

PRINCIPLES AND THEORIES IN CURRICULUM DEVELOPMENT

COMPILED BY

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How Do We Define Curriculum?

- The secondary education commission says A curriculum does not mean only the academic subjects traditionally taught in the school but it includes the totality of experiences that a public receives through the manifold activities that go on in the school, workshop, playground, library, laboratory and in the informal contacts between teachers and pupils

How Do We Define Curriculum?

The whole life of the school becomes the curriculum which can touch the life of students at all points and help to form a balanced personality. A curriculum is the instructional program through the pupils achieve their goals

How Do We Define Curriculum?

- “A curriculum is an attempt to communicate the essential principles and features of an educational proposal in such a form that it is open to critical scrutiny and capable of effective translation into practice.” Stenhouse L (1975)

How Do We Define Curriculum?

- Curriculum is all planned learning for which the school is responsible. Curriculum is all the experiences learners have under the guidance of the school. John Delnay (1959.)

How Do We Define Curriculum?

- Curriculum is that which is taught at school.
- Curriculum is a set of subjects.
- Curriculum is content.
- Curriculum is a sequence of courses.
- Curriculum is a set of performance objectives.

A curriculum will answer

- What outcomes do we want?
- What content is therefore needed?
- How can that best be taught/learned?
- How do we best assess that?
- How do we evaluate our process?

Defining Curriculum

- Curriculum - Any document or plan that exists in a school or school system that defines the work of teachers, at least to the extent of identifying the content to be taught student and the methods to be used in the process (English, 2000). The educative experiences learners have in an educational program. The purpose of which is to achieve broad goals and related specific objectives that have been developed within a framework of theory and research, past and present professional practice, and the changing needs of society (Parkay, 2006).

Difference Between Syllabus & 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: the needs of the students, the content (in terms of specific performances) instructional methodology

Aims and Objectives

- Every curriculum is aimed at developing in the learners certain competencies or abilities.
- The curriculum process must therefore clearly identify the aims that the curriculum is intended to achieve.

Aims and Objectives

- Curriculum aims range from the very broad to the more specific. In fact, that is why we use the terms aims, goals and objectives to refer to them. Aims are broad statements which cover all of the experiences provided in the curriculum; goals are tied to specific subjects or group of contents within the curriculum; while objectives describe the more specific outcomes that can be attained as a result of lessons or instruction delivered at the classroom.

Curriculum framework

- One of the most important tools in ensuring consistency and quality in a „curriculum system“ is a **„curriculum framework“**.

Definition of a curriculum framework

- A document (or set of documents) that sets standards for curriculum and provides the context (available resources, capabilities of teachers and system support) in which subject specialists develop syllabuses.

What is a Curriculum Framework?

- A curriculum framework is usually a single document which is supplemented by other materials to guide the implementation of specific parts of the framework. These may give more detailed specification or guidance by individual year, subject or learning area, addressing the requirements of the school system, individual schools and the classroom. The documents may include syllabuses, programmes of study, year plans and lesson plans. They may be developed centrally, locally or by individual teachers, and may have the status of support material or official documents which must be used.

Common Elements of a Curriculum Framework

1. Introduction:

Current Context

describes the social and economic environment in which educational policy is made and in which teaching and learning occur

2. Educational Policy Statements

describes the Government's goals for education, such as universal literacy and numeracy, the development of skills needed for economic prosperity and the creation of a stable and tolerant society

3. Statement of Broad Learning Objectives and Outcomes / standards for each level / cycle

describes what students should know and be able to do when they complete their school education.

Outcomes should be expressed in a range of domains, including knowledge, understanding, skills and competencies,

Common Elements of a Curriculum Framework

4. Structure of the Education System

describes the school system within which the curriculum framework is to be applied. It should specify:

- Number of years of schooling, including compulsory schooling
- Stages (or cycles) of schooling and their durations
- Number of weeks in the school years, hours / teaching periods in the school week

5. Structure of curriculum content, learning areas and subjects.

describes the organization of content within the framework and extent to which schools and students can make choices. It might describe:

- The pattern of Subjects or Learning Areas to be studied in each stage or cycle (such as core, elective and optional subjects)
- The number of hours to be assigned to each subject or Learning Area in each stage or cycle.

