

# COURSE: KNOWLEDGE AND CURRICULUM

# UNIT-IV CURRICULUM DEVELOPMENT AND IMPLEMENTATION

# **CURRICULUM DEVELOPMENT PROCESS**



#### Introduction

• The curriculum development process involves various steps, and understanding these phases is crucial for effective evaluation.

### **Approaches to Curriculum Development**

- There are two primary approaches to curriculum development: scientific and humanistic.
- Both approaches focus on the curricular phenomenon and employ subjective or objective methods to collect information.



#### **Phases**

#### 1. Focus of evaluation

- Evaluators must decide what to evaluate and how.
- This includes deciding on the entire school system, one school, entire subject area curriculum, or one unit in the subject.
- Evaluators must define the objectives of the evaluation.
- The level of decision-making authority must be determined.
- A scheduled time frame for completing the evaluation must be established.
- Alternative action paths must be determined.
- Criteria for assessing the results of curricular components must be identified.

### **Phases**

### 2. Collection of Information

- Evaluators identify essential sources of information.
- They determine the methods to collect information from these sources.
- They establish a time schedule for collecting information.
- They outline the stages of the information collection process.





#### **Phases**

# 3. Organizing the Information

- The collected information is organized in a clear and understandable format.
- The information is organized, stored, and retrieved in a specific manner.
- The organization of information is tailored to meet the needs of the target audience.



# 4. Analysis of Information

- Suitable analysis techniques are selected for the evaluation.
- The choice of techniques depends on the focus of the evaluation.
- The collected information is analyzed using the selected techniques.





#### **Phases**

# 5. Reporting Information

- The nature of reporting depends on the target audience.
- Evaluators may use informal reporting techniques, such as sharing opinions or making judgments.
- Evaluators may also use formal reporting techniques, involving statistical treatment and analysis of the information.



### **Phases**

# 6. Reporting Recycled

- Curriculum evaluation is a continuous process.
- Information is continuously recycled and re-evaluated to ensure updates.
- This provides regular feedback for curriculum improvement.
- Curricula must be flexible to accommodate changing pressures.
- Evaluators must communicate interpretations, analysis, and recommendations throughout the process.
- Evaluators may be the target audience and must decide how to use the information and results.
- Evaluators involved in curriculum development provide recommendations to decision-makers.
- Evaluators ensure that recommendations are implemented.



#### **Phases**

# 7. Reporting Recycled

- These are based on a body of theory about teaching and learning.
- These are targeted to needs & characteristics of a particular group of learners
- Outline approaches, methods, & procedures for implementation.



#### WHAT IS A CURRICULUM MODEL?

- A model is a format for curriculum design developed to meet unique needs, contexts, and/or purposes.
- In order to address these goals, curriculum developers design, reconfigure, or rearrange one or more key curriculum components.

# Example for curriculum development models

#### **Deductive Models**

- Saylor, and Alexander
- > Tyler's

#### **Inductive Model:**

Taba's model

# CURRICULUM DEVELOPMENT MODELS TYLER'S CURRICULUM INQUIRY MODEL

### Introduction

- \*Tyler's Curriculum Inquiry Model was developed by Ralph W. Tyler and is a foundational framework in the field of curriculum development.
- \*The model is often referred to as Tyler's Four Basic Questions model.
- \*This model guides the process of designing and evaluating curriculum.





### TYLER'S CURRICULUM INQUIRY MODEL

# Basic questions of the model

The four basic questions of the model are:

- \*What educational purposes should the school seek to attain?
- \*What educational experiences can be provided that are likely to attain these purposes?
- \*How can these educational experiences be effectively organized?
- \*How can we determine whether these purposes are being attained?



#### TYLER'S CURRICULUM INQUIRY MODEL

#### Key principles of Tyler's curriculum inquiry model

- Systematic Approach: The model starts with clear objectives and moves through planning, implementation, and evaluation.
- **Alignment**: It ensures that objectives, experiences, organization, and evaluation are aligned for effective education.
- Focus on Objectives: The model emphasizes the importance of clear, measurable learning objectives.
- **⊙ Continuous** Improvement: It promotes ongoing evaluation and revision based on feedback and assessment data.





#### Introduction

- Taba's Grassroots Rationale Model was developed by Hilda Taba and is an influential framework in curriculum development.
- This model emphasizes a collaborative and participatory approach to designing curriculum.
- The approach is grounded in the needs and interests of students and teachers.

