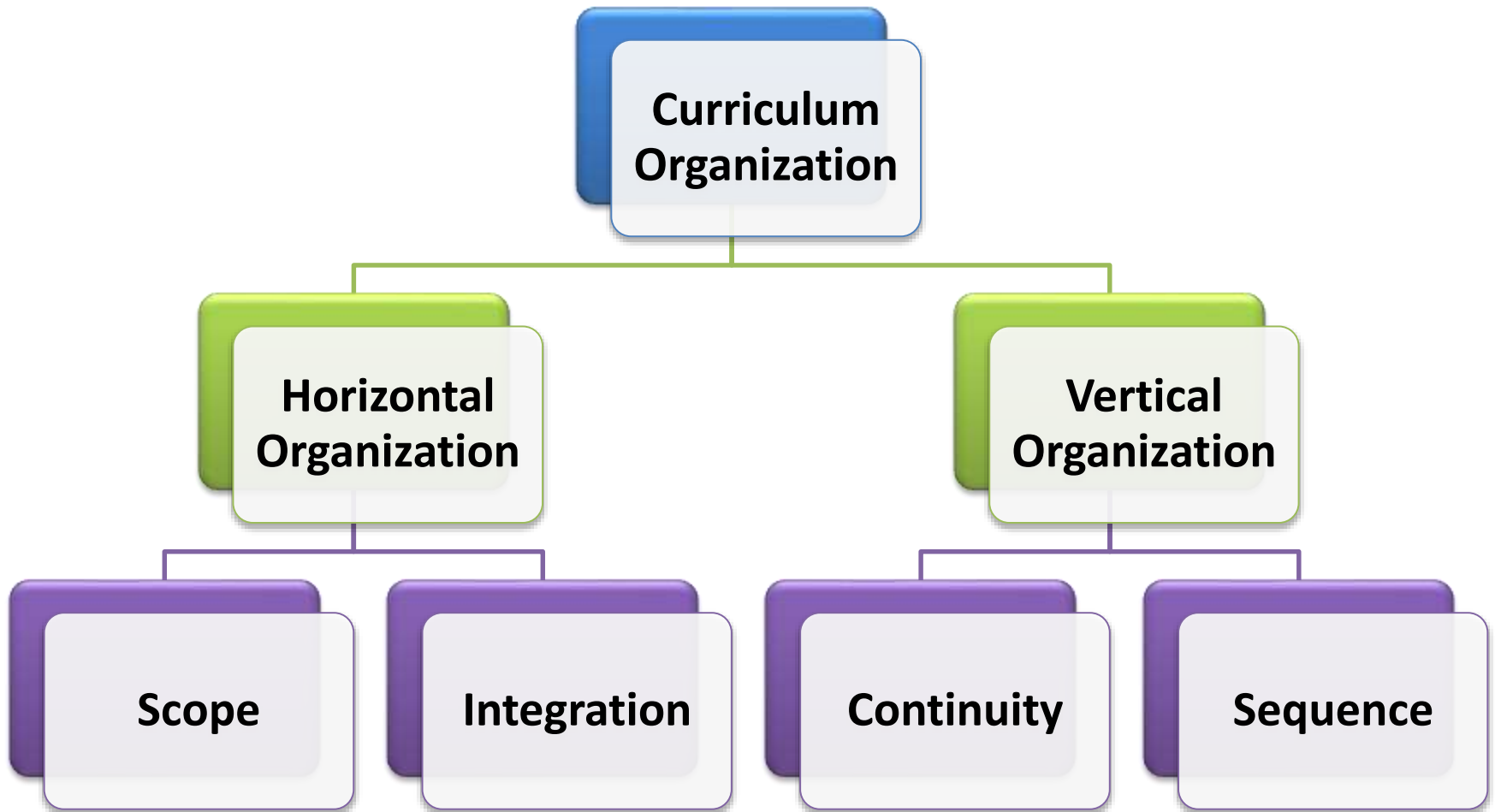


SELECTING LEARNING EXPERIENCES

Do the Learning Experiences ...

