

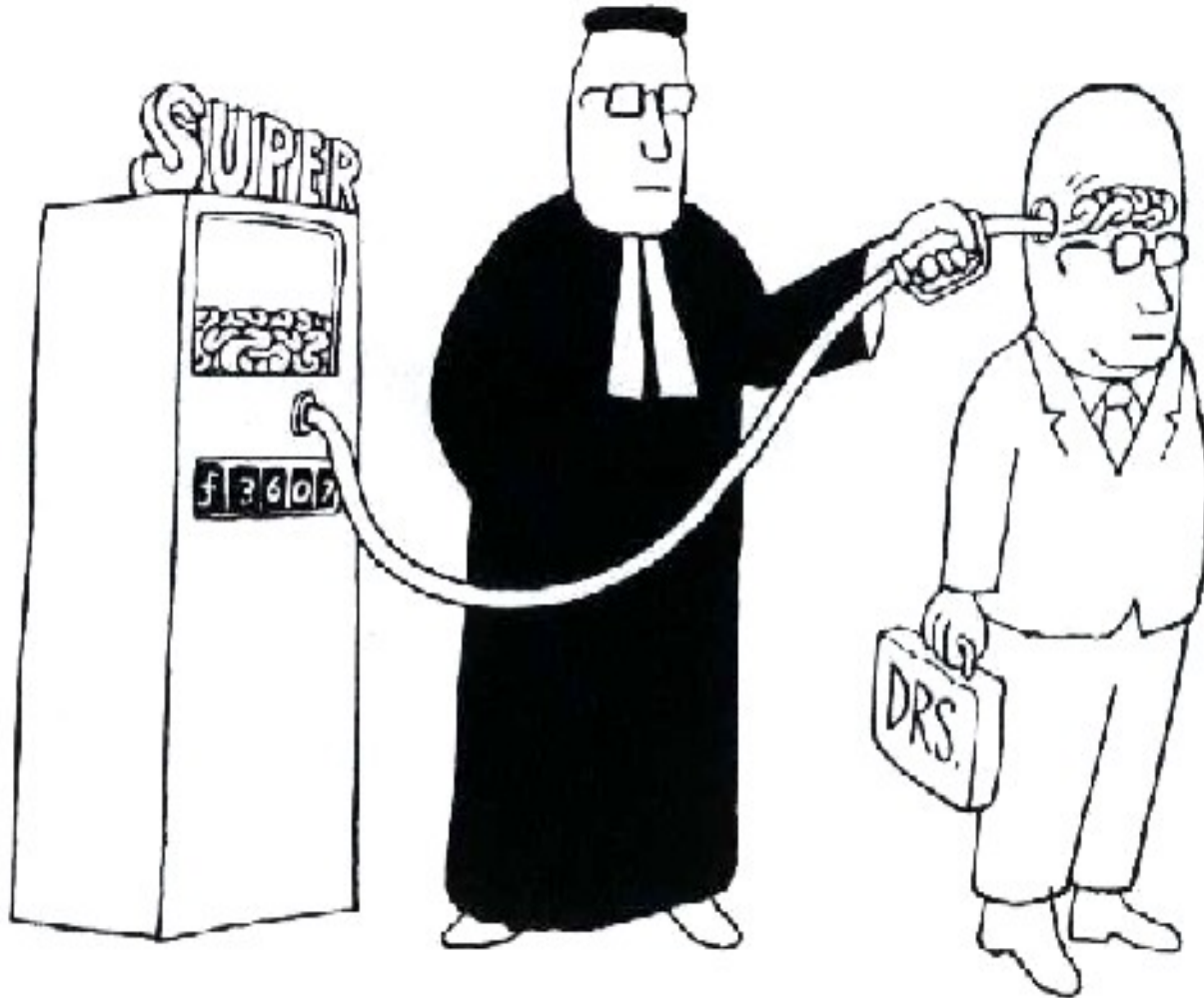


**NetACT WEST AFRICA
CURRICULUM WORKSHOP:
25 – 29 January 2011(Lubango,
Angola)**

***AN INTRODUCTION TO
CURRICULUM DEVELOPMENT***

**Prof Arend E Carl
Faculty of Education
Stellenbosch University
aec2@sun.ac.za**

MERE **RECEIVERS** OF THE CURRICULUM?



