Fundamentals of Curriculum Design
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“TEACHER”

13 years of making mistakes and still learning
My Purpose

• Achieve some consciousness.
• No prescription, but suggestions.
• What will I say, serves as a reference.
• What will I say, cannot be done overnight.
Think about yourself
Engage in discussion
Articulate your thoughts
Contribute
Have FUN

Expectations
Outline of Presentation

• How much do I know myself and my students
• Curriculum design fundamentals
What are the things that I experience everyday in the classroom?
My disappointments

• More difficult to teach.
• Incurs more failures
• Seems to be slower
• Lazier
• Emphasis on grades rather than learning
• Teacher dependent
• Sheer compliance not taking challenges
• Do not know how to think
Why are they like that?
“The Learning Environment promotes these to happen”

1. Misunderstanding students today
2. Unclear educational philosophy
3. Outdated Curricular Models
it’s our **FAULT**, ... partially **YES**

- Covers more topics
- “This *is what you do*” rather than “This *what makes something correct and better*”
- More on COMPLIANCE
- Assessments are highly recall (and more difficult also)
- Ask for more complex project
- Focus on TOOLS rather than CONCEPTS
- One chapter away.
My Concerns

• Administration and Policies
• Student Selection
• Teaching Load
• Resources
• Economic and Financial
• Content Training and Expertise
• Teaching Concepts and Skills
How much do I my students and myself?
New Learners

New demands for a skilled workforce
Core Characteristics Millennial Learners

- Achieving
- Confident
- Team-Oriented
- Sheltered
- Conventional
- Special
- Pressured

Millennials Go To College (2003), Neil Howe and William Strauss
Learning Styles

- Text Content
- Passive
- Formal
- Competitive
- Technophobe
- Visual Content
- Hands-on
- Personal
- Collaborative
- Techno-Savvy
Who really am I in the classroom?
### Influence of Education Beliefs

<table>
<thead>
<tr>
<th>Source of Influence</th>
<th>Influence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colonial Period</td>
<td>Teacher-centered</td>
</tr>
<tr>
<td>19\textsuperscript{th} Century</td>
<td>Student Participation</td>
</tr>
<tr>
<td>20\textsuperscript{th} Century</td>
<td>Student-Centered</td>
</tr>
<tr>
<td>21\textsuperscript{st} Century</td>
<td>Adaptation and Globalization</td>
</tr>
</tbody>
</table>

1. Our beliefs have to adapt in order for our strategies and methods to likewise adapt.
2. Do we need to adapt to newer educational beliefs?
<table>
<thead>
<tr>
<th>Instructional Perspectives</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Behavioral</td>
<td>Rewards and Consequences</td>
</tr>
<tr>
<td>Cognitive</td>
<td>Learn to solve problems, concerned with the mind and what it can absorb</td>
</tr>
<tr>
<td>Constructive and Humanistic</td>
<td>Learn to “Learn” and create new Knowledge</td>
</tr>
</tbody>
</table>
Educational Perspectives

FOCUSES ON TEACHING
- Train and Discipline the Mind
- Based on Skills Hierarchy
- Disseminate Knowledge
- Teacher Assess
- Teacher Rewards & Punishments

FOCUSES ON LEARNING
- Engage in Problem-Solving and Social tasks
- Based on Projects and Experience
- Facilitate discovery and generation of knowledge
- Student Assess & Rewards themselves

TRADITIONAL

CONTEMPORARY

Behavioral and Cognitive

Constructivist and Humanistic
Educational Perspectives

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TRADITIONAL

CONTEMPORARY

1. Where is (should) my school (be) focusing on?
2. Where am I focusing on?
3. Am I aligned with my school?
I cannot be simply on one side

Traditional

Contemporary

fluctuating mix focused on the learning outcome and the learning needs of the students
What is Curriculum?

- **Student tracks** -> giving college-preparatory, vocational, and “general” curricula
- **Subject matter** -> reading, mathematics, ICT curricula
- Collection of courses
Curriculum Structures
What then can be considered structural in curriculum design?

• Should answer:
  – What balance is sought across the curriculum between core studies and elective ones?
  – How much variation in time blocks is acceptable?
  – What instructional formats should be included?
Core and Electives

• Core components are those in which all students participate.
• Elective does not necessarily mean only studies that go beyond basic literacy.
Schedule Variation

• Components are nearly uniform in time structures.
• They are either a semester or a year long, and all periods in the day have the same number of minutes.
• However, not all content fits a given time container equally well.
Uniform Schedule

Variable Schedule
Instructional Format

• K-12 curriculum as traditionally viewed is composed of “subjects” in the lower grades and “courses” in the upper grades.

• Instructional strategy changes somewhat with grade level, but by and large it is built on cycles of homework, recitation and class discussions, lectures, hands-on activities, occasional independent study and seminar, and eventually quizzes and tests.
Curriculum Content and Organization

• Agreement would be reached on the general features of a curriculum before considering how content will be organized within those limits.

• To curriculum designers, the large-scale layout of subjects is of more interest than the details of what topics are to be treated in what fashion.

• From the smallest teaching unit to a multiple-year sequence of courses, content is expected to be more than a jumble of topics.
Curriculum Operation

• **Student Pathways**
  
  – It is necessary to identify the ways in which students will progress through their K-12 years.
    * Will all students follow on path? On what basis will students be placed on one path or another?
    * How will students advance through the curriculum? Will advancement be automatic, or will promotion be based on demonstrated performance?
    * What are the criteria for a students to enter or exit a particular curriculum?
    * What is required for graduation?
• **Staff Deployment**
  
  – At what point in the curriculum will teachers be expected to be subject-matter specialists?
  
  – In how many different grades or grade ranges will teachers have to be proficient?
  
  – What skills other than those of traditional classroom teaching will teachers be expected to have?
  
  – Will the curriculum design permit teachers to specialize in one or more functions?
• **Instructional Resources**
  
  – How will the books be selected to ensure that they match the learning goals of the curriculum?
  
  – Will the curriculum operate with whatever spaces and technologies are available, or will it presume the availability of certain information and communications technologies?
  
  – If the curriculum will require the use of advanced technologies, what demands will that put on the deployment of teachers and the design of school facilities?
Curriculum Monitoring

– How will we know whether the curriculum is having the intended effect?
– What measures will be taken to detect unwanted and unanticipated side effects that may occur between student assessments?
– What provisions will be made to monitor the financial, time, and political costs of implementing the curriculum design?
In describing a curriculum, whether existing or proposed, the first requirement is that its purpose – *what it is supposed to achieve* – be made clear.

Curriculum is the school’s main instrument for promoting the learning of specified knowledge, skills and attitudes.
References

• Fundamentals of Instruction and Course Design, CHED Faculty Training Program by Mr. Oliver Malabanan

• Design for Science Literacy, American Association for the Advancement of Science
How will this session help you in the challenges of the 21\textsuperscript{st} century?

#step2016dvo