- Light the overall aims and the specific objectives of the curriculum ?
- Apply the knowledge gained to practical situations ?
- Feasible in terms of time, Staff expertise, resources, etc ?
- Enable the students to develop thinking skills and rational powers ?
- Stimulate -greater understanding – as a individual and as members of a group/society ?
- Foster in students an openness to new experiences and a tolerance for diversity ?
- Allow students to address their needs and interests ?
- Cater to total development of students in cognitive, affective and psychomotor domains ?

Curriculum Organization



Curriculum Organization

- The aspect of curriculum organization that describe the correlation or integration of content taught concurrently is termed **horizontal organization**. The aspect of curriculum organization that describes the sequencing of content is termed **vertical organization**.

Horizontal and vertical organization

Horizontal organization

It is concerned with the concepts of **scope** and **integration**. That is the side-by-side arrangement of curriculum elements.

Horizontal Organization

```
graph TD; A[Horizontal Organization] --> B[Scope]; A --> C[Integration]
```

Scope

Integration

Horizontal and vertical organization

Vertical organization

- It centers on the concepts of **sequence** and **continuity**.
- It is concerned with the longitudinal placement of curriculum elements.

Vertical Organization

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graph TD; A[Vertical Organization] --> B[Continuity]; A --> C[Sequence];
```

Continuity

Sequence

Organization Dimension Considerations

- **Scope** deals with breadth and depth of the curriculum content.
