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Development curriculum and teaching models of curriculum design for teaching institutes

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Abstract

The present research investigated the curriculum development and teaching models of various teaching institutes. In this research, researcher found that curriculum designing is conducted stage by stage in every institute. According to research some of the models discussed the process to be more important than the objectives. Other models take objectives to be the most important feature of curriculum design. Generally, all models stress the importance of considering a variety of factors that influence curriculum. Now that you have read about the types of curriculum design, factors that influence curriculum design and models used to design the curriculum.

Keywords: Development curriculum, teaching models, curriculum design, teaching institutes

1. Introduction

Curriculum design is a complex but systematic process. This research paper describes a variety of models of curriculum design in order to make this complex activity understandable and manageable. It is important for you as a teacher to understand how the curriculum you are using in your school and college was designed.

Curriculum design, development and assessment are central to teaching and learning in the classroom. In India, teachers may have either a professional teaching qualification or only an academic qualification. However, it is important for all teachers to be knowledgeable about the theory, design and assessment of curriculum. This module provides teachers with information about the basic elements, factors and institutions involved in the design and assessment of school & college curricula.

If you are aware of the factors that influence curriculum design, you will be able to understand how the content you are teaching and the learning experiences to which the children are exposed have been selected. You may also develop some insight into the methods you can use to deliver this content. Therefore, this research paper will help you to understand the various factors that influence curriculum design.

The Concept of Curriculum

As a teacher, you need to know what curriculum means in order to:

- ✓ Relate education to the socio-economic, technological, political and environmental demands of your society.
- ✓ Relate content or the body of knowledge to your local setting.
- ✓ Apply the most effective and relevant teaching and learning methodologies.
- ✓ Evaluate teaching and learning processes in your education system.

Definition of Curriculum

“Curriculum is a process, which includes all the academic activities known as syllabi contents and co-curricular activities and experience to influence the development of the child” [1]

In The Curriculum, John Franklin Bobbitt said that curriculum, as an idea, has its roots in the Latin word for race-course, explaining the curriculum as the course of deeds and experiences through which children become the adults they should be, for success in adult society.

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Objectives

After studying this research paper, you should be able to

- ✓ Discuss various models of curriculum design.
- ✓ Compare curriculum design models.
- ✓ Explain steps in curriculum design in relation to models of curriculum.

Content

This unit covers the following models of curriculum design:

- ✓ The objectives model,
- ✓ The process model,
- ✓ Tyler’s model,
- ✓ Wheeler’s model, and
- ✓ Kerr’s model.

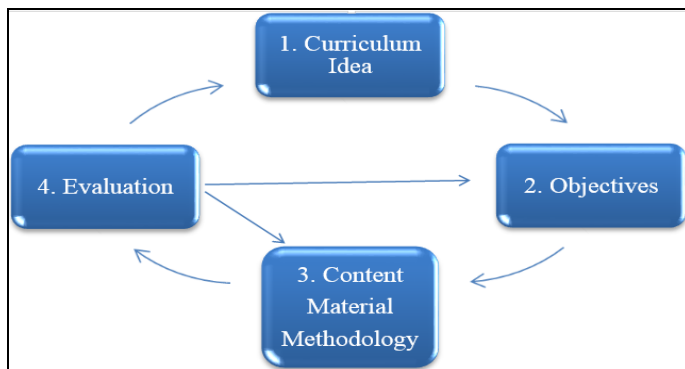
The Objectives Model

The objectives model of curriculum design contains content that is based on specific objectives. These objectives should specify expected learning outcomes in terms of specific measurable behaviours.

This model comprises four main steps:

- ✓ Agreeing on broad aims which are analysed into objectives,
- ✓ Constructing a curriculum to achieve these objectives,
- ✓ Refining the curriculum in practice by testing its capacity to achieve its objectives, and
- ✓ Communicating the curriculum to the teachers through the conceptual framework of the objectives. (Gatawa, 1990: 30)

Objectives Model



Adapted from Gatawa, B. S. M. (1990: 28). *The Politics of the School Curriculum: An Introduction*. Harare: Jongwe Press.

