

Chapter 1 : A Curriculum Development Process - Flinders University

The CURRICULUM DEVELOPMENT MODEL on the next page () shows how these components relate to each other and to the curriculum development www.nxgvision.com begins when an issue, concern, or problem needs to be addressed.

An Overview Read the following curriculum development overview. This one is long. You might find that if you print it in draft mode on your printer it is less straining on the eyes. To some, curriculum has denoted a specific course, while to others it has meant the entire educational environment. Whereas perceptions of the term may vary, it must be recognized that curriculum encompasses more than a simple definition. Curriculum is a key element in the educational process; its scope is extremely broad, and it touches virtually everyone who is involved with teaching and learning. This volume focuses on curriculum within the context of career and technical education. In no other area has greater emphasis been placed upon the development of curricula that are relevant in terms of student and community needs and substantive outcomes. The career and technical and technical curriculum focuses not only on the educational process but also on the tangible results of that process. This is only one of many reasons why the career and technical and technical curriculum is distinctive in relation to other curricular areas and why career and technical education curriculum planners must have a sound understanding of the curriculum development process. Perhaps the foremost of these is historical influence. History has an important message to convey about antecedents of the contemporary career and technical and technical curriculum and provides a most meaningful perspective to the curriculum developer. Curriculum as we know it today has evolved over the years from a narrow set of disjointed offerings to a comprehensive array of relevant student learning experiences. Early Foundations of Curriculum Education for work has its beginnings almost four thousand years ago. This earliest type of career and technical education took the form of apprenticeship. Organized apprenticeship programs for scribes in Egypt are recorded as early as B. At about that time, schools were established that provided two stages of training: The first or primary stage consisted of learning to read and write ancient literature. The second was an apprenticeship stage during which the learner was placed as an apprentice scribe under an experienced scribe, usually a government worker Roberts, Thus, the earliest form of education for work was organized in such a way that basic knowledge could be developed in a classroom setting and applied skills could be developed "on the job. Apprenticeship programs initiated in ancient Palestine, Greece, and other countries followed a similar pattern with youngsters learning a craft or trade through close association with an artisan. Although apprenticeship programs expanded rapidly as various skilled areas became more specialized, reliance continued to be placed on training in the actual work setting-which, in most cases, consisted of conscious imitation. The apprenticeship form of instruction thus remained virtually unchanged until the nineteenth century. Alternatives to Apprenticeship By the sixteenth century, alternatives to apprenticeship were being strongly considered. The educational schemes of philosophers such as Comenius and Locke proposed inclusion of manual arts. Samuel Hartlib set forth a proposal to establish a college of agriculture in England. These and other events in the Realism Movement resulted in trade subjects and practical arts being introduced into formal education. The Age of Reason, likewise, became a catalyst for shifting away from the traditional apprenticeship system. The great demand for cheap, unskilled labor obviously could not be met through apprenticeship programs, and many newly established industrial firms did not desire persons with such extensive training as was provided through the traditional learner-artisan relationship. However, as the Industrial Revolution progressed, owners and managers soon began to realize that skilled workers would be a definite asset to an organization. This increased demand almost seemed to correspond with the rapid decline of formal apprenticeship programs in many skilled areas. Toward Systematic Curriculum Development Perhaps one of the earliest forms of systematic curriculum building in career and technical education may be attributed to Victor Della Vos, director of the imperial Technical School of Moscow. At the Philadelphia Centennial Exposition of , Della Vos demonstrated a new approach to teaching the mechanical arts that "became a catalyst for career and technical education in the United States" Lannie, Rather than leaning through conscious imitation, the

