Curriculum Designing

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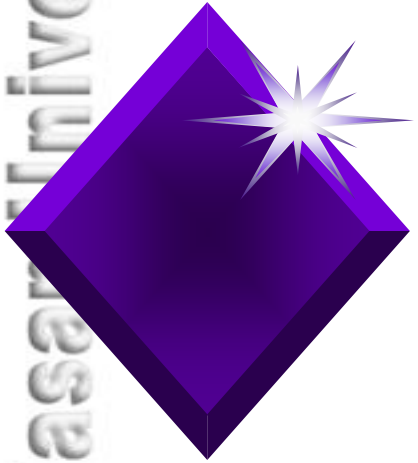
Innovation
in
the
Classroom
=
A vehicle for Progress

How can I get my <u>students</u> to....

Innovation creates

motivation + impulse +momentum.

*Employers need people who can **perform** tasks rather than those who only **know** about tasks*

Specific Skills

- Database knowledge
- Spreadsheet knowledge
- Word processing knowledge
- Ability to adapt to changing technology
- Technical skills
- Mathematical skills

Core Skills

☐ Self confidence

☐ Critical thinking

☐ Creative thinking

☐ Interpersonal skills

☐ Leadership skills

☐ Experience with real

☐ world problems

Personal Characteristics

- Business ethics

- Professionalism

Communication Skills

- Listening skills

- Speaking skills

- Written communication

1. INFORMATION Vs. INSTRUCTION

Information : The aim of information is to formally tell someone something

Instruction : The aim of instruction is to change the behaviour of a person

Behaviour refers to any observable activity performed by a person

ENTERING BEHAVIOUR AND TERMINAL BEHAVIOUR

Student input

Instructional Process

Student output

Entering behaviour

Terminal behaviour

CONCEPT OF CURRICULUM

Totality of experiences organized to meet the educational needs of students through objective oriented content, planned learning experiences and evaluation of outcomes.

ATTRIBUTES OF CURRICULUM

1. Related to an occupation

2. Objective oriented content

3. Planned learning experiences

4. Criteria for evaluation of student's performance and Certification

SYLLABUS

➢ **List of Subjects**

➢ **Content outline for each subject**

➢ **Broad time Allocations**

DIFFERENCE BETWEEN SYLLABUS AND CURRICULUM

Functionally a 'Syllabus' is generally unidimensional in the sense it merely presents the content or the subject matter to be studied.

Curriculum is three dimensional, because it takes into account:

(i) the needs of the students and the profession

(ii) the content (in terms of specific performances) and

(iii) instructional methodology

What are the defects / deficiencies in the syllabus of a course you are teaching?

Table 1: Deficiencies in the syllabus and their possible effects on the teaching-learning process

DEFICIENCY IN THE SYLLABUS	POSSIBLE EFFECT ON THE TEACHING-LEARNING PROCESS
1. a) Non-availability of guidelines regarding depth of treatment b) No indication of the specific competencies to be developed in the students	Previous question papers will be used to define these
2. Topics and content not sequenced logically.	Gaps or discontinuity in the learning process.

DEFICIENCY IN THE SYLLABUS	POSSIBLE EFFECT ON THE TEACHING-LEARNING PROCESS
3. No indication of the links between various subjects.	Compartmentalisation of teaching; isolation from other related subjects.
4. No indication of the links between syllabus and instructional methods.	Selection of teaching methods based on precedence and the needs of examinations.

DEFICIENCY IN THE SYLLABUS	POSSIBLE EFFECT ON THE TEACHING-LEARNING PROCESS
5. Insufficient information on the instructional materials and learning resources to be used.	Use of 'Cook-book' type of notes and guides.
6. Insufficient information on the design and use of various tools for evaluation of students performance	Most of the tests and examinations lack validity and reliability. Diagnosis of learning difficulties and remediation is not done.