Common Elements of a Curriculum Framework

6. Standards of resources required for implementation

describes standards as they apply to:

- Teachers – qualifications, teaching load (number of classes per week)
- Students – number per class in each subject
- Materials – textbooks, computers, other equipment; facilities – classrooms, furniture, fittings.

7. Teaching methodology

describes the range of teaching approaches that might be employed in the implementation of the framework

8. Assessing and reporting student achievement

describes the importance of assessing the extent to which students achieve the outcomes of each subject, and recommends or prescribes types of assessment strategies (such as written, oral, performance and practical skills demonstration)

The Role of Curriculum

□ on

Administrators allows administrators to provide a dynamic educational program for current and prospective students. Schools, colleges and universities attract students with a variety of quality, competitive and flexible program curricula.

The Role of Curriculum

on

Teachers Curriculum offers teachers the ideas and strategies for assessing student progress. A student must meet certain academic requirements in order to go to the next level. Without the guidance of a curriculum, teachers cannot be certain that they have supplied the necessary knowledge or the opportunity for student success at the next level, whether that level involves a high school, college or career.

The Role of Curriculum

□ on

Students. A curriculum gives students an understanding of what must be accomplished in order to obtain a degree. Without such knowledge, students would be lost in a maze of academic courses that seemingly leads nowhere. They would have no assurance that they are taking the proper subjects toward a diploma or a degree. A curriculum promotes a sense of order and structure in the pursuit of academic success.

Considerations

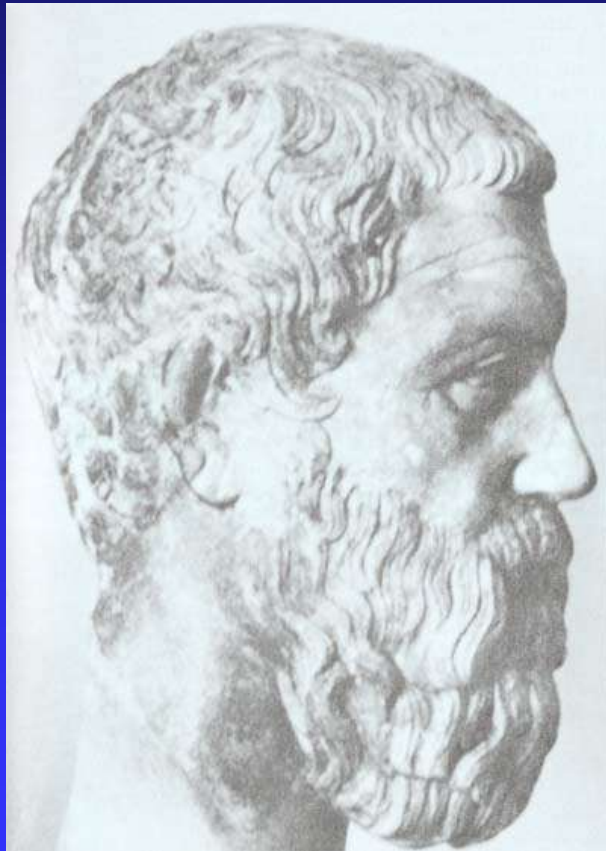
- A curriculum is more than putting together a set of academically required subjects. Several things must be considered, such as the learning needs of students; the consensus of teachers and administrators; the expectations of the community; and current breakthroughs in academic fields.

Overall Significance

- Designing a curriculum involves the interaction of several participants, reaching beyond the academic wall to impact the entire community. Without an effective curriculum, students would not be able to understand or meet the challenges of society. A curriculum prepares an individual with the knowledge to be successful, confident and responsible citizens.



