

# **CURRICULUM DEVELOPMENT**

## **CC 838**

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

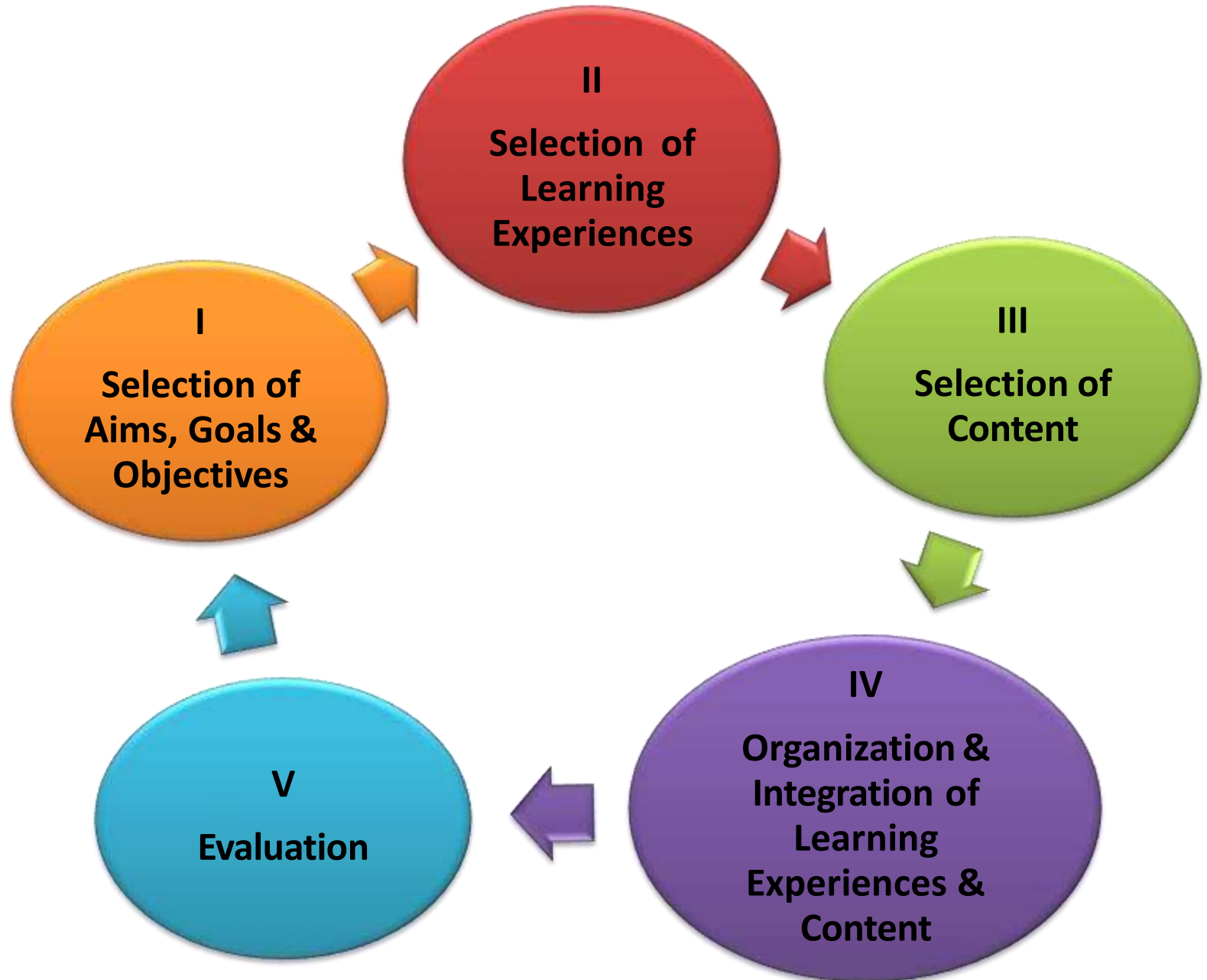
- **Latin word – Curricere/Currere – means – ‘A Race Course’**
- **In Education – ‘Work field of student’**
- **Course means curriculum**
- **Race refers students experiences and activities**