CRITERIA OF UTILITY, VARIETY AND FLEXBILITY

While making various decisions during the process of curriculum development three criteria, described below, are usually employed:

➢ **CRITERION OF UTILITY**

➢ **CRITERION OF VARIETY**

➢ **CRITERION OF FLEXIBILITY**

CRITERIA TO BE USED FOR DECISION MAKING

1. UTILITY CRITERION

Must know

Should know

Nice to know

CRITERIA TO BE USED FOR DECISION MAKING

2. CRITERION OF VARIETY

Interesting Variety of learning

3. CRITERION OF FLEXIBILITY

Horizontal and Vertical mobility

Modular approach

Bridge Courses

Core and Elective subjects

FOUR PHASES OF CURRICULUM PROCESS

Design Phase		Development Phase		Implementation Phase		Evaluation Phase

FEEDBACK LOOPS
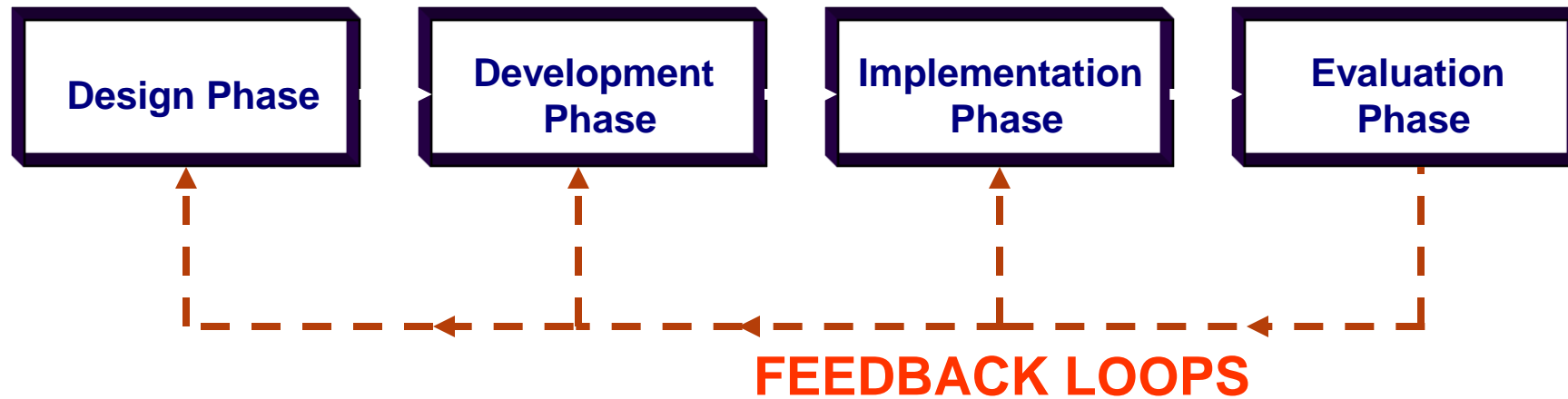
Four Phases of Curriculum Process

CURRICULUM DESIGN PHASE

CURRICULUM DESIGN PHASE

a) What abilities the students possess on entry into the course?

b) What abilities they will acquire on leaving the course? (as indicated by the job analysis)

THE DIFFERENCE BETWEEN (a) and (b) IS THE GAP THAT MUST BE BRIDGED WHEN DESIGNING THE CURRICULUM

CURRICULUM DESIGN PHASE

Job analysis

↓

Identification of knowledge and skill requirements

↓

Formulation of programme objectives

↓

Specification of entering behaviour

Student
Input
Entering
behaviour

Educational
Process

Student
Output
Terminal
behaviour

Learning as a change in behaviour

INSTRUCTIONAL OBJECTIVES

PREREQUISITES

OBJECTIVE

COURSE DESCRIPTION (CONTENT)