You will note that in this model:

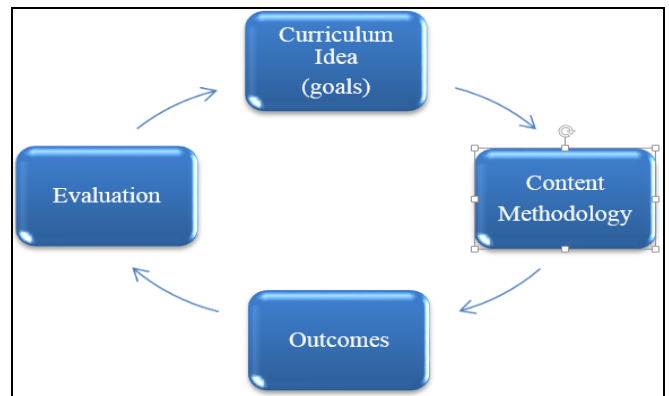
- ✓ Evaluation is done at each stage of the curriculum design.
- ✓ Content, materials and methodology are derived from the objectives.

The Process Model

Unlike the objectives model, this model does not consider objectives to be important. Using this model presupposes that:

- ✓ Content has its own value. Therefore, it should not be selected on the basis of the achievement of objectives.
- ✓ Content involves procedures, concepts and criteria that can be used to appraise the curriculum.
- ✓ Translating content into objectives may result in knowledge being distorted.
- ✓ Learning activities have their own value and can be measured in terms of their own standard. For this reason, learning activities can stand on their own. (Gatawa, 1990: 31)

Process Model



Adapted from Gatawa, B. S. M. (1990: 31). *The Politics of the School Curriculum: An Introduction*. Harare: Jongwe Press.

It is important to note that in the process model:

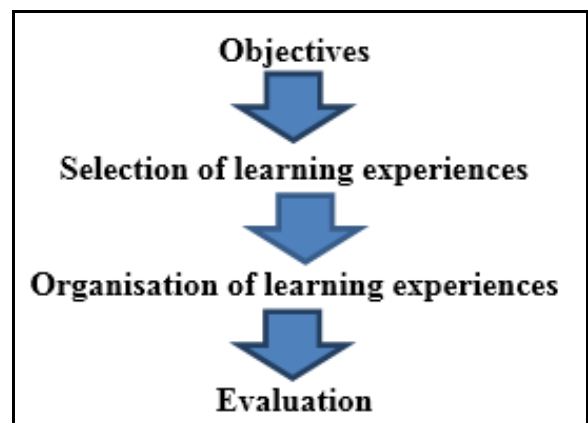
- ✓ Content and methodology are derived from the goals. Each of them has outcomes that can be evaluated.
- ✓ The evaluation results from the outcome are fed into the goals, which will later influence the content and methodologies. Unlike the objectives model, there is no direct evaluation of the content and methodologies.

Tyler’s Model

Tyler’s model for curriculum designing is based on the following questions:

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

Tyler’s Model



Adapted from Urevbu, A. O. (1985: 20). *Curriculum Studies*.

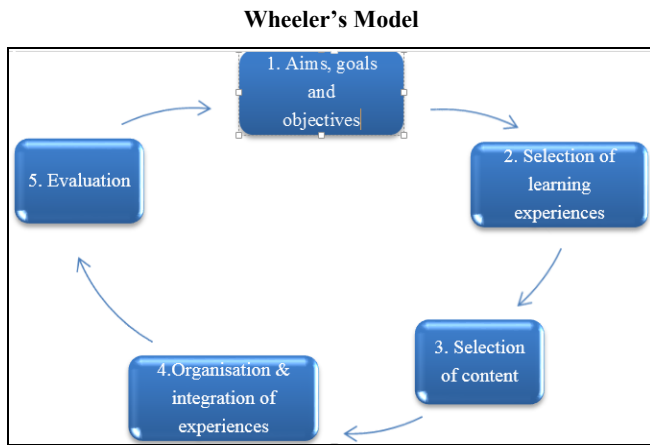
The model is linear in nature, starting from objectives and ending with evaluation. In this model, evaluation is terminal. It is important to note that:

