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Compendium Of Las 321 Curriculum Development



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PREFACE

The challenges encountered by our colleagues through the ongoing world pandemic, and the need to employ a more nuanced and crafty approach, targeted at harnessing the overall performance of our colleagues who did not have the textbook and are not privilege to always be present for the online class provided by the institution, prompted us to come up with this initiative and also as a means of material for us all, It is our Hope that this compilation will go a long way in ameliorating the challenges faced by our colleagues in this course. Please, ensure you make good use of it in proper study as we seek that we all attain excellence in all

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Chapter 1

Introduction

Misconception of the term "Curriculum"

Curriculum means different things to different people. Non-curriculum experts equate curriculum as subject, syllabus, timetable, lesson note, course of study.

- School subject-some people refer to the prescribed content of each subject as curriculum. People who look at curriculum in this context talk of mathematics curriculum, history curriculum or biology curriculum.
- Syllabus- This is the outline of a given course that can lead to certification. A very good example of this will be the West African School Certificate Syllabus which contains detailed outline of what secondary school students should be exposed to. To those who equate curriculum with syllabus, they simply consider the content they wish to transmit. Curriculum to them is a body of knowledge acquired by the students.
- Scheme of work; This is the application of syllabus to the needs of a particular class in a school. It ensures a detailed breakdown of syllabus into polytechnics, college of education and instructional units according to the number of lessons given to that subject in the school timetable. The period covered by a scheme of work can be one term of thirteen or one year with three terms.
- Timetable: shows the distribution of subjects to be taught during the different days of the week and when such subjects should be taught. It reflects the time allocated to each lesson. The time and duration of other activities are displayed on the timetable.
- Lesson note: Here, the scheme of work will be narrowed down to actual learning activities designed for each period. It contains what a teacher is expected to teach during a lesson period of forty minutes and in some cases a double period. Lesson note is a guide for the teacher which makes his lesson to proceed in an orderly manner because it indicates the different steps and their sequence.
- Course of Study: This is an educational programme designed for a specific purpose and to run for a given period. E. g NCE course.

Curriculum has a broader meaning than any of the above terms. It is a concept that embraces all the above terms and even more. With this background, one can now proceed to look at some more comprehensive definitions of the concept curriculum.

The concept curriculum

- Curriculum was derived from a Latin word "currere" which means "a running course". In other words, it is a course to be ran before the attainment of a goal.
- Tyler(1949) said curriculum is all the learning of students which is planned and directed by the school to attain it's educational goals. He emphasized on the intended outcome of the educational system(i.e Objectives). According to him curriculum should answer four fundamental questions viz;

- a) What educational purpose does the school seek to attain?
- b) What educational experiences can be provided that are likely to attain these purposes?
- c) How can these educational experiences be effectively organized?
- d) How can we determine whether these purposes are being attained?

Tyler's definition seems okay but critics frown at the fact that too much emphasis is placed on educational objectives. They opined that the four components of the curriculum should have equal importance.

- Saylor and Alexander (1974)- curriculum is the total effort of the school to bring about the desired outcomes in school and out of school situation.
- Wheeler(1967) - Curriculum is the planned experience offered to the learner under the guidance of the school.
- Oliver (1977) emphasized on learning experiences while discussing the concept of curriculum. According to him, the planned experiences are the educational programmes of the school with attention to the three elements viz:

i) Programme of studies

ii) Programme of activities

iii) Programme of guidance

- Programme of studies;is concerned with transmission of knowledge as contained in school

subject(academic programme)

- Programme of activities;is the experience not within the academic subjects. Learning experiences obtained outside the classroom through games, sports, clubs and societies.
 - Programme of guidance:this draws valuable information from a learner's past and present to guide him into the future.
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- Inlow(1966)- Considered Curriculum to cover all school experiences like an umbrella.

- Chapter 2

Elements of Curriculum

The fundamental elements are;

1. Objectives state the purpose of curriculum. It answers the question-why introduce a curriculum? It is a statement of intended income.
2. Content includes what should be presented to the learners so as to make them attain the desired outcomes.It says what should be taught
3. Method refers to the way in which content will be presented.
4. Evaluation deals with the determination of whether (the intended outcomes have been achieved)

Curriculum can answer the four fundamental questions posed by Tyler(1949)

- What educational purpose 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 purpose are being attained?

Tyler believed that the relationship between the elements is linear and sequential. He said we should always start from objective, that is it should be Objective-Content-Method-Evaluation.

Other curriculum experts think otherwise. From their view, curriculum development can start from any of the elements proceeding in a backward and forward direction. One of the advocates of this view was Nichollis(1972) who said in practice, one does not move directly from one activity to the other until one reached evaluation. Instead, there is constant moving backward and forward. For instance, in considering content, you must reference back to objectives and forward to methods. In considering methods, there is a constant reference to Content and Objectives. The necessity to move backward and forward indicates the very close relationship among the elements in the Curriculum.