- **Scope** refers to all varieties and types of educational experiences (cognitive, affective , psychomotor, and spiritual) that are to be provided to the students through the school. Sometimes the scope of the curriculum is represented just simply as a listing of the key topics and activities to be considered.

Organization Dimension Considerations

- ***Integration:***
 - It refers to the linking of all types of knowledge and experiences contained within the curriculum plan. It emphasizes horizontal relations among various content topics and themes involving all domains of knowledge recognized.

Organization Dimension Considerations

- Some curriculum specialists say that **integration** only occurs within the learner. Other specialists say that the **integration** of curriculum works to interrelate not only the basic ideas within subjects, but to point to the interrelationship with other subject
- **Ex: Whole language learning in elementary school**
- **Students in secondary school combine science with social study.**

Organization Dimension Considerations

- ***Continuity:***

It deals with the vertical manipulation or repetition of curriculum components. Specialists indicated that if, for example, reading skills is an important objective, then “it is necessary to see that there is returning and continuing opportunity for these skills to be practiced and developed”. This means that over time the same kind of skills will be brought into continuing operation.

Organization Dimension Considerations

- ***Sequence*** is related to continuity but goes beyond it. It is possible for a major curriculum element to recur again and again but merely at the same level so that there no progressive development of understanding or skill or attitude or some other factors. Sequence as criterion emphasizes the importance of having each successive experience builds upon the preceding one but to go more broadly and deeply into the matter involved.