SECTION A:
CURRICULUM AS
CONCEPT



CLASSIFICATION OF CURRICULUM STUDIES

- (A) PHILOSOPHICAL/WORLDVIEW POINTS OF DEPARTURE
- (B) SOCIOLOGICAL CURRICULUM STUDIES
- (C) HISTORICAL CURRICULUM STUDIES
- (D) COMPARATIVE CURRICULUM STUDIES

- **(E) PSYCHOLOGICAL CURRICULUM STUDIES**
- **(F) CURRICULUM MANAGEMENT**
- **(G) CURRICULUM CONTENT THEORY**
- **(H) THEORETICAL MODELS AND PRACTICAL IMPLEMENTATION**
 - **(i) Design**
 - **(ii) Curriculum dissemination**
 - **(iii) Curriculum implementation**
 - **(iv) Curriculum evaluation**
- **(I) LEARNING AREA STUDIES**

INTERPRETATION POSSIBILITIES OF THE CONCEPT “*CURRICULUM*”/ TYPES OF CURRICULUM

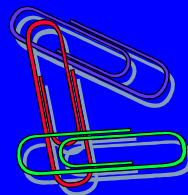
- “*Currere*” (to run)
- Curriculum
- Subject syllabus
- Subject curriculum
- Learning programme
- Learning area
- Curriculum development
- Content



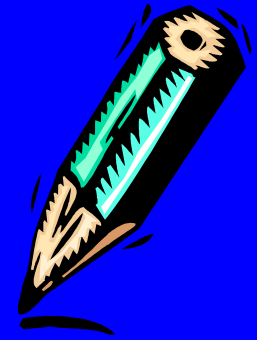
- **Overt, explicit or written** curriculum
- **Societal curriculum** (informal curriculum of family, peer groups, church groups that “educate” us throughout our lives)
- **Hidden or covert** curriculum (implied by its very nature and structure)
- **The null curriculum** (that which we do not teach, creating the impression it is not important)
- **Phantom curriculum** (messages prevalent through exposure to media)
- **Concomitant curriculum** (taught and emphasized at home/ family experiences)

- **Curriculum-in-use** (text books and concepts/contents in guides)
- **Received curriculum** (those things students actually learn and take out of classroom)
- **Internal curriculum** (processes, content, knowledge combined with experiences of students to create new knowledge)
- **Electronic curriculum** (learning through internet and other e-forms of information)

(LO Wilson, 2004: Different types of curriculum)



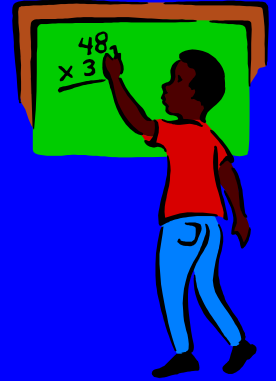
SCHUBERT



- The curriculum is content.
- The curriculum is a programme of planned activities.
- The curriculum consists of particular learning outcomes.
- The curriculum is the cultural reproduction of a society that reflects its particular culture.

- **The curriculum is experience; in other words, particular activities and experiences that lead to learning.**
- **The curriculum determines the tasks and concepts that have to be covered, or a predetermined aim ...**
- **The curriculum is an instrument for social reconstruction in which values and skills are learned that can help to improve society.**
- **The curriculum is “currere”.**

OLIVA



- Curriculum is what is learned in school.
- Curriculum is a set of subjects studied.
- Curriculum is content.
- Curriculum is a study programme followed by a learner.
- Curriculum is a package of study material.
- Series of consecutive courses.

- Curriculum is everything that takes place in a school, including co-curricular activities, guidance and interpersonal relationships.
- Curriculum is everything planned by the staff.
- Curriculum is all the learning experiences of learners in a school.
- Curriculum is what the individual learner experiences as a result of the school's involvement.



<http://go.to/funpic>

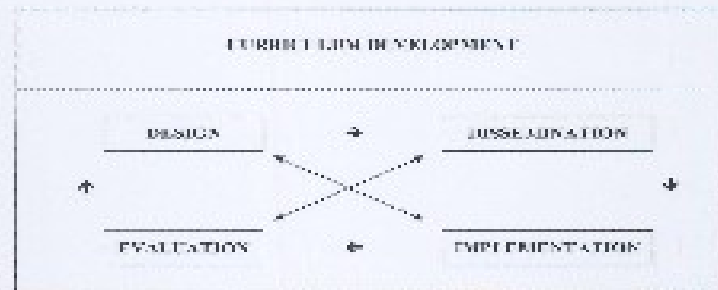
SECTION B:

**THE PROCESS OF
CURRICULUM
DEVELOPMENT**

PROCESS OF CURRICULUM DEVELOPMENT

- DESIGN
- DISSEMINATION
- IMPLEMENTATION
- ASSESSMENT/ EVALUATION

PROCESS OF CURRICULUM DEVELOPMENT



(Carr, 2000: 35)

CURRICULUM PRINCIPLES



- **Goal-orientation/setting of outcomes**
- **The rationale must be clear and easily communicated**
- **Accountable curriculum theory**
- **Planning**
- **Effective and continuous evaluation**
- **Effective leadership**
- **A certain level of curriculum expertise**

- **Relevance**
- **Meaningful coherence among the elements**





SECTION C:

CURRICULUM DESIGN

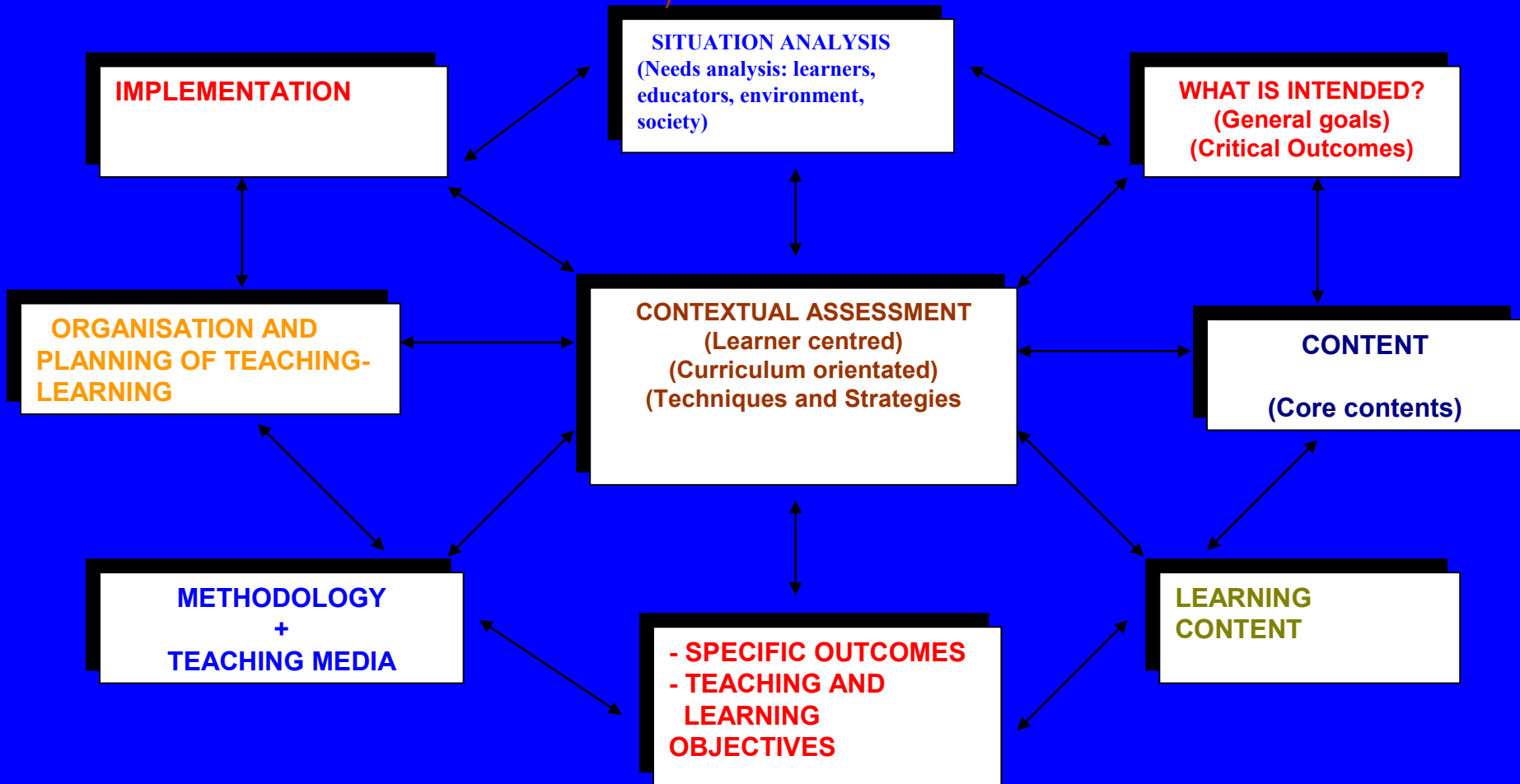


CURRICULUM DESIGN




- Situation analysis/ needs analysis
- Outcomes/ goals/ aims
- Objectives
- **Core** contents
- Selection & organisation of **learning** contents . **What is the difference between core and learning content??**
- Selection & organisation of learning experiences & learner activities
- Methods, techniques & media
- Assessment