# 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

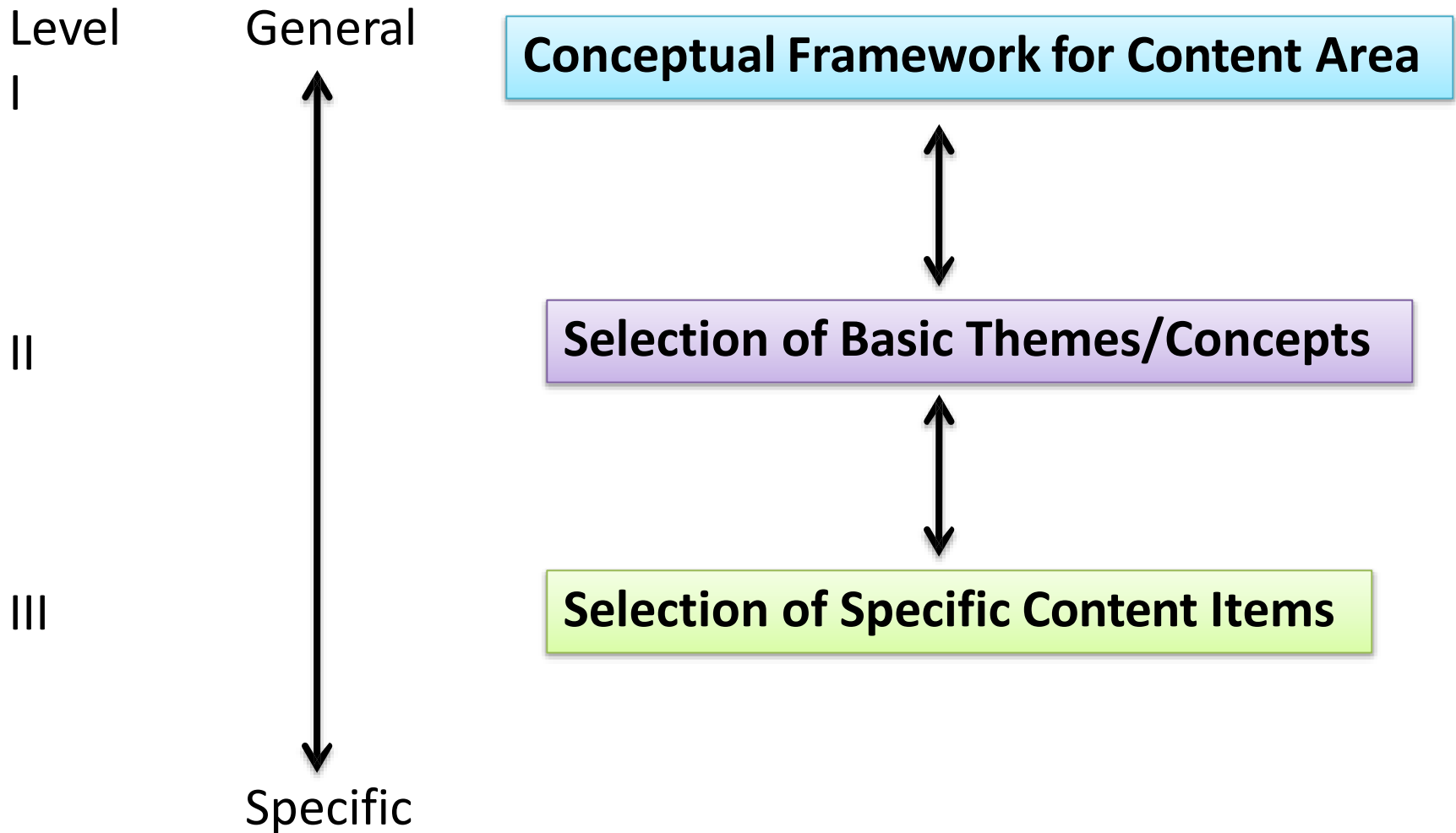


# SELECTION OF AIMS, GOALS AND OBJECTIVES



**SELECTION  
OF  
LEARNING EXPERIENCES**

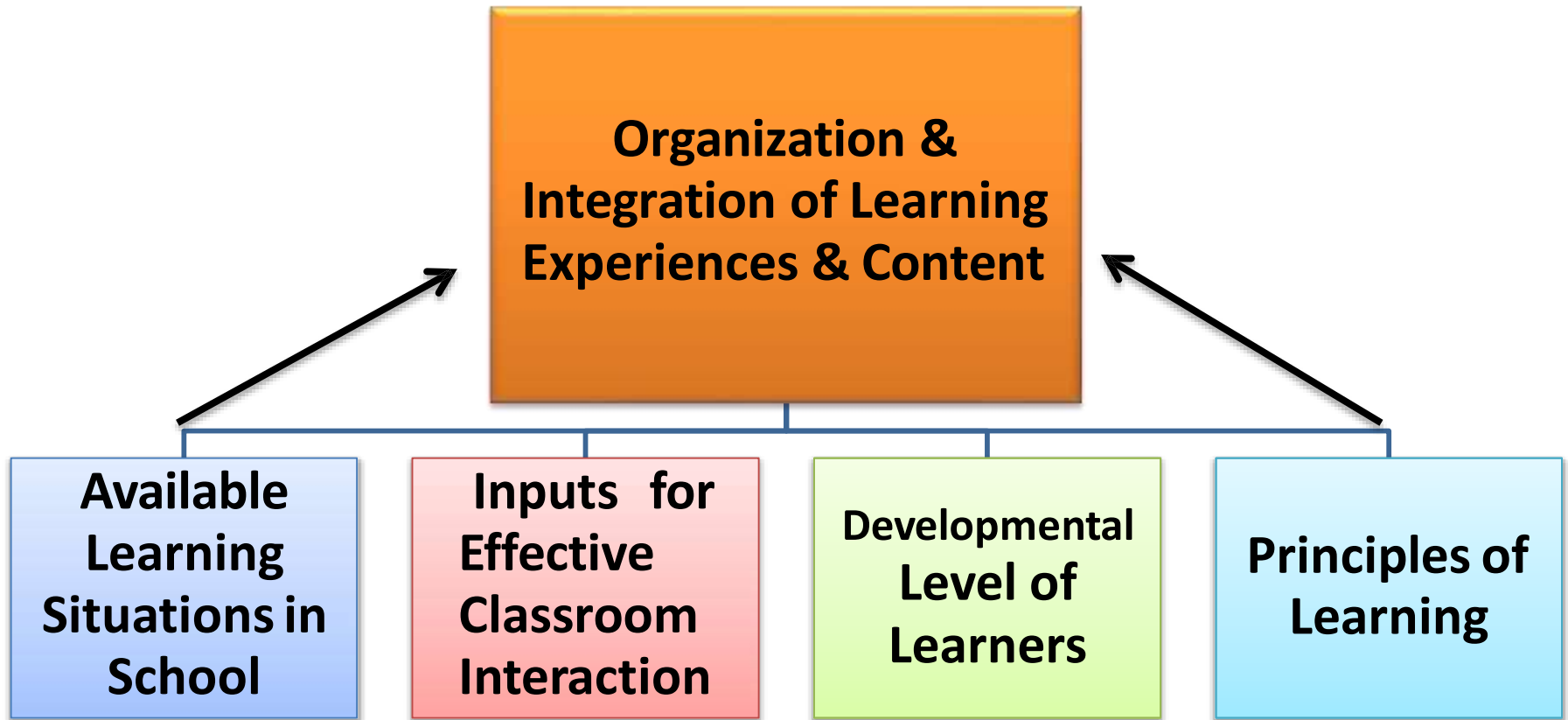
# SELECTION OF CONTENT



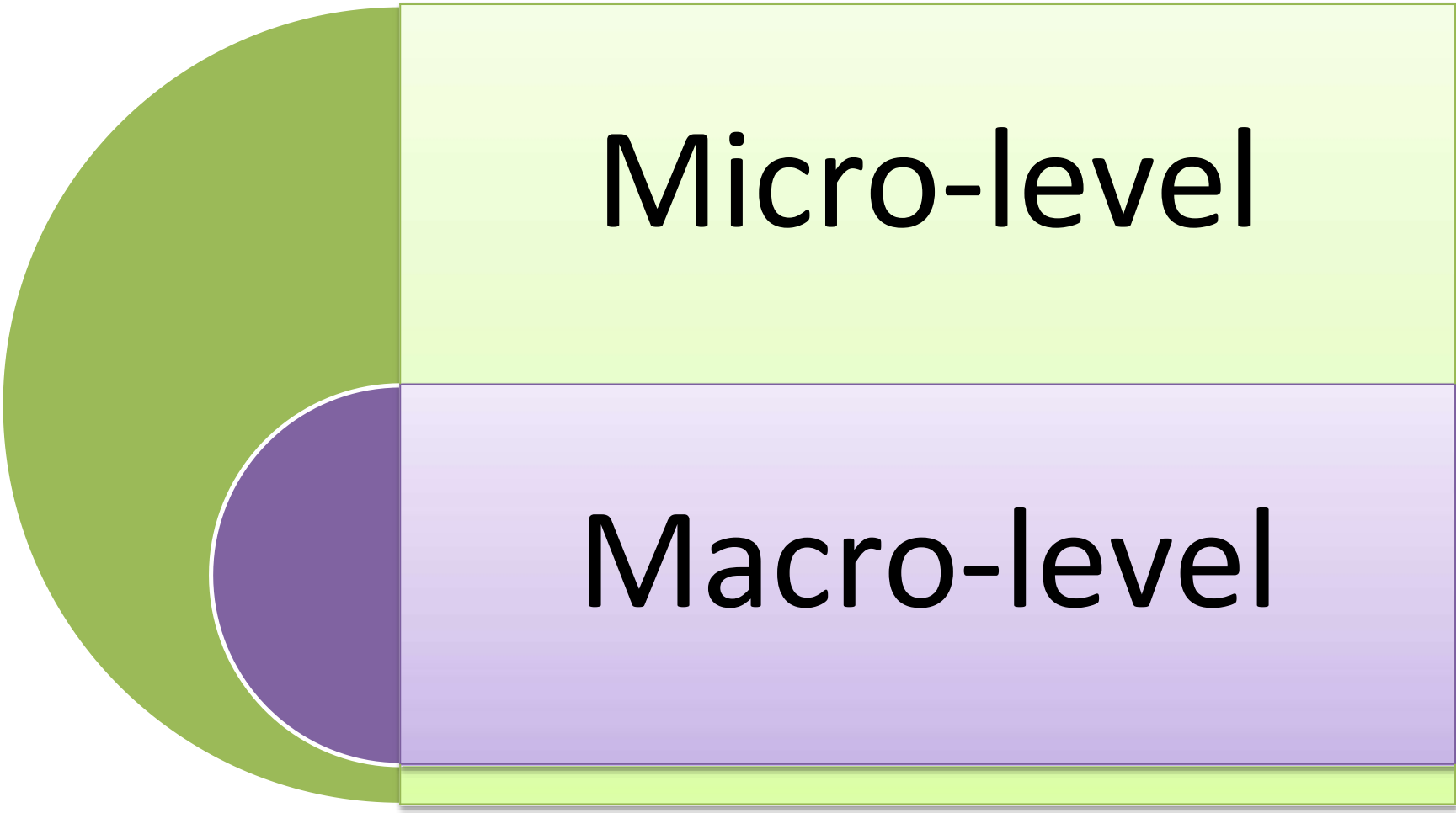


# ORGANISATION AND INTEGRATION OF LEARNING EXPERIENCES AND CONTENT

- ENACTIVE MODE
- ICONIC MODE
- SYMBOLIC MODE



# Evaluation



The diagram consists of a large green semi-circle on the left side. 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 edge of the rectangular area.