Russian system utilized shops where formal instruction in the mechanical arts could be provided. Bennett, Using these basic principles, Della Vos set up separate shops in the areas of carpentry, joinery, blacksmithing, and metal turning where students completed graded exercises that were organized logically and according to difficulty Lannie, The Russian system, which was noted by many Americans, had a most substantial impact on Calvin Woodward and John Runlke. Woodward initiated a manual training school at Washington University in St. Louis that closely paralleled the system developed by Della Vos. These pioneer efforts served as important precursors of the contemporary career and technical and technical curriculum. The successes of Runkle and Woodward generated great interest in this form of instruction, and soon manual training began to spring up in a number of schools around the United States. Shopwork was even introduced into the elementary schools and, by the late s, it was a formal part of many grammar schools across the nation. However, this progress did not serve as the best substitute for apprenticeship. In response to this deficiency, schools began to organize so that students could be prepared to enter work in a variety of occupational areas. During the late s and early s, technical institutes, trade schools, commercial and business schools, and agricultural high schools began to flourish. However, the standards associated with these programs were quite lax or even nonexistent. Quality was at best a local matter and, more often than not, did not extend beyond the concern of the individual instructor. The result was a considerable amount of inconsistency in quality among programs across the nation. By , a rather strong public sentiment for career and technical education had developed. As the Industrial Revolution continued to expand, a need for skilled workers increased. This need was expressed by both business-people and labor leaders. Rural America began seriously to question the relevance of traditional education and sought to have agriculture play a more important role in the school program. These feelings were more formally presented to the federal government by way of national organizations. Groups such as the National Society for the Promotion of Industrial Education and the Association of Agricultural Colleges and Experiment Stations led the way in terms of securing federal aid for career and technical education. However, the movement to secure federal support for career and technical education was not without controversy. The pressure to institute career and technical education legislation opened a debate between those who believed public schools were places where only liberal studies should be taught and those who believed career and technical education should be incorporated into the school curriculum. In essence, the choice of that time was "whether schools are to become servants of technocratic efficiency needs, or whether they can act to help [persons] humanize life under technology" Wirth, , p. During this historic discussion period, two prominent figures presented different philosophical positions on the place of career and technical education in the public schools. Charles Prosser strongly supported the idea of social efficiency, which contends that schools should be reformed to meet the needs of a technocratic society. Dewey closely monitored the movement, examined the proposed legislation, and spoke out against certain of its aspects. For example, he opposed dualism in education, an idea that Prosser had firmly imbedded into the legislation. Among other things, this landmark legislation set the stage for career and technical education being separate and distinct from academic education. The Smith-Hughes Act and subsequent federal legislation have had profound effects on the public career and technical and technical curriculum. Not only has legislation provided funds for high-quality education, but state and local education agencies have been required to meet certain standards if they want to qualify for these funds. Since legislation has stipulated that career and technical education be under public supervision and control, the standards associated with federal funding have had great impact on curriculum development in career and technical education. Types of offerings, targeted groups of students, scheduling, facilities, equipment, and numerous other factors have been incorporated into federal legislation supporting career and technical education. These factors have, in turn, affected curriculum planning, development, and implementation, since they have required the local developer to be responsive to national-level concerns. The point should be made that the Smith-Hughes Act and more recent legislation have supported the concept of providing students with a broad experiential base in preparation for employment. This contrasts greatly with many of the early career and technical offerings, which were more or less separate entities, often consisting of single courses. A major impact of federal legislation on career and technical and technical curricula, then, has been in the area of quality control. The various career and technical education acts have assisted greatly in the

establishment of minimum program standards. Beginning in the s, people began to recognize that the world was slowly shifting from separate and distinct country economies to a more holistic, global economy. Persons in the workplace were thus beginning to see their competition shift from regional and national bases to an international venue. Concurrently, a technological revolution was occurring. Demands placed on workers in the new workplace included greater facility in mathematics, science, English, and communication. Persons who were employed in the high performance workplace were expected to apply their academic skills as they continued their learning in continuously changing work environments, to serve as contributing members of self-directed work teams, and often to be leader-workers instead of the traditional follower-workers. Obviously, these shifts in the workplace called for a different sort of career and technical education legislation. Such legislation should encourage educators to prepare students who had academic skill levels that matched their technical expertise. Response to this need emerged as several important pieces of federal legislation. Perkins career and technical and Applied Technology Education Act of Perkins 11 is grounded in the notion that the United States is falling behind other nations in its ability to compete in the global marketplace. Among its various provisions, the Perkins II legislation offered the states financial incentives to create and operate educational programs that have as their goal producing workers who function more effectively and thus increase United States competitiveness in the current and future international workplace. The Perkins 11 legislation ushered in a new era of preparing students to enter and succeed in the workplace. For example, the law shifted emphasis from reactive and rigid career and technical education curriculum and instructional models to those emphasizing flexibility and cooperation. In contrast with previous legislation that contributed to a wide separation between academic and career and technical education, the Perkins II legislation supported the integration of academic and career and technical education studies. Also included were provisions for using Tech Prep to link high school and post-high school curricula in creative and beneficial ways. More recently enacted legislation, termed the School-to-Work Opportunities Act of , has expanded on the proactive elements of Perkins II. In order to receive school-to-work funding, programs are required to include three components: This Act has been seen by many as legislation that "brings it all together" to form a powerful curriculum and instructional delivery system. It encourages creative, collaborative development of curricula that link academic and applied studies in more meaningful ways. It is indeed unfortunate that he could not be present to see some of his views incorporated into national legislation Finch, Education itself is often viewed as an amorphous term that defies description and explanation. In actuality, education is a concept that each curriculum developer needs to define and refine before the curriculum development process is carried out. Education and Its Elements In contemporary society, education may be viewed as comprised of two basic elements: Formal education is that which occurs in a more structured educational setting. Representative of this element would be school and school-related activities such as taking a course, participating in a school athletic event, holding employment as part of a formal cooperative career and technical education program, or being involved in a student club or organization. Informal education often called non-formal education consists of education that typically takes place away from the school environment and is not a part of the planned educative process. Part-time volunteer work in a hospital, babysitting, taking a summer vacation in Europe, and waiting on tables might be considered as informal education activities. Central to this element is the fact that a person chooses to engage in a non-school activity, and this participation results in some form of education. Goals of Education Superimposed on the formal and informal elements of education are two categories that reflect the broad goals associated with it. These two types of education may be referred to as education for life and education for earning a living.