DESIGN FOR TEACHING-LEARNING



BERNSTEIN'S LEVELS OF DISCOURSE

1. Production of discourse: Where knowledge are created in disciplines
 2. Reconceptualization of discourse: Giving meaning, eg by education departments
 3. Reproduction of discourse: Implementation and application of pre-conceived ideas
- 

PARADIGMS AND APPROACHES: WHAT IS THE THEORETICAL UNDERPINNING?

- Inquiry-oriented/critical social tradition
- Behavioristic/ academic paradigm
- Personalistic/personal
- Apprenticeship paradigm
- Technological paradigm

SELECTION OF CONTENT

- **Logical classification principle (simplicity to the complex)**
- **Psychological classification principle (from the known to the unknown)**
- **Punctual classification principle (central theme)**
- **Spiral or concentric classification principle (repetition and growth in depth)**
- **Analytical-synthetical classification principle (analyse and make own conclusions)**

CRITERIA FOR SELECTION OF CONTENT

- **Serve the goal/purpose/ underpinning of the programme**
- **Realistic, viable and manageable**
- **Relevant**
- **Stimulating and motivating**
- **Take students' existing knowledge into account**
- **Promote selfdirected-learning/ self-discovery**
- **Promote independent and critical thinking**
- **Learner input**
- **Functional to develop the potential of learners**

METHODOLOGY

- **Lecture**

- ▶ Class lecture
- ▶ Speech
- ▶ Paper
- ▶ Story
- ▶ Demonstration
- ▶ Symposium
- ▶ Panel

Discussion

- ▶ Free group discussion
- ▶ Controlled class discussion
- ▶ Forum

Groupwork

- ▶ Horseshoe groups
- ▶ Round table groups
- ▶ Syndicates
- ▶ Buzz groups
- ▶ Brainstorming
- ▶ Nominal group method
- ▶ Fishbowl

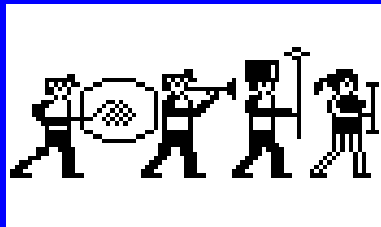
Self-study

- ▶ Play
- ▶ Project work
- ▶ Activity cards
- ▶ Learning contracts
- ▶ Self-study modules
- ▶ Programmed learning
- ▶ Teaching machines

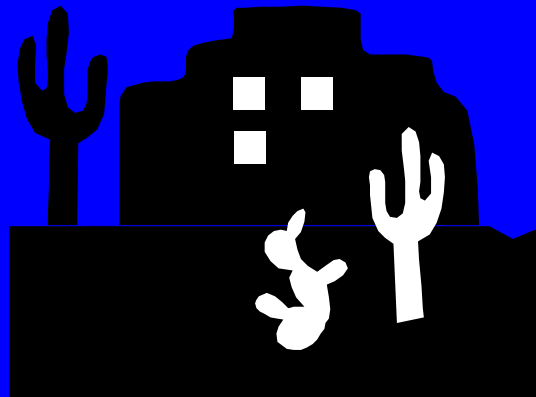
Experiential learning

- ▶ Simulation
- ▶ Dramatisation
- ▶ Role play
- ▶ Socio-drama
- ▶ Case studies
- ▶ Advanced learning programme
- ▶ Laboratory learning
- ▶ Sensitivity training