Philosophy of Physical Education, Exercise Science, and Sport



The love, study, and
pursuit of wisdom,
knowledge, and truth

Five Traditional Philosophies

- * **Idealism** — a philosophical theory advocating that reality depends on the mind for existence and truth is universal and absolute
- * **Realism** — the philosophical system stressing that the laws and order of the world as revealed by science are independent from human experiences
- * **Naturalism** — a belief that the laws of nature govern life and individual goals are more important than societal goals
- * **Pragmatism** — an American movement in philosophy emphasizing reality as the sum total of each individual's experiences through practical experimentation
- * **Existentialism** — a twentieth-century philosophy that centers on individual choices and advocates that truth and values are uniquely personal

Idealism

- * Since reasoning and mental processes are important in understanding truth, the **physical therapist** uses idealism in working with clients to set realistic goals, persist in their movement experiences, and realize that only by dealing with temporary discomfort can they recover as fully as possible.
- * The idealist and the **sport psychologist** understand reality is more mental than physical, so helping elite athletes manage the mental side of putting a golf ball or kicking a field goal is vitally important.

Realism

- * The **exercise physiologist** uses the scientific method in investigating the effects of performance-enhancing drugs in order to understand positive and negative effects on the body.
- * Prior to beginning an exercise program, a **personal trainer** will assess the capabilities of the client, and, as would a realist, continue to use measurements to determine progress made in achieving personal fitness goals.

Naturalism

- * Lakes, mountains, and other outdoor settings provide a wealth of opportunities where **recreation specialists** use natural settings as learning laboratories so individuals can expand their skills while enjoying leisure time.
- * **Physical education teachers** agree with the philosophy of naturalism and a readiness to learn as they instruct students in developmentally appropriate movement activities.

Pragmatism

- * **Athletic directors** are quite pragmatic in understanding they must generate increased revenues from ticket sales, broadcast rights, corporate sponsorships, and private donations to adequately support their teams.
- * **Directors of recreational facilities** realize participants are practical and pragmatic about use of leisure time as they seek to enjoy pleasurable, convenient activities with friends, such as playing on a softball team or using walking trails

Existentialism

- * While **health educators** stress the importance of making selections of nutritious foods and **physical educators** emphasize engaging in daily physical activities, each individual makes choices with the full realization of the consequences of these choices on their health and well-being.
- * While an **athletic trainer** can inform an athlete about the rehabilitation program to be completed, athletes must accept personal responsibility and demonstrate self-discipline to complete the exercises and adhere to the rehabilitation programs to return to competition.

Idealism — Truth is universal and absolute



Plato

- * The mind is critical to all understanding since only through reasoning and mental processes can truth emerge.
- * Never-changing ideals comprise the ultimate reality.
- * Ideals, virtues, and truths are universal and remain the same regardless of how individuals may interpret them.