Chapter 2 : How to Develop a Curriculum: 15 Steps (with Pictures) - wikiHow

Curriculum development is defined as planned, a purposeful, progressive, and systematic process to create positive improvements in the educational system. Every time there are changes or developments happening around the world, the school curricula are affected.

In *The Curriculum*, [19] the first textbook published on the subject, in 1918, John Franklin Bobbitt said that curriculum, as an idea, has its roots in the Latin word for race-course, explaining the curriculum as the course of deeds and experiences through which children become the adults they should be, for success in adult society. Furthermore, the curriculum encompasses the entire scope of formative deed and experience occurring in and out of school, and not only experiences occurring in school; experiences that are unplanned and undirected, and experiences intentionally directed for the purposeful formation of adult members of society. To Bobbitt, the curriculum is a social engineering arena. Per his cultural presumptions and social definitions, his curricular formulation has two notable features: Hence, he defined the curriculum as an ideal, rather than as the concrete reality of the deeds and experiences that form who and what people become. Personal formation via curricula is studied both at the personal and group levels, i. The formation of a group is reciprocal, with the formation of its individual participants. Hutchins, president of the University of Chicago, regarded curriculum as "permanent studies" where the rules of grammar, rhetoric and logic and mathematics for basic education are emphasized. Basic education should emphasize 3 Rs and college education should be grounded on liberal education. On the other hand, Arthur Bestor as an essentialist, believes that the mission of the school should be intellectual training, hence curriculum should focus on the fundamental intellectual disciplines of grammar, literature and writing. It should also include mathematics, science, history and foreign language. This definition leads us to the view of Joseph Schwab that discipline is the sole source of curriculum. Thus in our education system, curriculum is divided into chunks of knowledge we call subject areas in basic education such as English, Mathematics, Science, Social Studies and others. In college, discipline may include humanities, sciences, languages and many more. Curriculum should consist entirely of knowledge which comes from various disciplines. To learn the lesson is more interesting than to take a scolding, be held up to general ridicule, stay after school, receive degrading low marks, or fail to be promoted. It is made up of its foundations philosophical, historical, psychological, and social foundations; domains of knowledge as well as its research theories and principles. Curriculum is taken as scholarly and theoretical. It is concerned with broad historical, philosophical and social issues and academics. Within these settings curriculum is an even broader topic, including various teachers such as other visitors, inanimate objects such as audio tour devices, and even the learners themselves. These can only be called curriculum if the written materials are actualized by the learner. Broadly speaking, curriculum is defined as the total learning experiences of the individual. He believed that reflective thinking is a means that unifies curricular elements. Thought is not derived from action but tested by application. Caswell and Campbell viewed curriculum as "all experiences children have under the guidance of teachers. They must, therefore, be accepted as fully a part of the curriculum, and most especially as an important focus for the kind of study of curriculum with which we are concerned here, not least because important questions must be asked concerning the legitimacy of such practices. The constructivist approach proposes that children learn best via pro-active engagement with the educational environment, i. Primary and secondary education[edit] A curriculum may be partly or entirely determined by an external, authoritative body e. These outcomes and assessments are grouped as units or modules, and, therefore, the curriculum comprises a collection of such units, each, in turn, comprising a specialised, specific part of the curriculum. So, a typical curriculum includes communications, numeracy, information technology, and social skills units, with specific, specialized teaching of each. Core curricula are often instituted, at the primary and secondary levels, by school boards, Departments of Education, or other administrative agencies charged with overseeing education. A core curriculum is a curriculum, or course of study, which is deemed central and usually made mandatory for all students of a school or school system. However, even when core requirements exist, they do not necessarily involve a requirement for students to