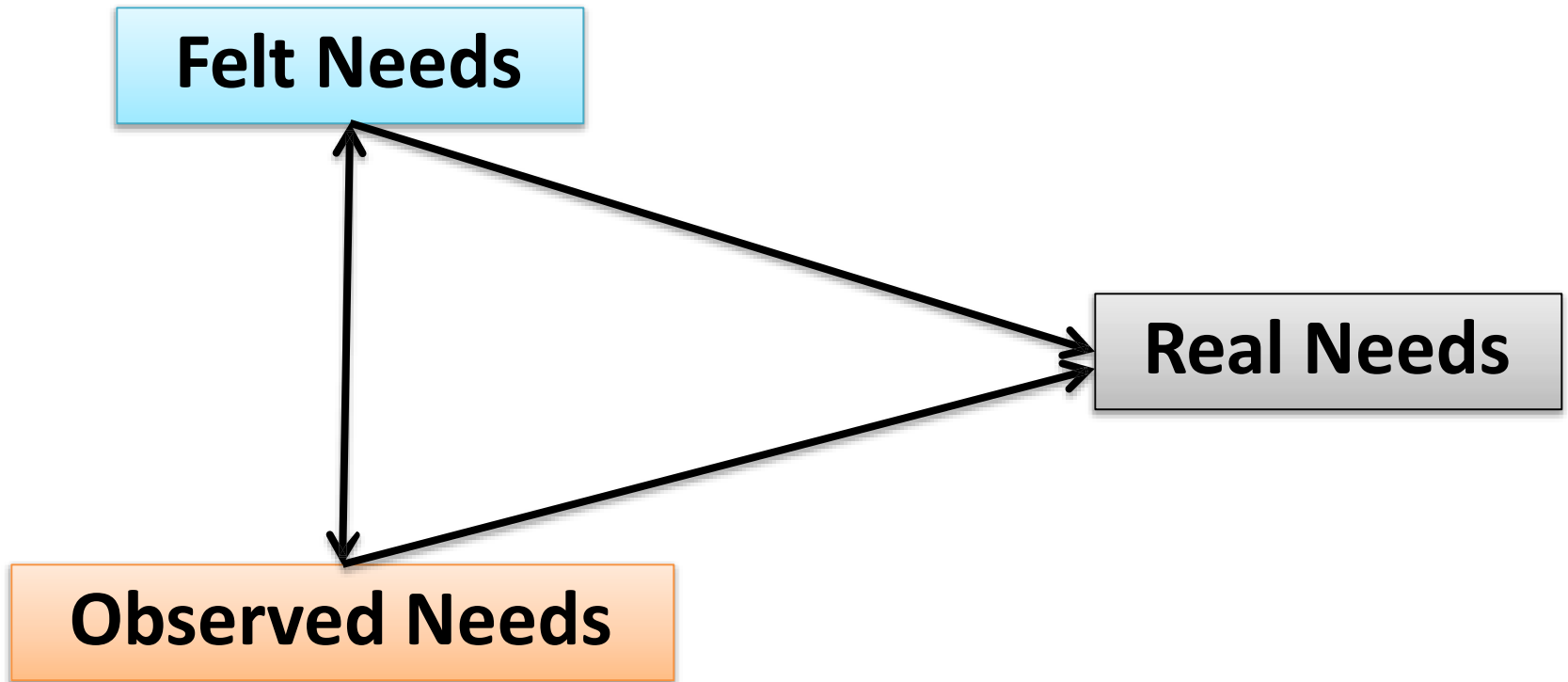
Micro-level

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

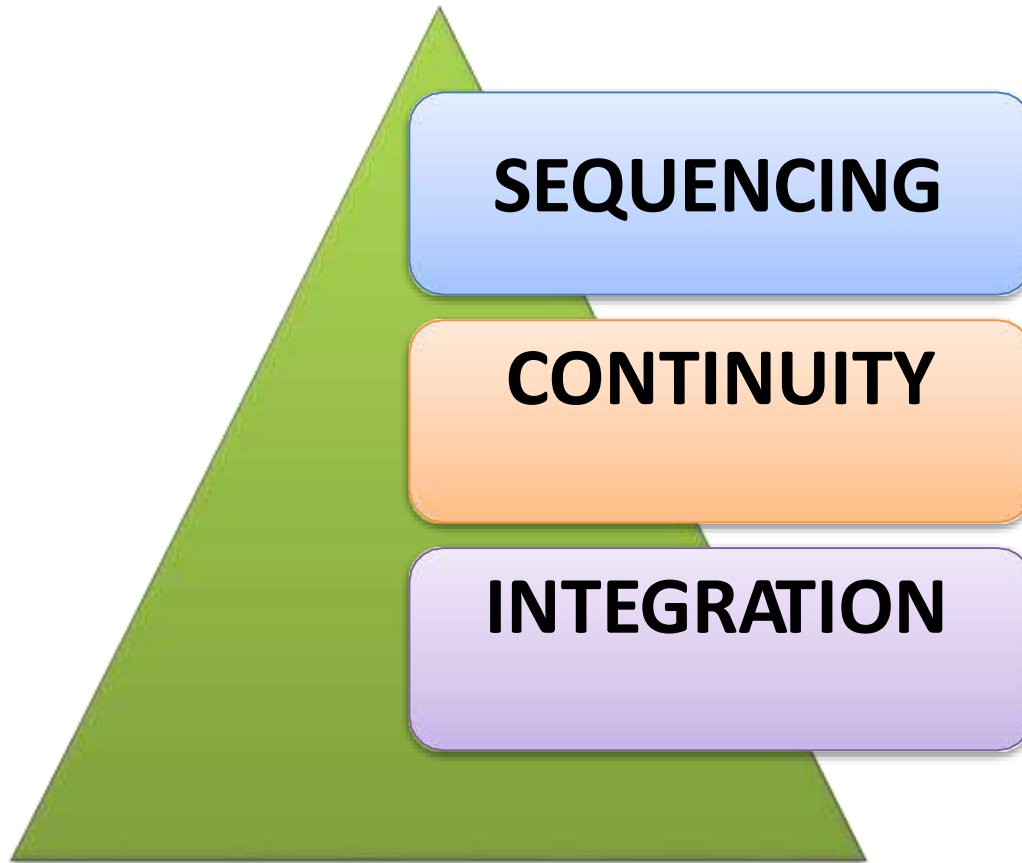
Interest

Utility

Learnability

Feasibility

# ORGANISING THE CONTENT



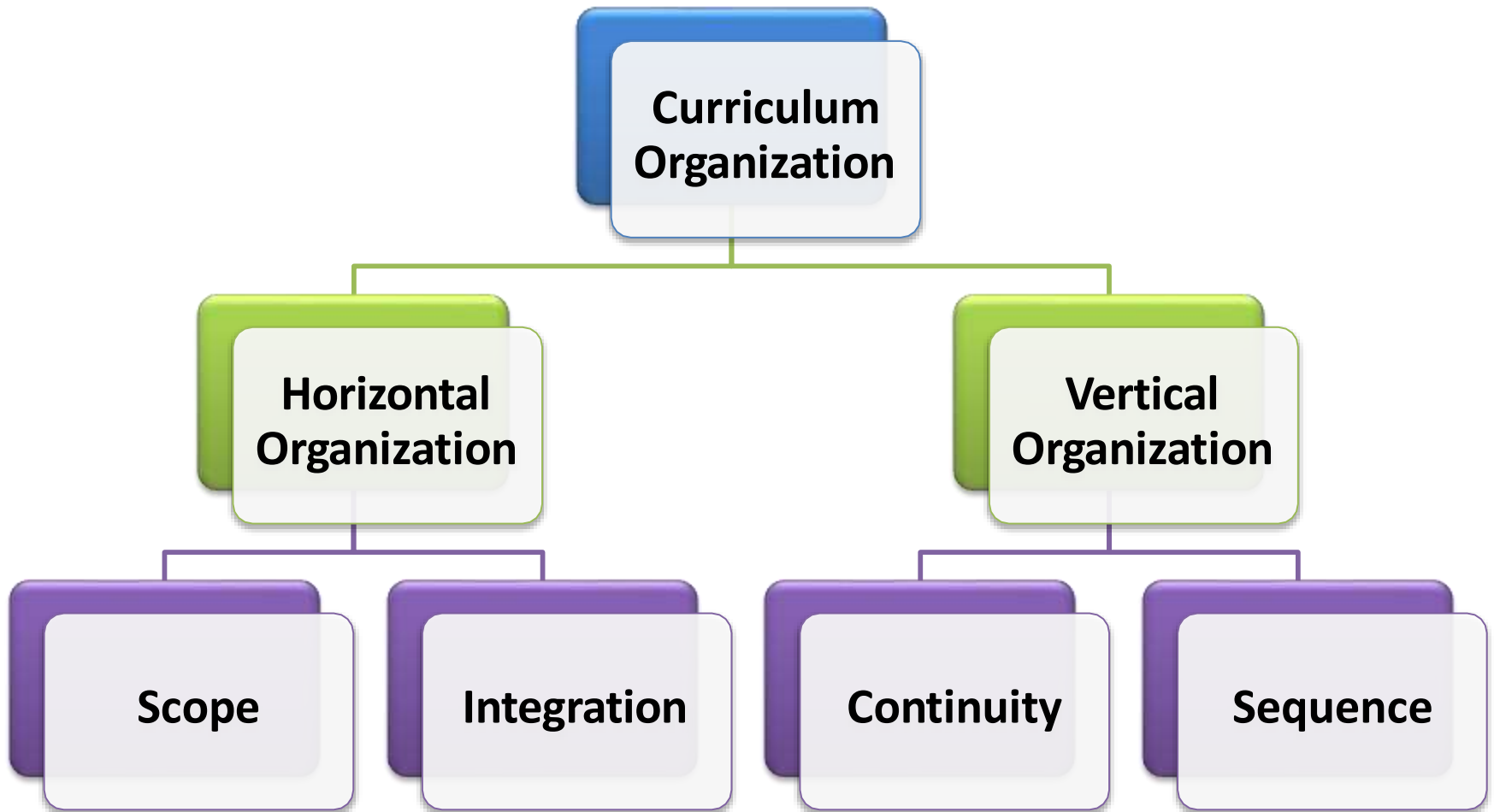


# **SELECTING LEARNING EXPERIENCES**

## 