CURRICULUM DEVELOPMENT: THEORIES AND PRACTICES

Course Code: EDEB332   **Credit Hours: 3**

Course Description

Curriculum is designed to provide desirable learning experiences in the education system. Curriculum development is a process in which choices of learning experiences are made and activated through coordinated activities. The process starts from selection of aims, goals and Learning Outcomes, which guide the structure and provide direction. To teaching learning process the next stages are selection of Content and its organization, selection of instructional strategies and evaluation methods are stated to Contents all the activities needed for students' development. Prospective teachers require knowledge and skills about the curriculum development: theory and practice to become an effective & efficient practitioner curriculum is considered of the core course of discipline of education. Thus it is imperative to tech this course to prospective teachers.

Learning Outcomes

At the end of the course, the student will be able to:

1. Understand the concept of curriculum
2. Explain the foundations of the curriculum
3. Discuss the needs and principles of curriculum;
4. Understand the factors affecting curriculum development
5. Explain the elements/components of curriculum development;
6. Explain different types of curricula;
7. Identify the problems and issues of curriculum development in Pakistan.
8. Understand the theory of curriculum development
9. Understand the process of curriculum development;
10. Understand the practices of curriculum development in Pakistan.

Contents

1. Introduction to Curriculum

    1.1 Concept of curriculum

    1.2 Difference between curriculum, syllabus and text book

    1.3 Need for curriculum development,

    1.4 Principals of curriculum development

    1.5 Elements of curriculum: Learning Outcomes, Content, Teaching methods and evaluation.

    1.6 Factors influencing curriculum development.

2. Foundations of Curriculum

    Philosophical/Ideological Foundations

    2.1 Historical Foundations

    2.2 Psychological Foundations

    2.3 Socio-economic and Cultural Foundations

    2.4 Political Foundations

3. Curriculum Development Process

    3.1 Situation analysis

    3.1.1 Need Assessment

    3.1.2 Phases of need assessment

3.1.3 Conducting situation analysis

    3.2 Selection of aims, goals and Learning Outcomes

3.2.1   Taxonomy of educational Learning Outcomes

3.2.2   National Learning Outcomes of education in the current education policy

3.3 Selection of Content

3.3.1   Organization of Content

3.3.2   Selection and organization of learning experiences

3.3.3   Selection of Instructional Strategies

3.4 Evaluation of evaluation

3.4.1   Types of evaluation

3.4.2   Tools of evaluation

3.4.3   Reporting

3.4.4   Evaluating curriculum and multiple textbooks

4. Curriculum Design

4.1 Concept of curriculum design

4.2 Criteria of selecting curriculum design

4.3 Types of curriculum

4.3.1   Centred Designs

4.3.2   Learner Subject centred Designs

4.3.3   Problem or topic centred Designs

4.3.4   Integrated curriculum

5. Models of Curriculum Development

5.1 Tyler Model

5.2 Hilda Model

5.3 Lewis Model

5.4 Oliva Model

5.5 Wheeler Model

5.6 Dynamic Model

5.7 Skel Beck Model

6. Process and Problems of Curriculum Development in Pakistan

6.1 Curriculum development at elementary and secondary level

6.2 Curriculum development at higher education level

6.3 Curriculum revision and role of HEC

6.4 Curriculum development for Adult Literacy

6.5 Role of teacher in curriculum development

6.6 Problems and issues of curriculum development in Pakistan

7. Patterns of curriculum

7.1 Conservative liberal art

7.2 Educational technology

7.3 Humanistic

7.4 Vocational

7.5 Social re-construction

7.6 De-schooling

8. The key features of a democratic and educational national curriculum

8.1 A curriculum for equality of life

8.2 The role of the professional in sustainable democracy

8.3 Fundamental principles

Teaching Learning Strategies

9.1.1   Lectures

9.1.2   Brain storming session

9.1.3   Small group discussion

9.1.4   Study tour to curriculum development institutions.

Assessment and Examinations

The students will be assessed according to the following criteria.

Examination	Marks
Sessional Work	25%
Mid-Semester	35%
Final Semester	40%

Suggested Readings

Children Resource International. (2004). *Child-centered Curriculum* (unit 3rd). Islamabad.

David, M. (1997). *Teaching skills in further and adult education* (rev. ed.). London: City and Guilds.

Farooq, R. A. (1993). *Education System in Pakistan*. Islamabad: Asia Society for Promotion of Innovation and Reforms in Education, Islamabad.

Kelly, A.V. (1999). *The curriculum, theory and practice*. London: Paul Chapman.

MS-Neil, J.D. (1990). *Curriculum: A comprehensive introduction* (4th ed). Los Angeles: HarperCollins.

Murry, P. (1993). *Curriculum development and design* (2nd ed). St. Leonards: Allen and Unwin.

Saxena, S. N. R., & Oberoi, S.C. (1994). *Technology of teaching*. Merrut: Royal Book Depot.

Sharma, R. C. (2002). *Modern methods of curriculum organization*. New Delhi:

Wiles, J., & Bondi, J. (1993). *Curriculum development*. New York: McMillan Publication Company.