engage in one particular class or activity. For example, a school might mandate a music appreciation class, but students may opt out if they take a performing musical class, such as orchestra, band, chorus, etc. Australia[edit] In Australia , the Australian Curriculum took effect nationwide in , [26] after a curriculum development process that began in . The Australian Curriculum consists of one curriculum covering eight subject areas through year 10, and another covering fifteen subjects for the senior secondary years. However, the Northwest Territories and Nunavut both choose to use the Alberta Curriculum for select parts of their curriculum. Private schools use IEB, [29] Cambridge, etc. South Korea[edit] The National Curriculum of Korea covers kindergarten , primary, and secondary education, as well as special education. The Courses of Education and Courses of Study are fully revised every 10 years. Before World War II, the curriculum was based on the school regulations corresponding to each school type. Primary and secondary education use key objectives to create curricula. For primary education the total number of objectives has been reduced from back in to 58 in . All of the objectives have accompanying concrete activities. Also final exams are determined by the OCW and required. Parts of those exams are taken in a national setting, created by a committee: Centrale examencommissie vaststelling opgaven. Furthermore, OCW will determine the number of hours to be spent per subject. Apart from these directives every school can determine its own curriculum. Nigeria[edit] In , the Nigerian government adopted a national Basic Education Curriculum for grades 1 through 9. The policy was an outgrowth of the Universal Basic Education program announced in , to provide free, compulsory , continuous public education for these years. The national qualifications include: Notwithstanding its name, it does not apply to independent schools , which may set their own curricula, but it ensures that state schools of all local education authorities have a common curriculum. Academies , while publicly funded, have a significant degree of autonomy in deviating from the National Curriculum. The purpose of the National Curriculum was to standardise the content taught across schools to enable assessment , which in turn enabled the compilation of league tables detailing the assessment statistics for each school. United States[edit] In the U. The Common Core State Standards Initiative CCSSI promulgates a core set of standards which are specific information and skills a student needs to know at each grade level in order to graduate. States may adopt these standards in part or whole and expand upon them. Schools and states depending on how much control a state gives to its local schools then develop their curriculum to meet each of these standards. This coordination is intended to make it possible to use more of the same textbooks across states, and to move toward a more uniform minimum level of education attainment. As such, states and localities are taking different approaches to implementing the standards and providing their teachers with the supports they need to help students successfully reach the standards. Many educational institutions are currently trying to balance two opposing forces. On the one hand, some believe students should have a common knowledge foundation, often in the form of a core curriculum; on the other hand, others want students to be able to pursue their own educational interests, often through early specialty in a major, however, other times through the free choice of courses. These prerequisites can be satisfied by taking particular courses, and in some cases by examination, or by other means, such as work experience. In general, more advanced courses in any subject require some foundation in basic courses, but some coursework requires study in other departments, as in the sequence of math classes required for a physics major, or the language requirements for students preparing in literature, music, or scientific research. A more detailed curriculum design must deal with prerequisites within a course for each topic taken up. This in turn leads to the problems of course organization and scheduling once the dependencies between topics are known. Russia[edit] Core curriculum has typically been highly emphasized in Soviet and Russian universities and technical institutes. At the undergraduate level, individual college and university administrations and faculties sometimes mandate core curricula, especially in the liberal arts. Both can take up to two years to complete without advanced standing , and are designed to foster critical skills in a broad range of academic disciplines, including: In , the University of Chicago announced plans to reduce and modify the content of its core curriculum, including lowering the number of required courses from 21 to 15 and offering a wider range of content. When The New York Times , The Economist , and other major news outlets picked up this story, the University became the focal point of a national debate on education. Four Great Books colleges in the United States follow this approach: In such a system, students are required to take