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

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**

```
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.

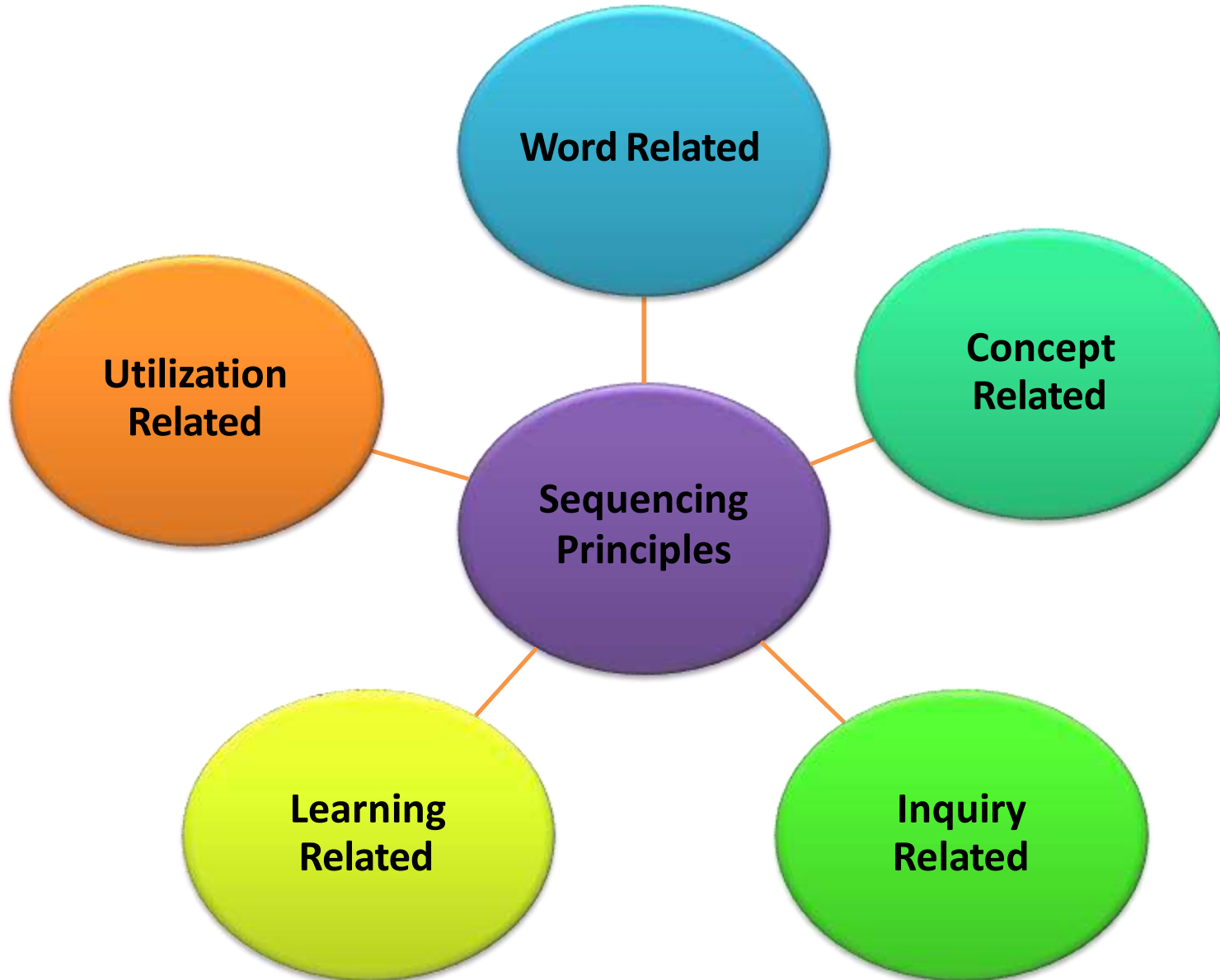
# Organization Dimension Considerations

- ***Sequence:***

**There are five major principles for organizing curriculum units**

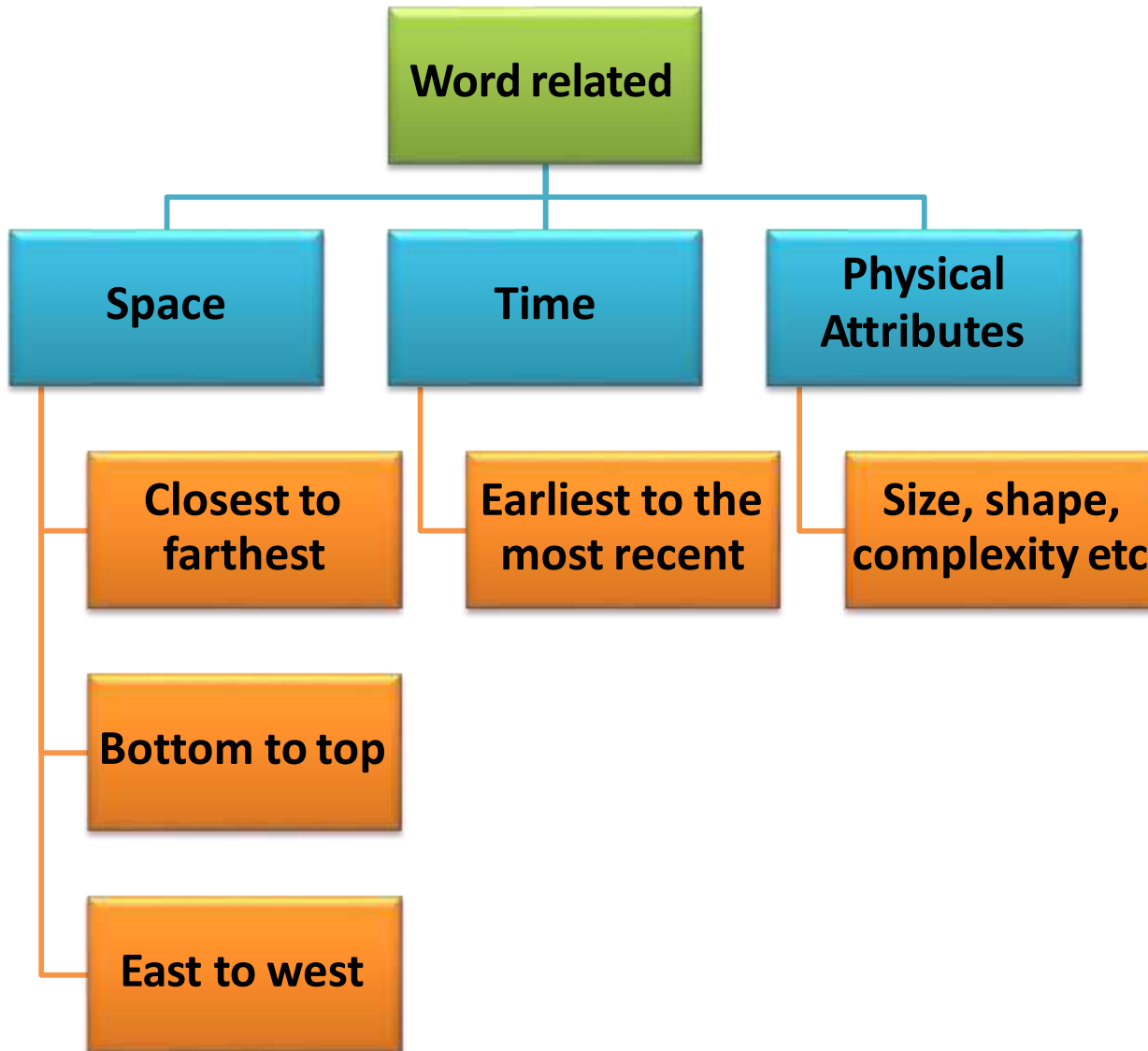