Idealism — Truth is universal and absolute

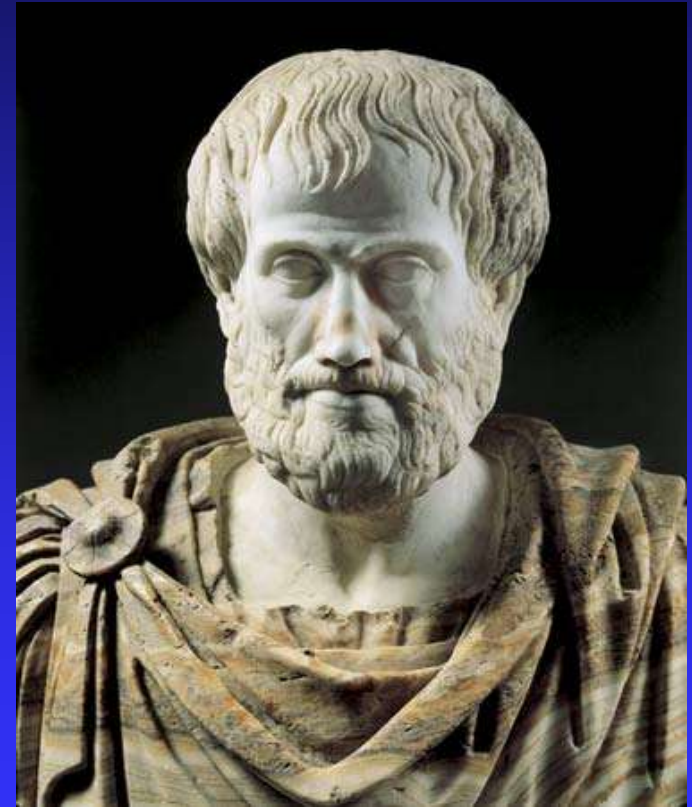


Plato

- * The mind and the body are optimally developed simultaneously and as a whole, although physical activity is secondary to the development of the mind and thought processes.
- * The idealist believes there is one correct way to perform sports skills.

Realism — Scientific laws are independent of human experiences

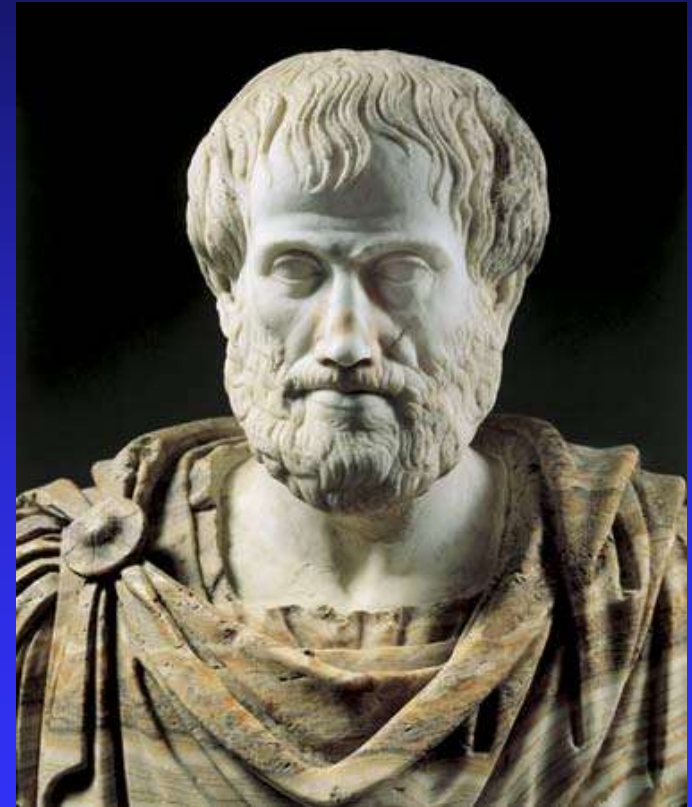
- * The scientific laws of nature determine what is truth.
- * The scientific method provides the process for acquiring and applying truth (i.e., knowledge originates in the physical world but emerges through experimentation).



Aristotle_

Realism — Scientific laws are independent of human experiences

- * The physical education curriculum includes activities and experiences that enable students to understand the laws of the physical world.
- * Learning is subject centered and includes progressions, drills, and objective evaluation.



Aristotle_

Naturalism — Laws of nature govern life and individual goals



Rousseau

- * Truth and things valued exist within the physical realm of nature.
- * “Everything according to nature” means students learn and develop in and through nature.
- * Physical well-being enhances a readiness to learn mental, moral, and social skills.

Naturalism — Laws of nature govern life and individual goals

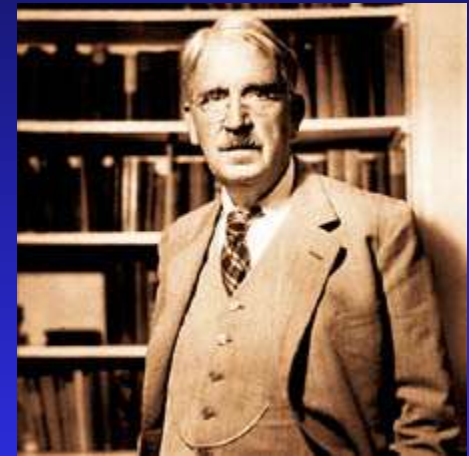


Rousseau

- * Individualized learning occurs through self-discovery and exploration of one's capabilities and interests.
- * Through problem-solving, students progress in skill development at their own rates.