courses in particular fields of learning , but are free to choose specific courses within those fields. Open curriculum[edit] Other institutions have largely done away with core requirements in their entirety. Brown University offers the "New Curriculum," implemented after a student-led reform movement in , which allows students to take courses without concern for any requirements except those in their chosen concentrations majors , plus two writing courses. In this vein it is certainly possible for students to graduate without taking college-level science or math courses, or to take only science or math courses. Amherst College requires that students take one of a list of first-year seminars, but has no required classes or distribution requirements. Similarly, Grinnell College requires students to take a First-Year Tutorial in their first semester, and has no other class or distribution requirements. Gender inequality in curricula Gender inequality in curricula shows how men and women are not treated equally in several types of curricula. Physical education PE is an example where gender equality issues are highlighted because of preconceived stereotyping of boys and girls. This is the case in many cultures around the world and is not specific to one culture only.

Chapter 3 : What is curriculum development?

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

What is curriculum development? It is always good at the beginning of a process to start by reflecting on your own experience. Perhaps you already have experience of designing and delivering training courses? Try to answer the following questions: It is difficult to give a definition for curriculum development, because it will always be affected very strongly by the context in which it takes place. We can look back in history and find out that the word curriculum originally came from a Latin word, which meant a racetrack that horses ran around. Today, we might call it a racecourse, and so we see that the words curriculum and course are closely related. There is a suggestion that something continuous is happening, maybe over a long time, although it is equally valid for short courses. We can think of curriculum development as a continuous process, which is relevant to the situation where it takes place, and flexible, so you can adapt it over time. As in a race, there may be a finishing point, but if you work in curriculum development, you will probably find out that the work does not end at a particular moment. This is what makes it very interesting and exciting! The following description of curriculum development, rather than a definition, provides a basis for the approach taken in this Toolkit: Curriculum development describes all the ways in which a training or teaching organisation plans and guides learning. This learning can take place in groups or with individual learners. It can take place inside or outside a classroom. It can take place in an institutional setting like a school, college or training centre, or in a village or a field. It is central to the teaching and learning process Rogers and Taylor From this description, you will see that curriculum development can take place in many settings, and may involve many people. Typically, curriculum development involves four main elements: Identify what learning is needed and decide on the type of training you need to provide to meet these learning needs. Plan the training carefully, so that learning is most likely to take place. Deliver the training so that learning does take place. Evaluate the training so that there is evidence that learning has taken place. These elements can be addressed in different ways. It is important that the approach you use will lead to effective training and teaching. This Toolkit strongly recommends that you follow a participatory approach to curriculum development since this will bring about the best results, and lead to real learning. The fact is that a lot of training and teaching is not effective. Many traditional approaches to curriculum development, and the resulting curriculum, do not provide the guidance to learning that is needed by both trainers and participants. In addition, curriculum development rarely involves the different groups or individuals who will gain from, or have something to offer to the training.

Chapter 4 : Process Curriculum Model by Jessi Wiggins on Prezi

Curriculum Development Process 1. PHASES OF CURRICULUM PROCESS 2. INTRODUCTION Curriculum planning is based on philosophy and objectives. Curriculum construction requires an understanding of educational psychology, together with knowledge and skill in the practice of nursing education. There are five steps in the development of curriculum.