What the learner has to know before he starts the course

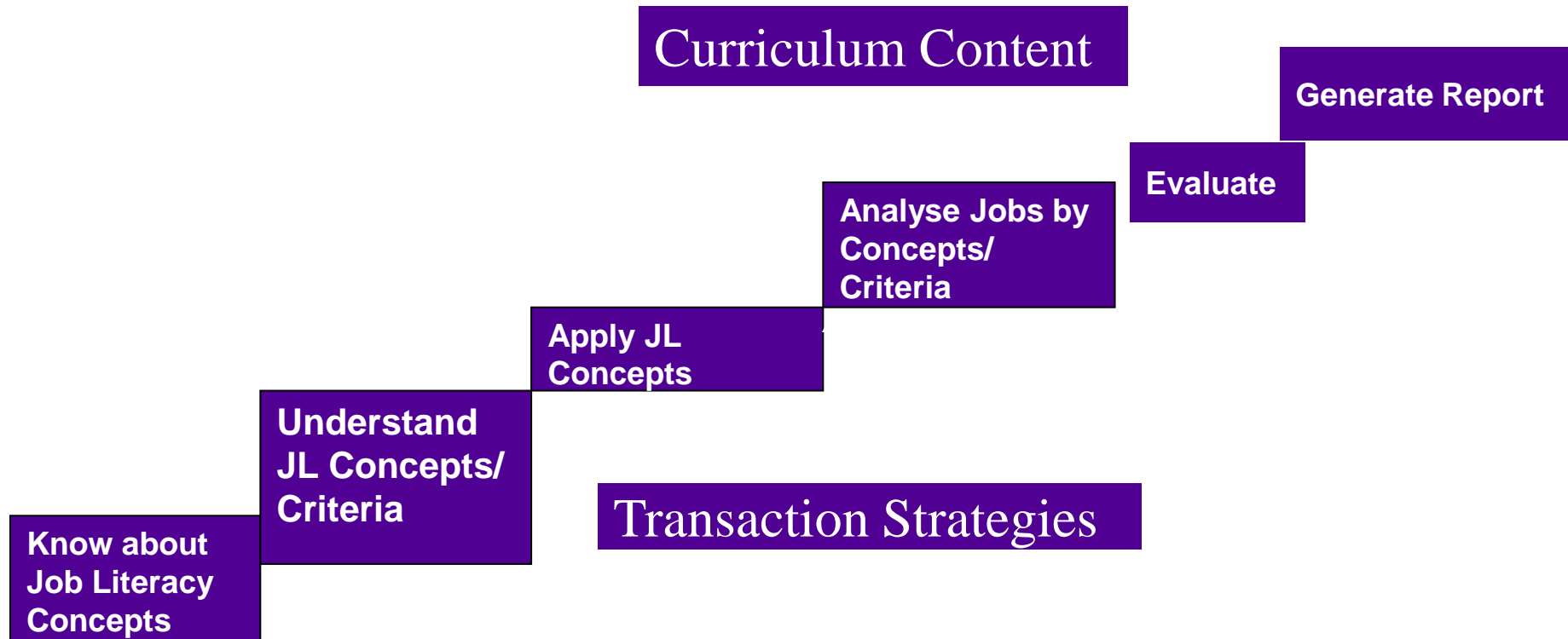**What the learner measurably knows after successful completion of the course**

CHANGE IN THE BEHAVIOUR OF THE LEARNER

Instructional Objectives

Job Literacy
Comprehensive Curriculum Analysis

Curriculum Content

Generate Report

Evaluate

Analyse Jobs by Concepts/ Criteria

Apply JL Concepts

Understand JL Concepts/ Criteria

Transaction Strategies

Know about Job Literacy Concepts

Components of Curriculum

- Title of the Course:……..
- Instructional Objectives
- Content details of Each Unit
- Practicum and Practical for each course
- Instructional methods / techniques / strategies for each UNIT
- Appropriate Evaluation Techniques
- Books, Journals and Learning resources including e-resources
- Any Expertise to be utilized.

Thank you