Concepts of Hidden Curriculum

Many definitions of curriculum by experts tend to emphasise on planned experiences leaving out some engagements or experiences which a child encounters within the educational system, while still under the auspices of the school. The definitions fail to take care of the unplanned effects of the teacher activity .

Some new terms were introduced to take care of such unplanned or incidental experience.

- Hidden Curriculum are all those things the pupil learn in a school which are not on the timetable or arranged for them by the teacher (Ozigi and Conham, 1978). There are things learnt from classmates or through watching the teacher's behavior.
- Implicit in a curriculum or any set of arrangements are the attitudes and values of those who create them and this will be communicated to pupils in an accidental and perhaps even sinister way(Kelly, 1982). A neat mathematics teacher can unconsciously transfer those attributes to his students, a strict teacher can instill fear into students, etc
- Acquired aspects of hidden curriculum can be positive or negative.
- Uruebu(1985) says it can be seen as "non-academic" but educationally significant consequences of schooling.
- Hidden curriculum are bye-products of planned learning experience nevertheless the school should make continuous efforts towards controlling them. The teacher should endeavor to consider it's implications and be ready to accept responsibility for it.
- Hidden Curriculum is the same thing as unplanned curriculum or implicit curriculum. Dewey also called it collateral learning.

In another development, people refer to some activities as "extracurricular" or "informal curriculum". These activities are separated from " formal curriculum" and they include activities under sports, clubs, societies and excursion. The "formal curriculum" are activities explicitly stated & taught at specific periods(programme of studies)

Official /Intended curriculum refers to what was laid down in syllabi, prospectus and scheme of work. While Actual curriculum will be what is covered in the practice of the school. (Doll, 1964)

The main difference between them is that of intention and reality. Intention is well expressed in the formal/official curriculum but what takes place during the implementation is actual Curriculum.

Formal curriculum is theory while the practice in school situation is the actual curriculum.

Chapter 3

Aims, Goals and Objectives

Aims, goals and objectives gives direction to the educational enterprise and each comes up at different levels during curriculum planning and development. The main difference is the degree of specificity.

Aim

This is a broad general statement that reflects the nation/society's philosophy of education. It is the broadest of all educational outcomes which can't be measured and also takes a long time to attain.

Our aim can only be realized after going through the whole educational system. The aims of Nigerian educational system are well stated in the National Policy of Education (NPE) which was first published in 1977 and revised in 1981, 1989 and 1998.

In the second National Development Plan, it was stated that efforts of the various sectors of Nigeria should be directed towards the building of; free and democratic society;

- a free and democratic society;
- a just and egalitarian society;
- a united, strong and self-reliant nation;
- a great and dynamic economy;
- a land of bright and full opportunities for all citizens.

Educational sector has to derive its aims towards attaining the above aspirations of the society. Thus, the

aims of our educational system are:

- i. *the inculcation of national consciousness and national unity;*
- ii. *the inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society.*
- iii. *the training of the mind in the understanding of the world around ;and*
- iv. *the acquisition of appropriate skills, abilities and competencies both mental and physical as equipment for the individual to live and contribute to the development of his society*

The above statements serve as guidelines and helpful in spelling out why schools exists in a very general philosophical sense but they are too vague to be of any help for the purpose of classroom instruction.

For example, *the inculcation of national consciousness and national unity* cannot provide an adequate guidelines for classroom instruction.

Broad terms like appreciate, understand, know, inculcate, acquisition are used in stating aims because they're vague.

Aims are broken down to give goals.

Goals and Objectives

- Longman dictionary defines goal as 'end of race or object of effort';while objective is a 'thing or place aimed at.'
- One of the fundamental question (what educational purpose do we seek to attain through the curriculum) that Tyler(1949) asked made Asiku(1987) to describe goal as the essence and scope of curriculum.
- Goals refer to general intention while objective refers to specific desired change.
- Goals can be used in curriculum development and planning while objective is the most appropriate for instructional purpose.
- No curriculum without educational goals and objectives
- Goals and Objectives constitute a very important criteria in curriculum and this was why Kerr(1968) said for curriculum to be rational, it must start with clear and specific aims, goals and objectives and then and only then, address itself to discovering the means, the contents and methods, in terms of which objective are to be achieved.