In reviewing several internet resources the word "curriculum" seems to stem from the idea of running a course or race course. The many definitions all seem to reflect a requirement for a related logical set of experiences to occur within those things that are bestowed as curriculum. From this and what little I gleaned in that long ago "teacher" program I would take a stab at it thusly: Curriculum is the definition of a set of experiences and activities that are logically related and they occur in an appropriate manner that will likely cause most students to achieve the desired learning results. Of course with that definition one wonders "What do we need all these Curriculum Committees for? It seems that taxpayers we included want a little more specificity around rigor if they are to bear this burden for their citizens. Therefore some approval structure must exist. Oddly though, the paradox becomes, how do we, as subject matter experts in only our one area, trying to create rules to uphold standards of rigor and credibility, do so when we have no idea what form these experiences will take for another given subject area? Like Columbus, while we may have some rules for how to make charts, we have no clue as to what that chart ought to look like until some parts of the journey have been completed. So it is fair to say that curriculum development ought to have some experimental journeys as a legitimate aspect of creating a quality product. And each successive journey did much to refine those earlier drawings. For me the juxtaposition between the development and approval processes is a balancing act, that should, whenever possible, be local faculty decision making, hopefully at the program level. So as such, much of the approval processes we all utilize are really about ensuring that some of the basic ingredients exist within any course we attempt to offer. And those ingredients are there to ensure both rigor and reasonable structure. Using our above definition, Curriculum, as a product, should be a set of defining documents that describe what the entering and exiting student should be capable of; they should describe the related areas to be experienced within the course, and the intended results or outcomes of having experienced these activities. This product should also included the parameters of structure such as time on task, in study, and doing research, books, materials, available services, etc. If the curriculum of a course or a program fits within a larger context, the documents should also describe this relationship or integration within the whole. At the same time, curriculum should not be so rigidly defined that different individuals teaching the course might not be able to adapt and get the same results given a different classroom, or differing lab equipment, or differing time structures, or different textbooks or even differing modalities such as online teaching versus face-to-face. In some ways curriculum should be a narrative map of where the student should go, but this map should be inclusive and reflective of many differing potential pathways between the beginning and end of the journey. Curriculum should be so written that it is also a journey for the faculty facilitating this effort. It should be inspirational to some degree, particularly since it is likely this could be the one and only chart that many of our new part time faculty will ever get prior to taking their students upon such waters. Sadly, in many ways our need for bureaucratic processes often does much to throw "inspirational" out of the proverbial curriculum box. Nonetheless, curriculum well written is something that any subject matter expert will get and will get excited about as she or he facilitates her or his students educational journey. The articles published in the Rostrum do not necessarily represent the adopted positions of the academic senate. For adopted positions and recommendations, please browse this website.

Chapter 5 : Six Straightforward Steps to Curriculum Development

In actuality, education is a concept that each curriculum developer needs to define and refine before the curriculum development process is carried out. Education and Its Elements In contemporary society, education may be viewed as comprised of two basic elements: formal education and informal education.

You can start with the existing pieces and then create the organizing principles, or vice versa. In creating and determining good curricula it is the end results that are important. Like all general problem solving models, curriculum and instructional planning is a complex process which uses both divergent thinking creating possibilities and convergent thinking narrowing or culling elements. Initial ideas are first generated, broadened, and then refined into set instructional patterns. Thinking of it metaphorically as weaving or braiding might help. That is especially true today when there are infinite choices on what to include. There are plenty of good ways to attempt to do this like curriculum mapping or backwards design , but before folks begin that process, they need to ask a series of hard questions. These appear below and are designed to help clarify what to include and what to omit. For those educators involved in this process the additional work involved appears quite tedious and often causes great enmity among participants. The most common comment to me from teachers having undergone this process was “ We had to keep track of and enter all this data and we are not sure what happened to it or how it was used! In fact, we saw no evidence that it was used to create a curriculum. The other method often used by the lazy or untrained, and which I absolutely abhor, is curricula that is created by copying the table of contents of a currently used text. Unfortunately I have seen one too many inept or misguided educators do this and then try to pass it off as curriculum. This is especially sad when the text becomes obsolete and teachers are still attempting to use a curriculum based on it. Texts are teaching tools “ nothing more. And they are expensive ones at that! If you are using curricula that is simply a copied version of a table of contents of a text, then someone has abrogated the responsibility of creating curriculum to a textbook company. Please know textbook companies could care less about your students or their futures. Publishers do not ask “ how will this content best prepare students for the future? However, before customizing texts was an option, few teachers or school administrators realized that large textbook publishers based their content choices primarily on the curricula of 3 states “ California, Texas and New York. These 3 states had statewide textbook adoption, and large school age populations. Yes, folks it was all about the money! For those of you from Michigan, or Iowa, or Rhode Island who wondered why the heck you spent a week studying the Battle of the Alamo, it was because it was an important part of the curricula of Texas. If you critically appraise that battle how important was it in the grand scheme of American history and western expansion? In dealing with choosing texts, it is always good to look behind the emerald velvet curtain to avoid that charlatan wizard hiding behind it. Ask your local textbook reps a few pointed questions. Examine the content very carefully! Look for both the accuracy of the content and its importance to larger conceptual understandings. Also ask which schools, or school systems, use or have adopted the text. And see if you can talk with representative teachers using the text and get some candid feedback. Too, please remember, texts are simply teaching tools, they are not subject matter bibles! The following questions represent common concerns or queries revolving around the development, evolution, dissemination and assessment of the overt or written curriculum. These questions are meant to stimulate discussions about varied aspects of curriculum development and content, concept, knowledge, or process selections. These should be part of ongoing professional development discussions that should occur before folks get down to the task of writing or revising curriculum. What persons, or designated groups of people, should be empowered to make selection decisions about what to include in the common curriculum that body of knowledge required by most students? What qualifications should they have? What defines, or should be considered, essential knowledge? Are there differences between education and schooling? Is there certain knowledge that should be considered common required by most , essential, worthy, or mandatory? If so, specifically what are these things? What specific or general content or processes should be included as basic or essential knowledge? What social, cultural, or political forces influence curriculum selection, formation, and distribution? In considering the above, be sure