- 1 World - related sequence**
- 2 Concept - related sequence**
- 3-Inquiry - related sequence**
- 4-Learning - related sequence**
- 5-Utilization - related sequence**

# Sequencing Principles

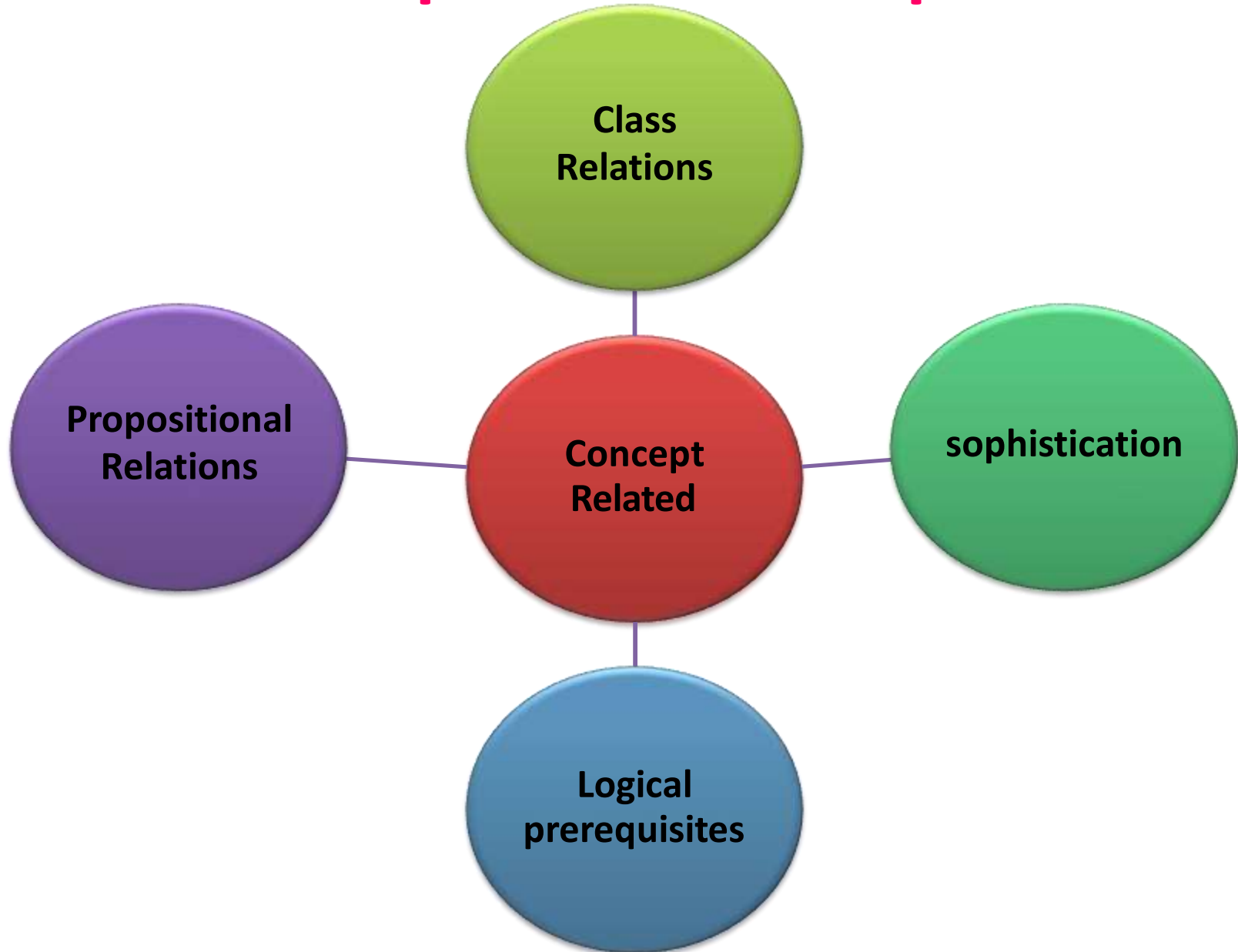




# 1-World - related sequence



# 2-Concept - related sequence



# 3-Inquiry - related sequence

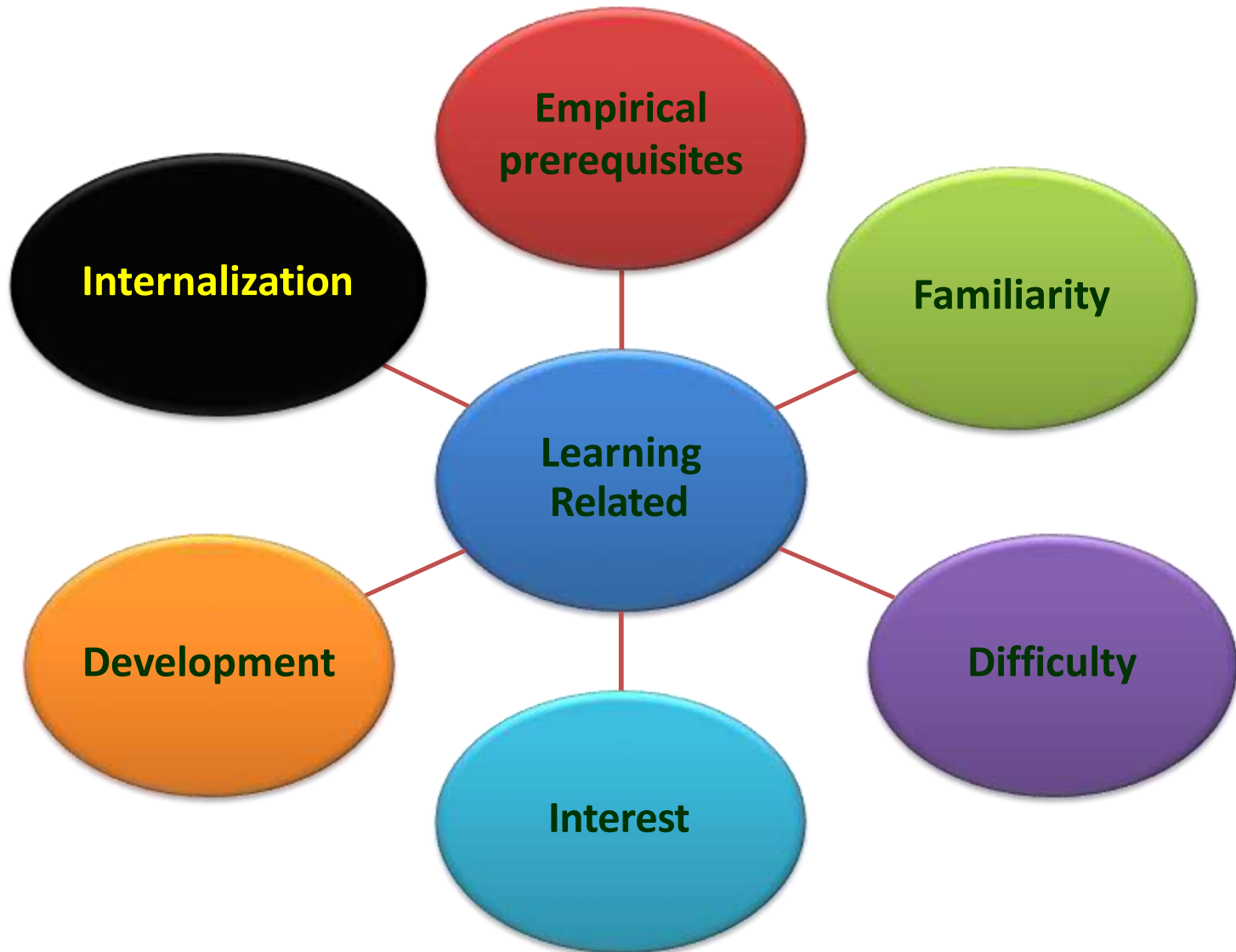
**Inquiry  
Related**

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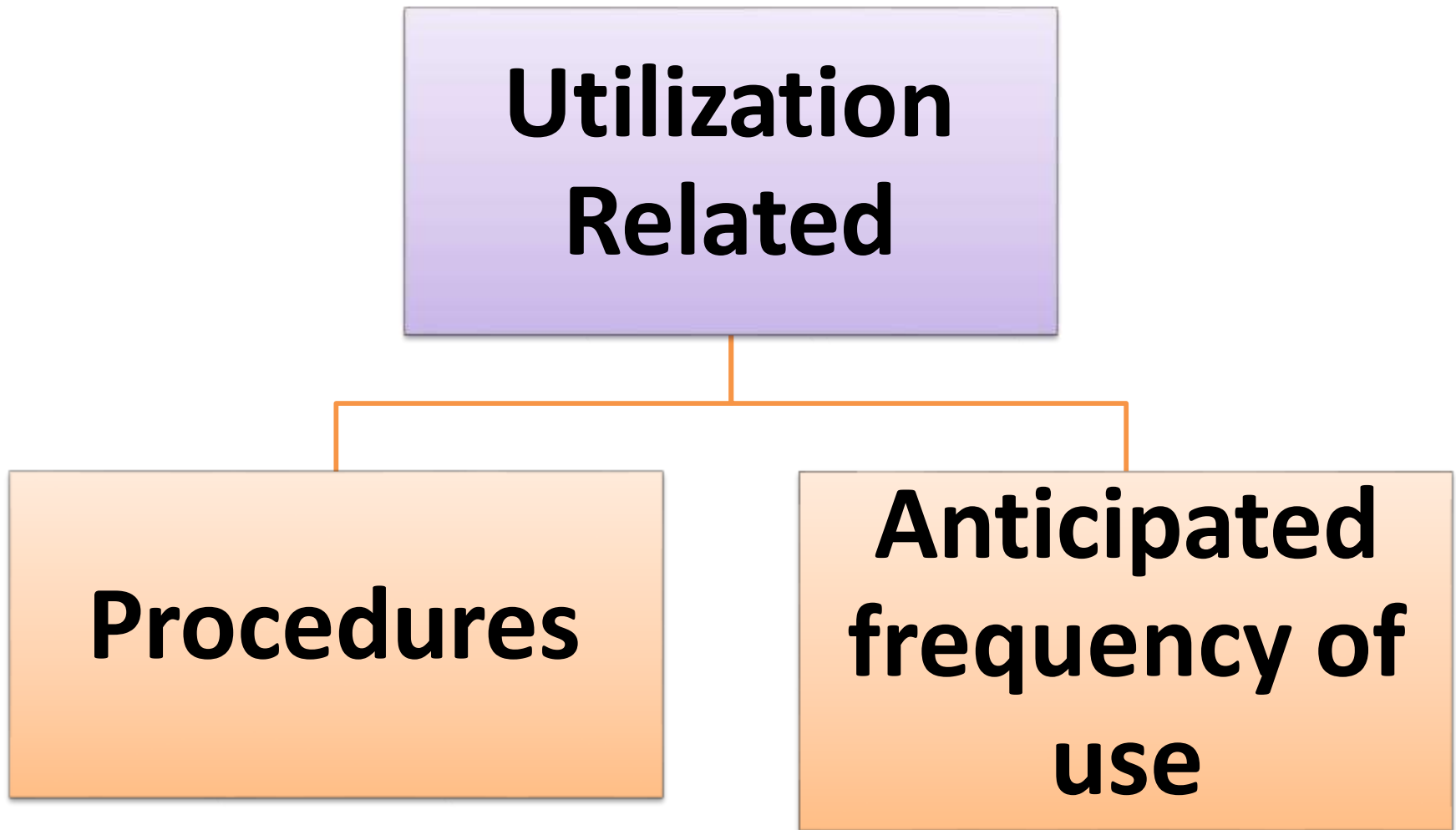
**Logic of  
Inquiry**

**Empirics of  
Inquiry**

# 4-Learning - related sequence

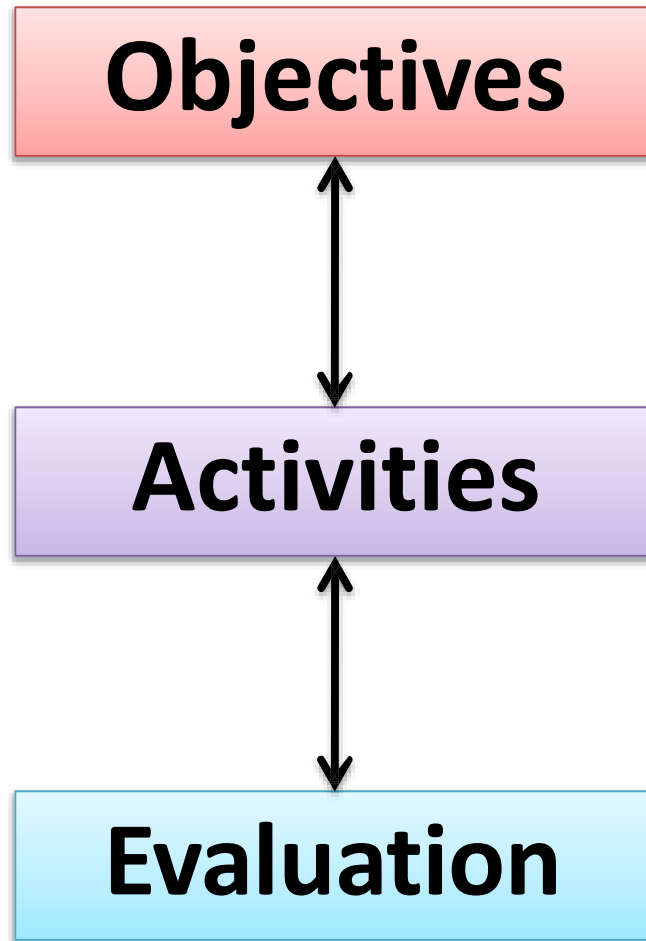