SECTION D: CURRICULUM DISSEMINATION



***CHANGING THE CURRICULUM
IS HARDER THAN MOVING A
GRAVEYARD*** (Delattre)





Curriculum Dissemination

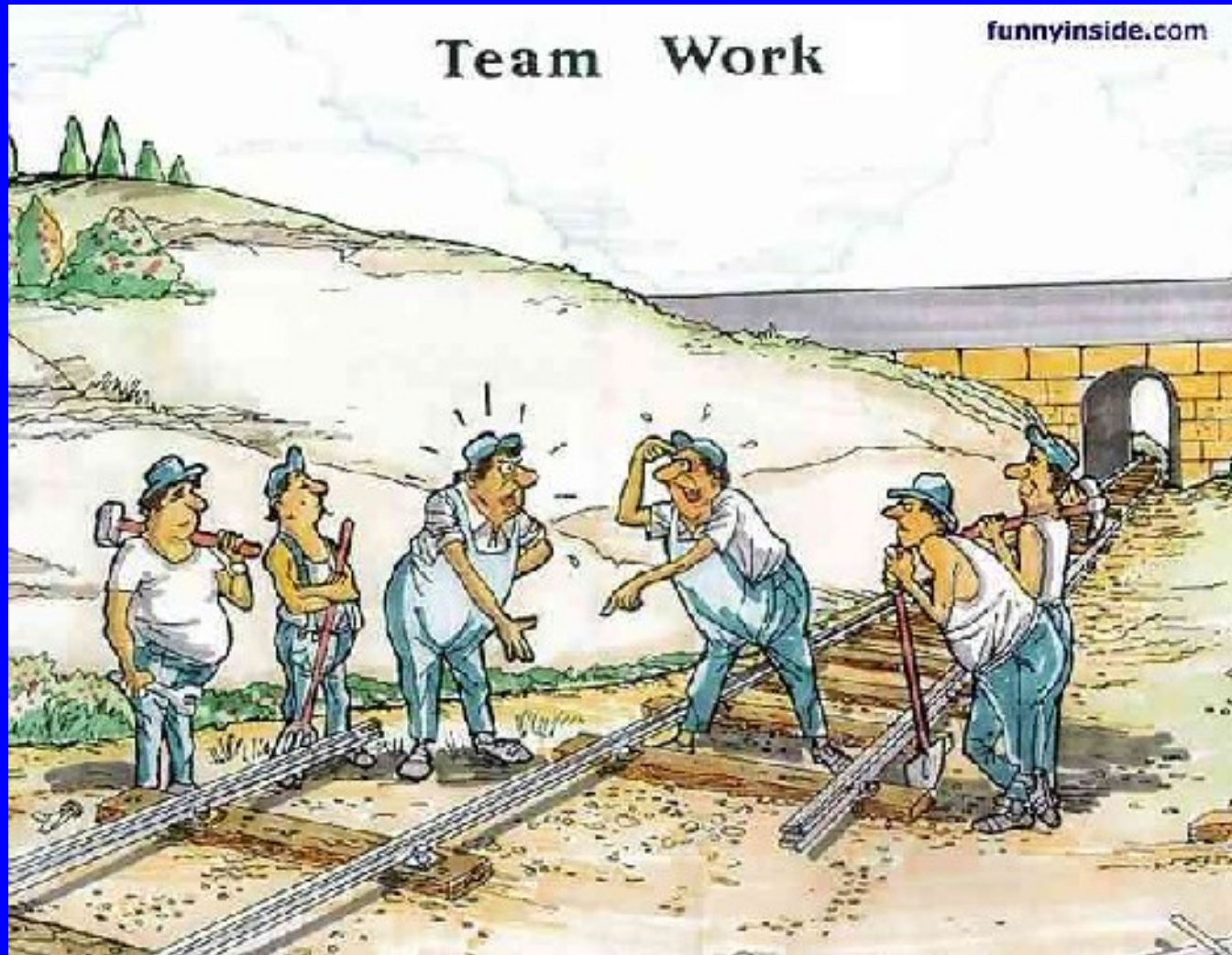
- The distribution of information to prepare all participants for the implementation of the curriculum

HOW?

- Distribution of learning programmes
- Development and distribution of manuals/ guidelines/ studyguides
- Development and production of curriculummaterial (text books, etc)
- **Resistance to change: Why??**
Reasons? How does one overcome this resistance?

Team Work

funnyinside.com



SECTION E:
CURRICULUM
IMPLEMENTATION



SECTION F: CURRICULUM ASSESSMENT



WHAT is assessment?

WHY do we assess? (improvement of learning; feedback; placement; monitor progress; motivation and support; diagnosis; comparisons)

HOW do we assess?

CRITERIA for assessment:

- **Validity**
- **Continuity**
- **Objectivity**
- **Reliability**
- **Individualisation**
- **Comprehensiveness**
- **Democratisation (learner input)**
- **Communicability (feedback/ recording and reporting)**



“I do not know what I may appear to the world, but to myself I seem to have been only like a boy playing on the seashore and diverting myself in now and then finding a new smoother pebble or a prettier shell than the ordinary, whilst the great ocean of truth all lay undiscovered before me” (Newton)