Pragmatism — Reality is a total of individual experiences

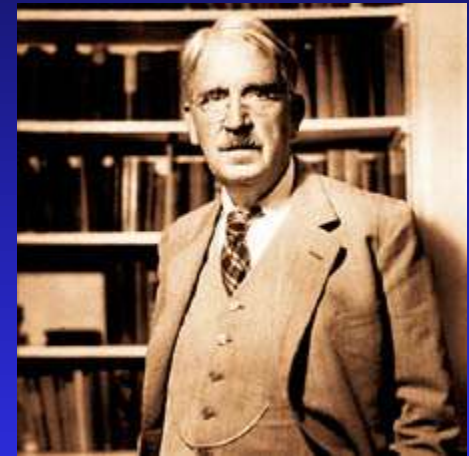
- * Ultimate reality must be experienced and is ever-changing rather than absolute.
- * Truth and values are functions of the consequences of the time and context.
- * Social responsibilities are essential as every individual functions with and contributes to society.



John Dewey

Pragmatism — Reality is a total of individual experiences

- * Students develop social efficiency as they experience solving the problems of life and learn how to become better functioning members of society.
- * A student-centered curriculum encourages students to develop social and interpersonal skills and set and achieve personal goals.



John Dewey

Existentialism — Truth and values are based on one's experiences

- * Human experiences and individual determinism (choices) construct reality.
- * Each person's experiences determine truth, which is uniquely personal.
- * An individual's value system, which is uniquely chosen, is tempered by an understanding of social responsibility.



Jean-Paul Sartre

Existentialism — Truth and values are based on one's experiences

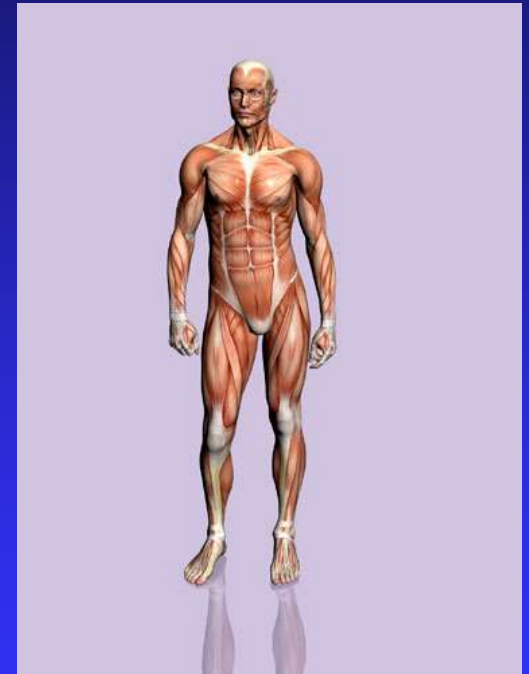


Jean-Paul Sartre

- * The desired educational outcome is the self-actualizing person, who must accept the consequences of actions taken.
- * Individualized activities in physical education and sport encourage creativity and self-awareness and personal responsibility for learning.

Importance of the Body

- * **Idealism** — simultaneous development with the mind
- * **Realism** — emphasis on the whole individual
- * **Naturalism** — physical activity essential for optimal learning
- * **Pragmatism** — variety of activities for the effective functioning in society
- * **Existentialism** — freedom to choose activity and be creative



Curricular Focus

- * **Idealism** — teacher centered using examples as models; qualitative
- * **Realism** — subject centered; quantitative
- * **Naturalism** — individual readiness to learn
- * **Pragmatism** — student centered; based on individual differences
- * **Existentialism** — individual centered; based on self-realization



Importance of the Teacher



- * Idealism — model and example
- * Realism — orderly presentation of facts; learning through drills
- * Naturalism — guide and helper
- * Pragmatism — motivator, especially through problem solving
- * Existentialism — stimulator and counselor