#### TABA'S GRASSROOTS RATIONALE MODEL



**Five-Step Sequence.** 

# Strep 1.Producing pilot units - linking theory and practice

- Diagnosis of Needs
- Formulation of Objectives
- Selection of Content
- Organization of Content
- Selection of Learning Experiences
- Organization of Learning Activities
- Determination of what to evaluate and of the ways and means of doing it.
- Checking for Balance and Sequence

# THE TYLER MODEL



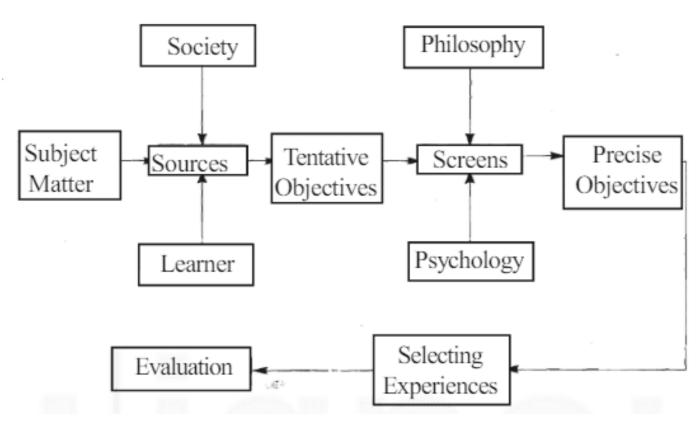


Fig. Tyler's' Curriculum Develoment Model

#### TABA'S GRASSROOTS RATIONALE MODEL



# Five-Step Sequence.

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#### TABA'S GRASSROOTS RATIONALE MODEL



# Five-Step Sequence (cont.):

Step 2. Testing Experimental Units

Step 3. Revising and consolidating

**Step 4.** Developing a Framework

Step5. Installing and disseminating new units.





# **Key principles**

#### **Bottom-Up Approach**

Taba's model involves collaboration among teachers, students, and community members. It values educators' input and recognizes learners' unique needs.

#### **Holistic View**

The model considers cognitive learning outcomes and the development of students' attitudes, values, and social skills.

#### Flexibility and Adaptability

Taba's model promotes flexible curriculum design to accommodate diverse learners and changing contexts. It encourages reflection and revision based on feedback.

#### **Empowerment**

Involving stakeholders in the process aims to empower educators and students, fostering ownership and commitment to the curriculum..





# Strengths of using the Taba Model in the classroom:

- \*Gifted students begin thinking of a concept, then dive deeper into that concept
- \*Focuses on open-ended questions rather than right/wrong questions.
- \*The open-endedness requires more abstract thinking, a benefit to our gifted students
- The questions and answers lend themselves to rich classroom discussion
- Easy to assess student learning





# Limitations of using the Taba Model in the classroom:

- \*Can be difficult for non-gifted students to grasp
- \*Difficult for heterogeneous classrooms
- \*Works well for fiction and non-fiction, may be difficult to easily use in all subjects



#### SAYLOR-ALEXANDER CURRICULUM DEVELOPMENT MODEL

### Introduction

- \* Saylor and his colleagues (1981) used an administrative approach to curriculum development.
- \* They analyze lesson plans based on the relationship between goals and methods.
- \* They focus on the attention given to important information.
- \* They evaluate the smooth progression of activities.



#### SAYLOR-ALEXANDER CURRICULUM DEVELOPMENT MODEL

# Four stages

#### 1. Selection of Curriculum Goals and Objectives

According to this model, curriculum designers should start by outlining the main educational objectives they want to achieve.

- Personal Development
- Social Competences
- Continued Learning skills
- Specialization

#### The selection of educational goals and objectives is influenced by

- External forces, including legal requirements, research data, professional associations, and state guidelines, and
- Bases of curriculum, such as society, learners, and knowledge



### Four stages (cont.)

#### 2. Curriculum Design

- Involves decisions made by the responsible curriculum planning group(s) for a particular school center and student population.
- A broad framework is created or chosen by curriculum planners after gathering and analyzing essential data, identifying goals, and specifying objectives.
- The design plan considers various alternatives, including:
- Subject design utilizing specific studies in the specified curriculum area.
- Scope and sequence plan built around a selection of persistent topics or themes.
- Analysis of essential skills necessary for knowledge and competence in the subject area.
- Selection of problems (in cooperation with students) related to the area of study.
- The ultimate goal is to anticipate the entire range of learning opportunities for a specified population.







### Four stages (cont.)

# 3. Curriculum Implementation:

- Involves decisions regarding instruction, providing teachers with various teaching strategies.
- Instruction is the execution of the curriculum plan.
- The purpose of curriculum planning is to guide and direct student learning opportunities.
- Curriculum plans are ineffective unless they impact student activities in school.
- Curriculum planners should view instruction and teaching as the culmination of their efforts, as emphasized by Saylor.

#### SAYLOR-ALEXANDER CURRICULUM DEVELOPMENT MODEL



### Four stages (cont.)

#### 4. Curriculum Evaluation:

- Involves assessing expected learning outcomes and the entire curriculum plan.
- Saylor and colleagues identify two types of evaluation: formative and summative.
- Formative evaluation provides feedback for adjustments and improvements throughout the curriculum development process.
- Summative evaluation occurs at the end, assessing the total curriculum plan.
- This evaluation informs decisions to continue, modify, or eliminate the curriculum plan for future student populations.
- Systematic feedback at each step, including student input, is a key aspect of Saylor's administrative model of curriculum development.