Organization Dimension Considerations

- *Sequence* is not just repetition of a skill or a concept but deepening of it, so that each successive encounter builds on the preceding one.

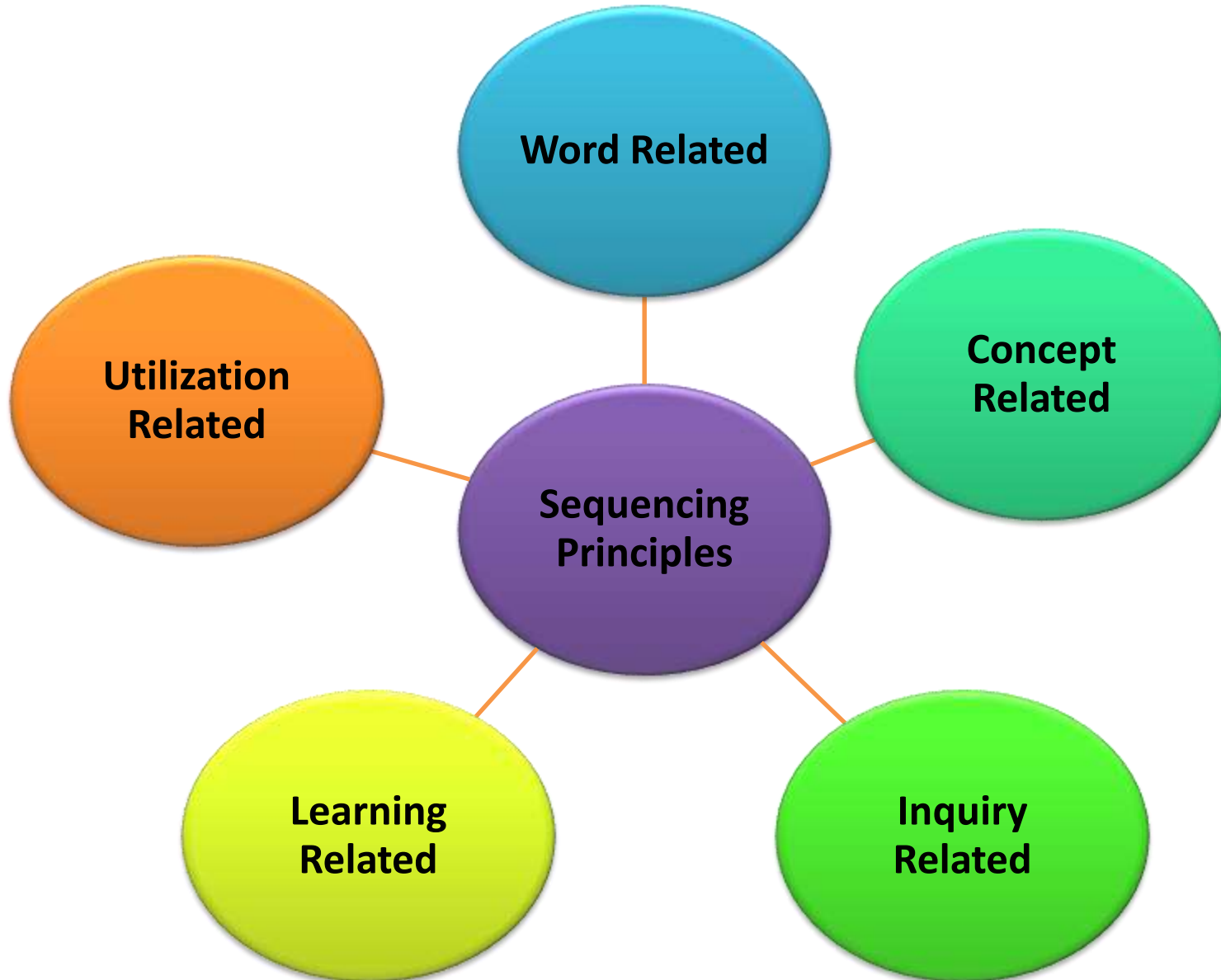
Organization Dimension Considerations

- *Sequence:*

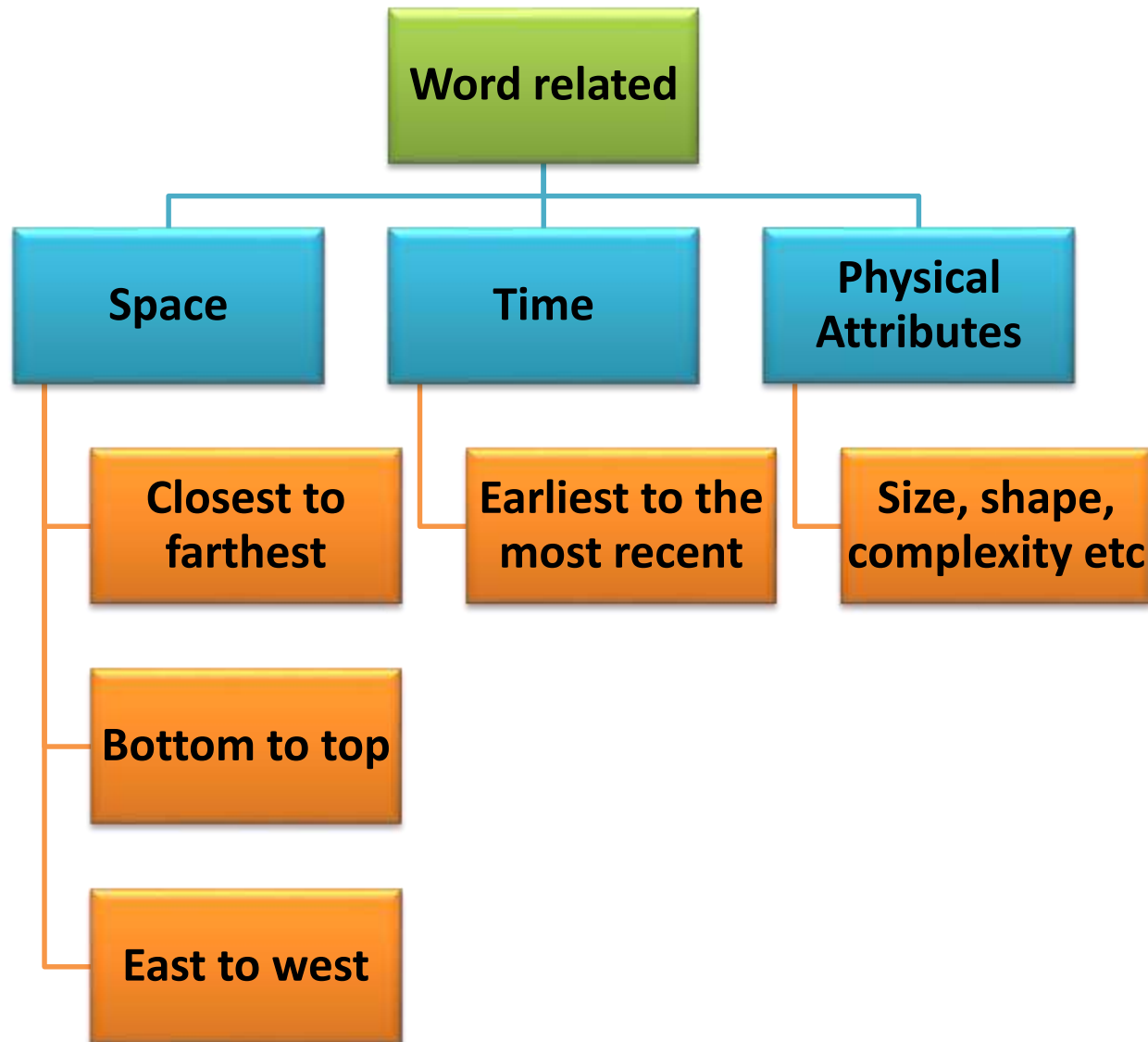
There are five major principles for organizing curriculum units

- 1-World - related sequence
- 2-Concept - related sequence
- 3-Inquiry - related sequence
- 4-Learning - related sequence
- 5-Utilization - related sequence

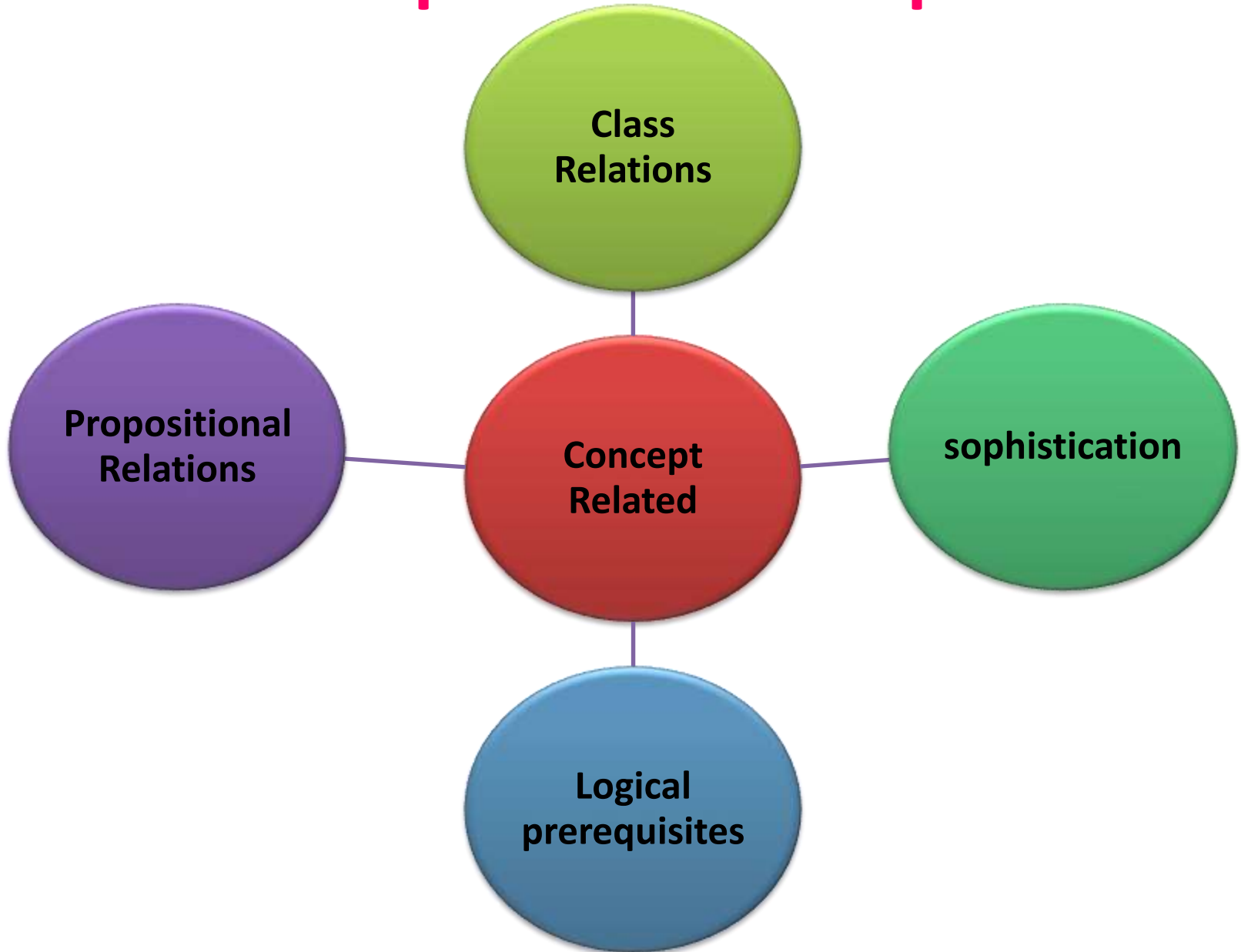
Sequencing Principles



1-World - related sequence



2-Concept - related sequence



3-Inquiry - related sequence

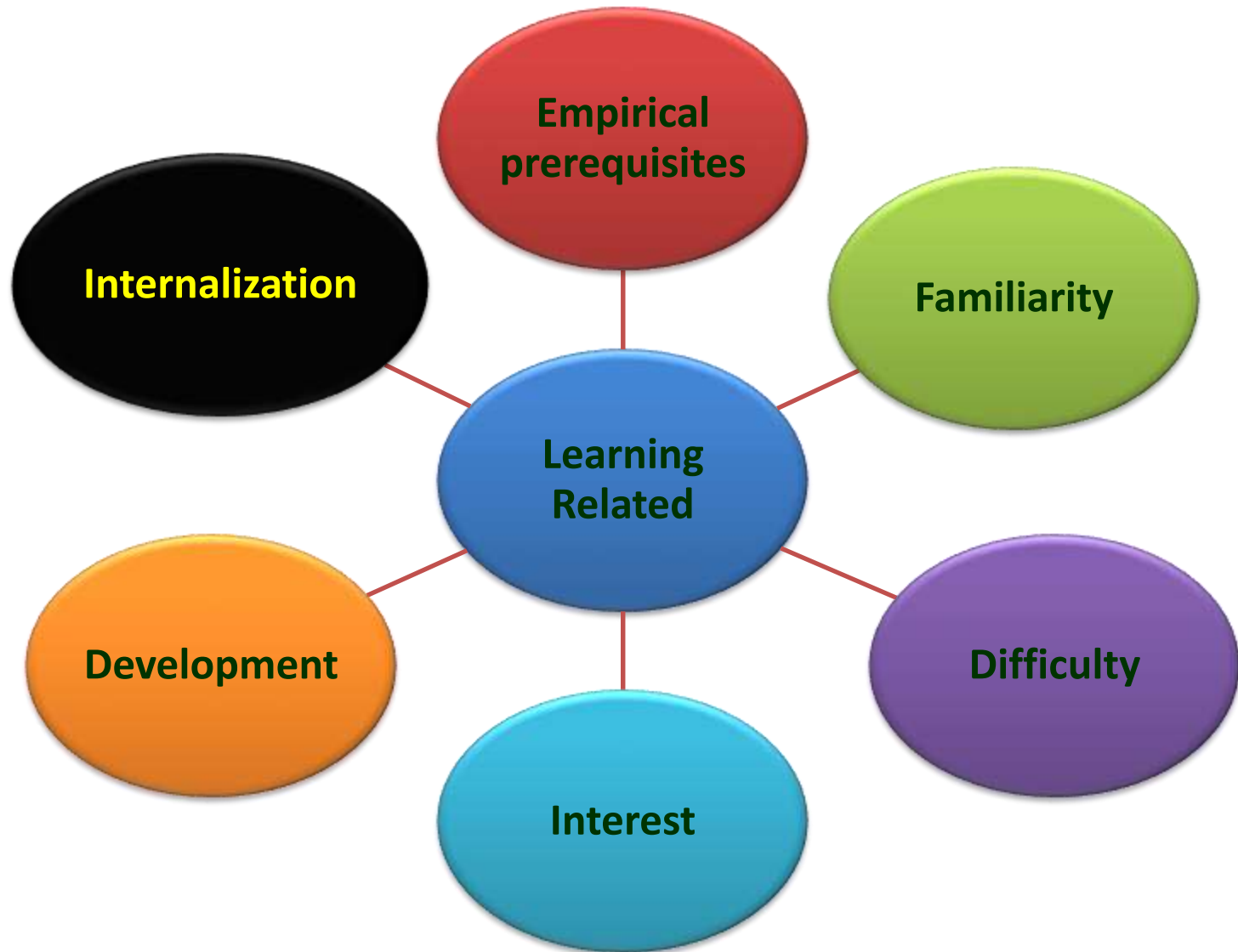
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graph TD; A[Inquiry Related] --> B[Logic of Inquiry]; A --> C[Empirics of Inquiry];
```