to take into account that the reality that your students will be living in a future time, needing different skills than those required in the past. In order for the curriculum you create to be effective in preparing students for their futures, you need to constantly be aware of current and projected future trends, and incorporate those projections into your curricular choices. Curriculum creation and formation, organization, and dissemination: Who should be responsible for the creating the philosophy or tone of a curriculum, or for selecting the specific learning theories that drive the curriculum? Who should be involved in ensuring that a curriculum has a sense of unity, relevance, pertinence, and purpose? What minimal components are considered necessary, or bare essentials, for the practical implementation of the curriculum? And, how is usable curricula best organized? Should there be different forms of curricula hard bound, electronic, media online, ones that facilitate changes and revisions, and which are easy to use and easy to disseminate quickly? Who is responsible for making revisions, formatting, organizational, and distribution decisions? Will retraining or professional instruction be needed in order for educators to derive maximum usefulness of the curriculum? If so, who is in charge of that retraining or advanced training? What forces or people play a part in deciding to create new curriculum, or to revise older curriculum? What social, generational, political, or professional influences generally serve as catalysts in changing curricula? What types of evidence or data indicate that the curriculum has been effective? What types of measures can be used in assessment? Who should be in charge of assessing if and how learning has taken place? Who should be responsible for evaluating the overall effectiveness of curricula, and for collecting and documenting assessment data? How should assessment and evaluation data be used to improve the quality of instruction, and determine future curricular directions? In the late Ralph Tyler offered some initial suggestions for developing curriculum and instruction that may help you get started. Use these to begin your dialogues about your curricular choices. Most of important of all, this book is still very useful in developing curriculum documents. What are the purposes of the school? Think about, justify, and delineate what you are you going to teach and how this material is relevant to the common, current purposes of schooling? What educational experiences are related to those purposes? What content, processes, and methods are you going to use to deliver instruction and information that perpetuate the purposes of schools? What are the organizational methods which will be used in relation to those purposes? Again, in the contexts of your educational purposes, how can you best organize your information, presentations, and learning events so that they are most effective? How will those purposes be evaluated? How do you know your learning events, information, and processes were taught successfully “ what evidence will you collect? University of Chicago Press. There are also earlier editions of his work. If you have ever created a unit plan, or a series of complex, related lesson plans, you have probably already asked yourselves these or similar questions as a form of internal or reflective dialogue, or as an automatic, subliminal process. Within this process you first elaborated and then refined your educational intentions and related educational directions. Here are my added suggestions: Be able to make the content or processes more holistic. Good instruction needs to be multisensory and holistic in order to be remembered. This approach creates multiple neural pathways and has a better chance of being remembered and recalled, as well as meeting different types of learning styles. Be able to create more authentic types of assessment. Give students connections through meaningful assignments that have direct applicability and carry-over into the real world. The other thing that I need to point out is that this is a process that can be enhanced through conversations and comparisons, and parents and students can even be included in the process. I also need to leave you with these very important points: Before you begin, get a sense of what you like and what you do not. Gather a series of curricular guides and carefully examine them see my examination guide as a place to start. Note content, organization, and format, and decide which formats and features work for you.. These questions, plus the examination of an array of up-to-date guides, will give you a foundation for constructing something that is worthwhile so you can be able to create, write or revise very USABLE curriculum documents. I am dedicated to the ideal that most of materials on this site remain free to individuals, and free of advertising. Thanks for your consideration, and blessings on your own journey.

Chapter 6 : Curriculum development - Wikipedia

The process for curriculum development is varied and driven by several factors: content, student, and purpose. The decision on the approach for a particular school district, its students, teachers.