# 5-Utilization - related sequence



# EVALUATION AND THE CURRICULUM

## Relationship of Objectives with Evaluation



# EVALUATION AND THE CURRICULUM

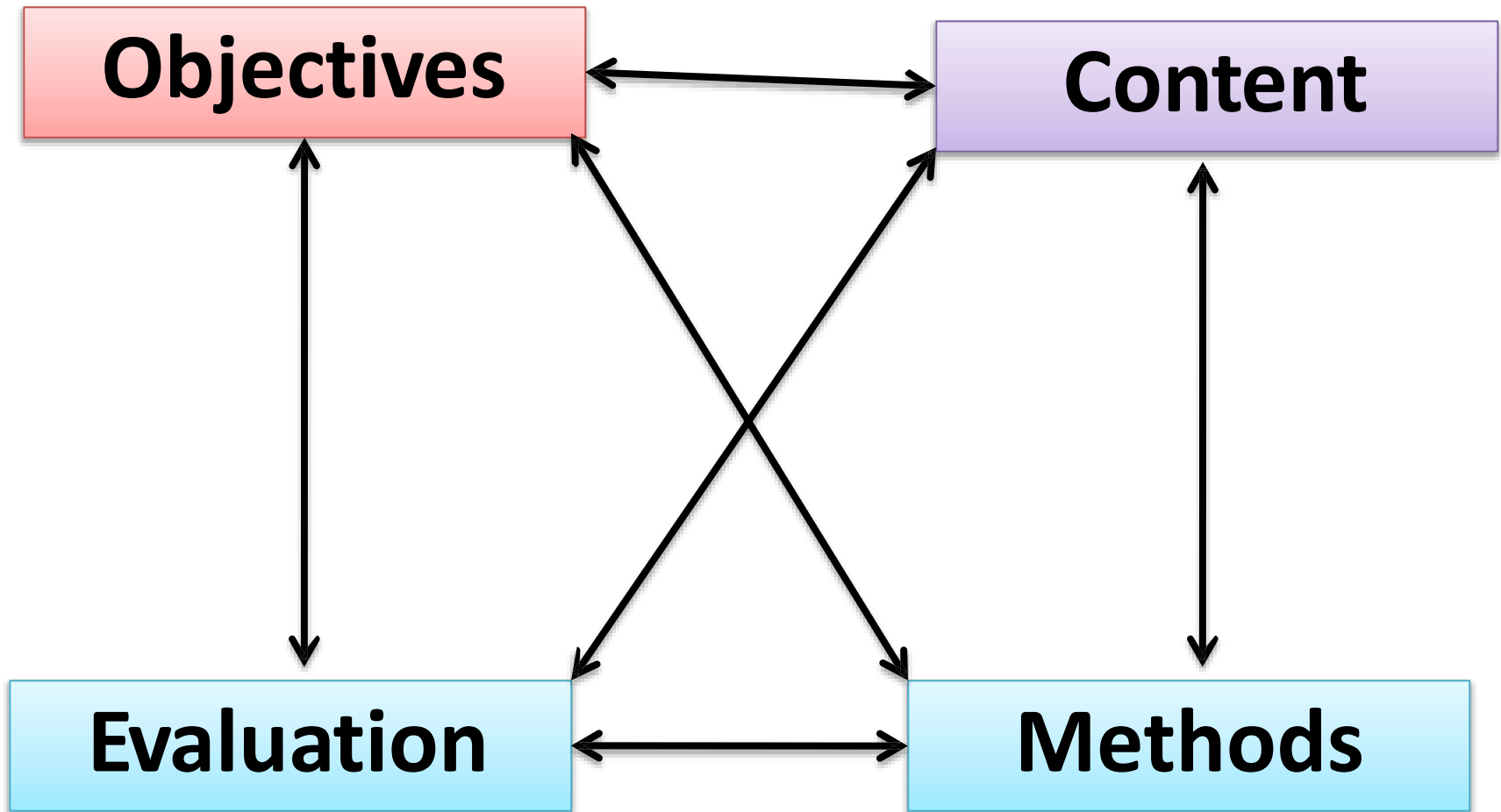
- **STUDENT EVALUATION**
- **CURRICULUM EVALUATION**

# STUDENT EVALUATION

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



# CURRICULUM EVALUATION



Thank You!