Objectives

- * **Idealism** — developing personality and the mind
- * **Realism** — preparing students to meet the realities of life
- * **Naturalism** — developing the whole person
- * **Pragmatism** — helping students to become better functioning members of society
- * **Existentialism** — assisting students to become self-actualizing, independent beings

Methodology

- * **Idealism** — lecture; question-answer discussions
- * **Realism** — use of real-world drills, lectures, and projects
- * **Naturalism** — informal; problem solving
- * **Pragmatism** — problem solving
- * **Existentialism** — questions raised, thoughts provoked, and freedom of action encouraged by the teacher



Evaluation



- * **Idealism** — subjective; qualitative
- * **Realism** — quantitative; using scientific means
- * **Naturalism** — based on the attainment of individual goals
- * **Pragmatism** — subjective and self-evaluation
- * **Existentialism** — unimportant in the traditional sense



PRESENTATION ON
CURRICULUM RESEARCH
IN
NURSING

RESEARCH

- **Application of scientific method in the study of problems**
- **investigate systematically.**
- **Research in curriculum is a systematic attempt to gain a better understanding of all components of curriculum**



CURRICULUM

- Cunningham - “Curriculum is a tool in the hands of the artist (teacher) to mold his material (pupils) according to his ideas (aims and objectives) in his studio (school).



CURRICULUM RESEARCH

- **Research curriculum is a systematic attempt to gain a better understanding of all components of curriculum**

-Wikipedia



NEEDS OF CURRICULUM RESEARCH IN NURSING

- **Realm of educational objectives and their use by children and teachers in the teaching learning process**
- **The problem of selecting and organizing learning experiences**
- **Evaluation of curriculum**



OBJECTIVES

- Making modifications and changes in curriculum
- Evidenced based education
- Think curriculum problems



RESEARCH AREAS

- **Structure of subject matter**
- **Placement**
- **Adequacy of content**
- **Prescribed theory and practical hours and its relation to fulfillment of learning objectives**
- **Development of techniques**
- **Development of AV aids**



CONT..

- Organization of curriculum
- Adaptation of curriculum organization
- Analysis of text books
- Concept development on various subjects
- Duration of college work
- Teacher education and preparation
- Syllabi, curriculum and program



RESEARCH ISSUES

- **Designed curriculum is in tune with philosophy of NE**
- **Curriculum planning to meet the individual differences of pupils**
- **Curriculum be related to the needs of the developing nation and the manpower requirements**
- **Global needs and demands**
- **Correlating theory and practice**



CONT..

- ***Training of teachers***
- ***Importance and suitability of each course***
- ***Future needs of the pupils***
- ***Curriculum evaluation***
- ***Reformation and revision of curriculum***
- ***Effective clinical learning environment and how to provide it***



TEACHER EDUCATION

- **Teacher education refers to the total educative process which contributes to the preparation of a person for a teaching job in colleges**



AIMS -TEACHER EDUCATION

- Enable teacher to solve problem**
- To create suitable type of discipline**
- Familiarize teacher with latest knowledge**
- Develop fundamental skills**
- Develop sense of appreciation**
- Develop scientific and realistic attitude towards life**



TEACHER EDUCATION AND CURRICULUM RESEARCH

- Results in fresh materials in classroom
- Important contribution to children
- Mastering in knowledge



SCOPE OF CURRICULUM RESEARCH

- **Nursing education**
- **Nursing practice**
- **Nursing administration**
- **Research**



STEPS OF CURRICULUM RESEARCH

- **Collecting the data**
- **First read through**
- **Small group review**
- **Large group comparison**
- **Immediate revision**
- **Research development**
- **New revision considerations**



RESEARCH METHODOLOGY

- **Observational and narrative research methods**
- **Non Observational ,survey and self reports**
- **Disclosure analysis and problem solving methods**
- **Critical reflective and evaluative research**



IMPORTANCE

- Development of student and teacher and also society
- Providing solutions to conditions and problems
- Finding research and development



ROLE OF TEACHER

- **Consider factors with in nursing curriculum and institution**
- **Adaptation of competency based curriculum**
- **Ongoing process**
- **Developing study plan**





Thank
you!!