It also shows the interaction and relationships of the four essential phases of the curriculum development process: It is important to acknowledge that things do not always work exactly as depicted in a model! 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 concurrently. For example, the curriculum development team is involved in all of the steps. Evaluations should occur in most of the steps to assess progress. Each step logically follows the previous. It would make no sense to design learning activities before learner outcomes and content are described and identified. Similarly, content cannot be determined before learner outcomes are described. In the experience of the author, and confirmed by other curriculum specialists, the following curriculum development steps are frequently omitted or slighted. These steps are essential to successful curriculum development and need to be emphasized. Recruiting and training volunteer facilitators: Evaluating and reporting on the impact of the curriculum: Two types of evaluation are included in the Phases and Steps illustration: Summative evaluation provides evidence for what works, what does not work, and what needs to be improved. In every step of the curriculum development process, the most important task is to keep the learner in this case, youth in mind and involve them in process. The results may prompt decision makers to allocate resources for a curriculum development team to prepare curriculum materials. A brief description of each of the curriculum development steps is described below. After reviewing these descriptions, you should have a very clear idea of how the steps occur in each of the phases and what each step includes. The steps in this phase include: This section explores some of the questions that need to be addressed to define the issue and to develop a statement that will guide the selection of the members of a curriculum development team. The issue statement also serves to broadly identify, the scope what will be included of the curriculum content. Topics covered in this section include: The goal is to obtain expertise for the areas included in the scope of the curriculum content among the team members and develop an effective team. The first is procedures for conducting a needs assessment. A number of techniques are aimed toward learning what is needed and by whom relative to the identified issue. Techniques covered in this section include: Analysis, the second part of this needs assessment step, describes techniques on how to use the data and the results of the information gathered.

Chapter 7 : Curriculum Development: An Overview

Lesson planning is usually separate from the curriculum development process. Although many teachers do write their own curricula, this is not always the case. Sometimes the person who wrote the curriculum is not the same person who will teach it.

Inquiry Based Learning Curriculum development - what is it? It is the organized preparation of whatever is going to be taught in schools at a given time in a given year. They are made into official documents, as guides for teachers, and made obligatory by provincial and territorial departments. Teachers use curricula when trying to see what to teach to students and when, as well as what the rubrics should be, what kind of worksheets and teacher worksheets they should make, among other things. In a practical understanding, though, there is no concrete way to say what methodology is right to use. But it is also true that the way in which a certain topic is taught habitually resolves what is actually taught. This is why it is required to make a distinction between the official or planned curriculum and the de facto curriculum; the one that is formal and the one that is actually taught in schools. In the book, *The Process of Education*, Jerome Bruner discussed an account of the more important themes and conclusions that had emerged from that meeting. The chapter which discusses the importance of structure is one which speaks most directly about the development of curriculum, though the whole book is worth reading and rereading. What was done at that conference was the creation of the structural theme that helped in the development of the focal points of curricula. The basic structures, which were developed to help, in turn, in the development of curricula in the aforementioned meeting, are comprised of vital ideas, like "supply and demand" economics, "conflict" history, or energy physics, as well as the relationships between them. Such notions, when comprehended, make sure that students are able to be aware of many of the phenomena in that regulation as well as other analogous phenomena that may have been tackled in other places. That report which this was information was taken from, has also referenced another author who discussed curriculum development a decade earlier than Jerome Bruner, named Ralph Tyler, who did so in his model text on curriculum development. His work was centered on the following four ideas: To determine what educational principles must be reached by schools 2. The best way of deciding what kinds of learning experiences are apt to be valuable in reaching these objectives 3. The best way of putting in order familiarity of learning for effective instruction 4. The best way of evaluating aforementioned familiarity of learning learning experiences Finally, to review, what is curriculum development? It is the idea of organized preparation of what should be taught to students at a given time in a given year. They are made into certified documents, as guides to teachers, and made mandatory. More Information On Curriculum Development.

Chapter 8 : What Is Curriculum Development?

These questions are meant to stimulate discussions about varied aspects of curriculum development and content, concept, knowledge, or process selections. These should be part of ongoing professional development discussions that should occur before folks get down to the task of writing or revising curriculum.

Chapter 9 : Curriculum-Product or Process | ASCCC

Curriculum development describes all the ways in which a training or teaching organisation plans and guides learning. This learning can take place in groups or with individual learners. It can take place inside or outside a classroom.