**Inquiry
Related**

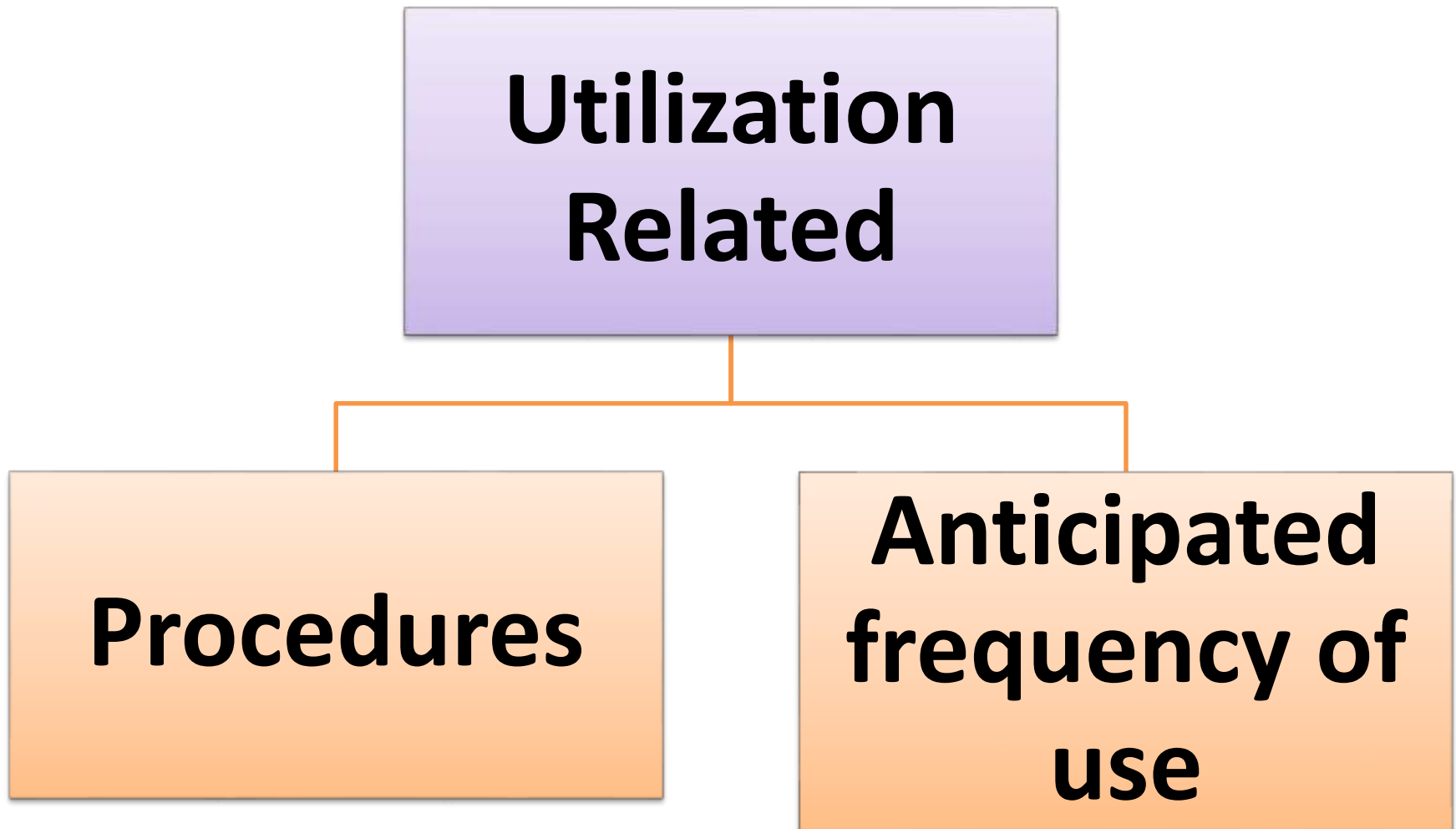
**Logic of
Inquiry**

**Empirics of
Inquiry**

4-Learning - related sequence

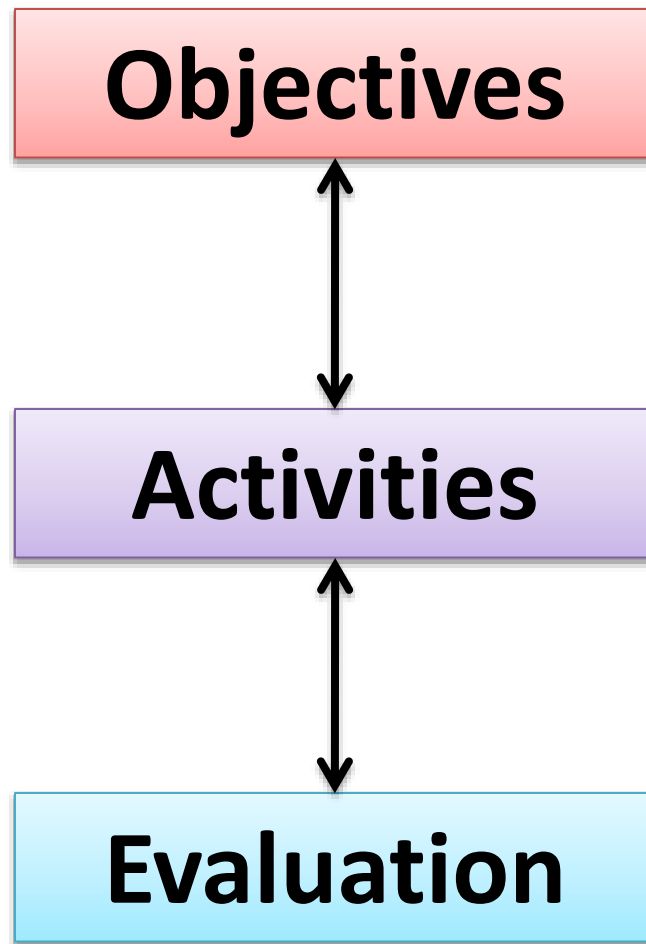


5-Utilization - related sequence



EVALUATION AND THE CURRICULUM

Relationship of Objectives with Evaluation