- ✓ Objectives form the basis for the selection and organisation of learning experiences.
- ✓ Objectives form the basis for assessing the curriculum.
- ✓ Objectives are derived from the learner, contemporary life and subject specialist.

To Tyler, evaluation is a process by which one matches the initial expectation with the outcomes.

Wheeler’s Model

Wheeler’s model for curriculum design is an improvement upon Tyler’s model. Instead of a linear model, Wheeler developed a cyclical model. Evaluation in Wheeler’s model is not terminal. Findings from the evaluation are fed back into the objectives and the goals, which influence other stages.



Adapted from Urevbu, A. O. (1985: 22). Curriculum Studies.

Wheeler contends that:

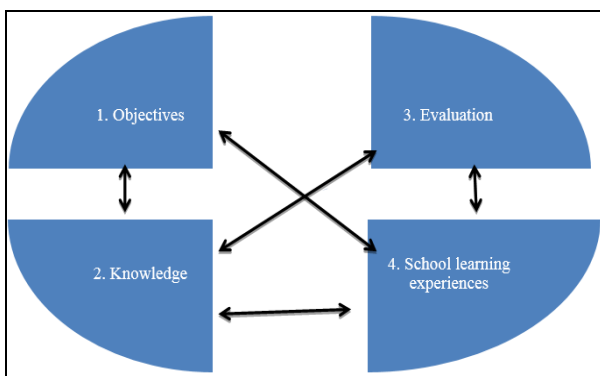
- ✓ Aims should be discussed as behaviours referring to the end product of learning which yields the ultimate goals. One can think of these ultimate goals as outcomes.
- ✓ Aims are formulated from the general to the specific in curriculum planning. This results in the formulation of objectives at both an enabling and a terminal level.
- ✓ Content is distinguished from the learning experiences which determine that content.

Kerr’s Model

Most of the features in Kerr’s model resemble those in Wheeler’s and Tyler’s models. However, Kerr divided the domains into four areas (Urevbu, 1985: 23):

- ✓ Objectives,
- ✓ Knowledge,
- ✓ Evaluation, and
- ✓ School learning experiences.

A simplified version of Kerr’s model of curriculum design is shown below.



What you should note about the model is that:

- ✓ The four domains are interrelated directly or indirectly, and
- ✓ Objectives are derived from school learning experiences and knowledge.

In Kerr’s model, objectives are divided into three groups:

- ✓ Affective
- ✓ Cognitive
- ✓ Psychomotor.

The model further indicates that knowledge should be (Urevbu, 1985):

- ✓ Organised,
- ✓ Integrated,
- ✓ Sequenced, and
- ✓ Reinforced.

Evaluation in Kerr’s model is the collection of information for use in making decisions about the curriculum.

School learning experiences are influenced by societal opportunities, the school community, pupil and teacher relationships, individual differences, teaching methods, content and the maturity of the learners. These experiences are evaluated through tests, interviews, assessments and other reasonable methods.

In his model, Kerr asserts that everything influences everything else and that it is possible to start an analysis at any point (Urevbu, 1985: 22).

2. Summary

The curriculum design models discussed show that curriculum designing is conducted stage by stage. Some of the models discussed consider the process to be more important than the objectives. Other models take objectives to be the most important feature of curriculum design. Generally, all models stress the importance of considering a variety of factors that influence curriculum.

Now that you have read about the types of curriculum design, factors that influence curriculum design and models used to design the curriculum.

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