# **Significance of S-A Curriculum Model:**

- Curriculum models provide a structured framework for teachers to systematically plan and justify their teaching, learning, and assessment approaches.
- Saylor and Alexander's model is an effective tool for successful teachers, enabling them to design instructional plans based on the curriculum.
- The model allows for evaluation and editing of plans as needed.
- This model is applicable to all domains, providing a comprehensive approach to curriculum development.

# CURRICULUM IMPLEMENTATION MODELS ORC MODEL



#### **ORC** Model

### Introduction

- The ORC model stands for "Overcoming Resistance to Change".
- The model assumes that curriculum implementation success depends on the impact on its consumers, including teachers, students, and society.

# CURRICULUM IMPLEMENTATION MODELS ORC MODEL



# **Developmental stages of concerns**

### 1. Unrelated Concerns:

- Teachers at this stage do not see a connection between themselves and the suggested changes.
- They may be unaware of the new program or, if aware, do not consider it relevant to their personal or professional domain.
- As a result, they do not resist the change because it does not affect them directly.

# CURRICULUM IMPLEMENTATION MODELS ORC & LOC MODEL



# Developmental stages of concerns (Cont.)

### 2. Personal Concerns:

- Teachers at this stage react to the innovation based on how it affects their personal situation.
- They compare the new program to the existing one and consider its impact on their own role.
- •As a result, they engage with the new program and participate in related activities.

#### **CURRICULUM IMPLEMENTATION MODELS**





#### **Developmental stages of concerns (Cont.)**

#### 3. Task-related Concerns:

- At this stage, teachers focus on the practical aspects of implementing the innovation.
- They are concerned with the time required to learn the new program, availability of resources, and strategies for effective use.

#### 4. Impact-related Concerns:

• The teacher at this stage will be concerned with how the innovation will influence others.

#### The **ORC** model has two stages:

- 1. Initiation (ORC)
- 2. Incorporation (ORC)



# CURRICULUM IMPLEMENTATION MODELS ORC MODEL



#### **Conditions of ORC model**

#### **Addressing Concerns with the ORC Model**

• To effectively implement change using the ORC model, it is essential to directly address concerns at stages 2, 3, and 4.

#### **Meeting with Faculty Members**

- Hold a meeting with faculty members to share concerns and map strategies for addressing them.
- This meeting provides an opportunity for open discussion and collaboration.

#### **Gathering Information**

- Administer questionnaires to gather information on concerns, if necessary, depending on the context and specific needs.
- Share the gathered information to ensure a successful meeting and effective addressing of concerns.

#### CURRICULUM IMPLEMENTATION MODELS

### LOC MODEL



# LOCI: Leadership-Obstacle Course Model

- The LOCI model treats staff resistance to change as a problem and suggests collecting data to determine its extent and nature.
- To effectively address resistance, ensure the following five conditions exist:

The LOC (Levels of Curriculum) model is a framework for curriculum development that emphasizes a structured and systematic approach to designing and implementing educational programs

#### CURRICULUM IMPLEMENTATION MODELS

# LOC MODEL



# LOCI: Leadership-Obstacle Course Model

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# ORC & LOC MODEL



# **LOCI: Leadership-Obstacle Course Model**

#### **Five Conditions**

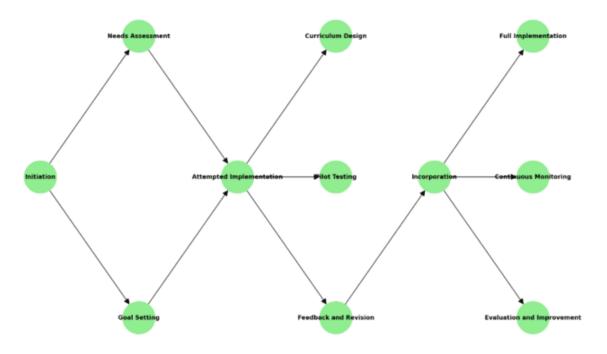
- Leadership Engagement: Leaders must be actively involved in the change process.
- Clear Objectives: Clearly define the goals and benefits of the change.
- Effective Communication: Maintain open and transparent communication with all staff members.
- Support Systems: Provide the necessary support and resources to help staff adapt.
- Feedback Mechanisms: Implement systems to gather and address staff feedback continuously.

#### CURRICULUM IMPLEMENTATION MODELS

#### **ORC & LOC MODEL**



The LOC (Levels of Curriculum) model is a framework for curriculum development that emphasizes a structured and systematic approach to designing and implementing educational programs



Concept map of LOC curriculum implementation model