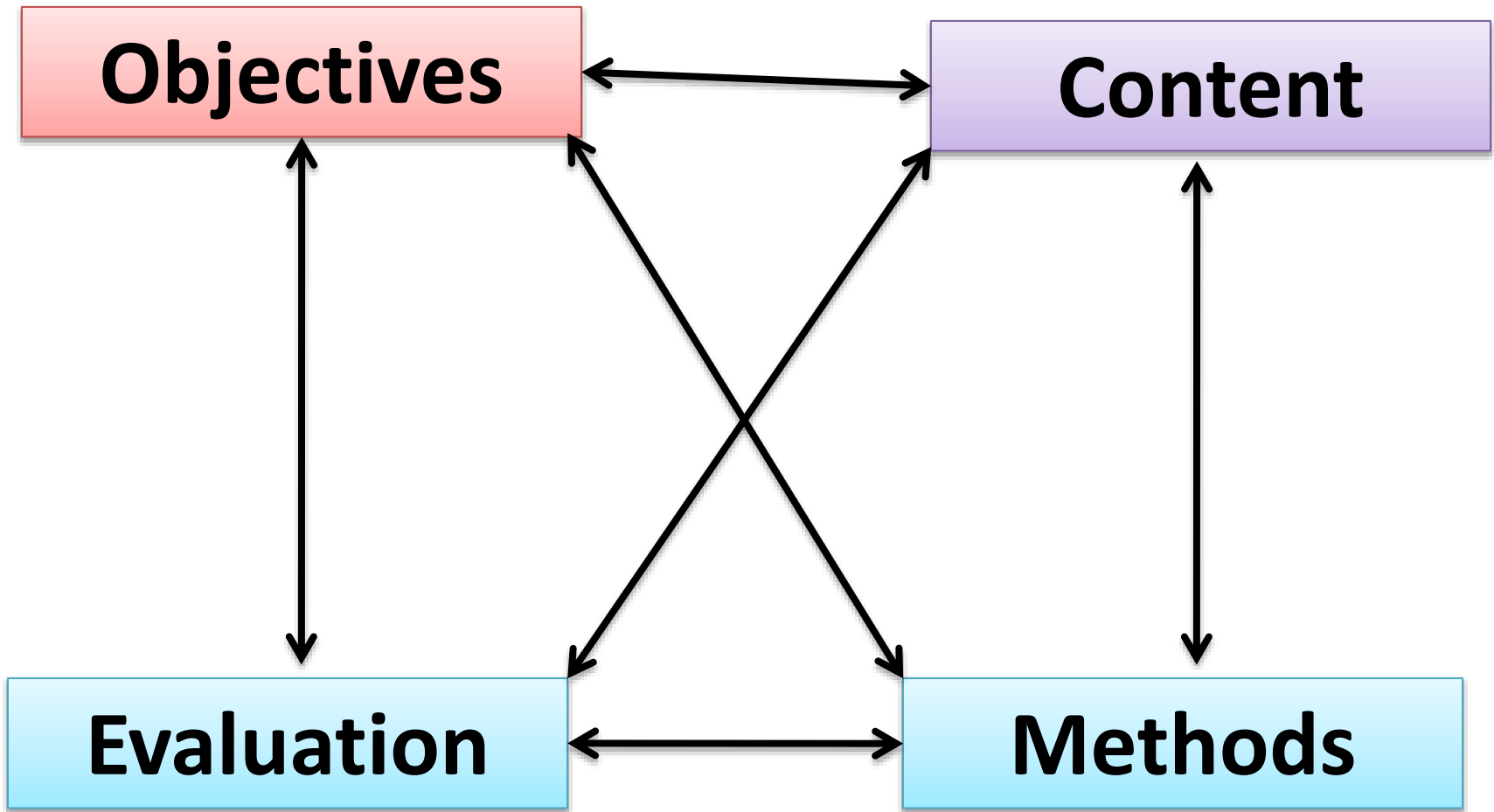
EVALUATION AND THE CURRICULUM

- **STUDENT EVALUATION**
- **CURRICULUM EVALUATION**

STUDENT EVALUATION

- Oral, written or practical tests
- Responses, discussions
- Written products of different kinds

CURRICULUM EVALUATION



Thank you!