Goals

Goals are expected outcomes often stated in general terms. If goals are not broken down, it can't sufficiently guide us in making specific decisions on content selection / organization of learning experience. Goals have different degree of specificity, some are more specific than the others. According to Wheeler(1967), educational goals consist of three types which include:

1. Ultimate goal
2. Mediate goal
3. Proximate goal.

Ultimate goal

- It is the last, terminal, final or highest intended outcome of the educational process.
- It is stated in broad terms and often difficult to measure or observe.
- It is not specific, it's a vague and nebulous statement.
- It is expected to be achieved at the end of a long period.
- The ultimate goal could be derived from aim. For instance, one aim as stated in the National Policy on Education is the acquisition of appropriate skills, abilities and competencies both mental and physical as equipment for the individual to live and contribute to the development of the society. Before the attainment of this aim an individual must be literate. Therefore, "to produce a literate" can be taken as an example of mediate goal.
- Ultimate goal on it's own cannot be a sufficient guideline for teaching and evaluation in schools so it has to be broken down.

Mediate goal

- Mediate goals can be obtained by breaking ultimate goal into its smaller components.
- It states behavior which should be attained at particular stages as we progress towards the attainment of the ultimate goal.
- In our previous example, "producing a literate citizen" is the ultimate goal while "ability to read and write in his mother's tongue"(which can be attained at the end of stage 1(primary school) will be our mediate goal.
- It is after the learner has achieved the mediate goals at different stages that he can demonstrate those behavior included in the ultimate goal.

Proximate goal

- This is a more precise, specific and limited aspect of mediate goals. When a mediate goal is broken into smaller components, we will have proximate goals.
- It is easier to measure or observe than the mediate goal and expected to be achieved at the end of a short period.
- Illustrating this with our example, before "being able to read and write in his mother's tongue" (mediate goal), the learner should of course first "be able to read in his mother's tongue". (Reading in one's mother's tongue could be attained at the end of primary three, that is before the completion of primary school.
- Instructional/behavioural objectives are derived from proximate goals. So we can say goals are "general objectives" while instructional objectives are "specific objectives"

Behavioural objectives

- Objectives give direction to education. Objectives help the teacher to plan instruction, guides student's learning and provide criteria for evaluating student's outcome.
- Behavioural objectives are statements of educational outcomes which can be measured or observed in the learner. It is not ambiguous but rather expressed in specific, clear and measurable terms.

A good objective should consist of three aspects:

- i. It should be stated as learning product: Yes, a learning product not learning process. It should have an action verb which indicates what students should do as an evidence of having achieved the objective. Verbs like mention, add, calculate, identify, construct, titrate, prepare, measure demonstrate should be used. It is very rewarding to state objectives in terms of anticipated student's performance.
- ii. It must state condition under which the learner will exhibit what he has achieved: This includes whether he will be given paper and pencil to write or whether he will be given some apparatus to manipulate.
- iii. It must indicate level of acceptable performance: Behavioural objective is a statement that specifies what observable performance the learner will be engaged in when we evaluate whether or not he has achieved the objective. Verbs such as "understand" or "appreciate" are not considered behavioural because one cannot observe a person by "understanding" or "appreciating" (Lehmans & Mehrens, 1973)

How to avoid errors while stating behavioural objectives

- ❖ While stating objectives, some teachers simply list the topics to be covered which is not right. For example:

a) function of money

b) principles of taxation

The above statements are not behavioural objectives but simply list of topics to be covered hence, we should not state our behavioural objectives like that.

- ❖ Error arises if objectives are stated in terms of learning process instead of learning product. For example:

a) punctuation of English passage.

b) gains a knowledge of techniques in dissection.

- ❖ Another error arises when an objective describes teacher's behavior instead of students behavior. For example:

a) to increase learner's creative thinking ability

b) to demonstrate procedure involved in testing for starch.

Functions of educational objectives

1. Objectives dictate the choice of learning materials that should be used by teacher and his students
2. Knowledge of expected outcomes will guide the teacher in planning.
3. Objectives serve as a guide for evaluating curriculum achievements
4. In a case when the teacher states his objectives in clear and specific terms, if he becomes unavoidably absent, another teacher can look at such objectives and take up the lesson.

Demerits of educational objectives

1. It limits the work of a creative teacher.
2. Learning in some subject matter cannot be easily expressed in behavioural terms
3. It is difficult to state objectives behaviourally when it involves synthesis, analysis, appreciation and creative thinking

Chapter 4

Taxonomy of Educational objectives

A very helpful guide for identifying and defining educational objective was proposed by ***Bloom (1956)*** in a book titled Taxonomy of Educational objectives. According to him all objectives can be placed in three domains:

- I. Cognitive domain (the head)
- II. Affective domain (the heart)
- III. The psychomotor domain (the hand)

This domain can further be divided into categories. Categories within each domain are arranged in hierarchical order i.e. From simple to complex. The domains are not mutually exclusive, they simply represent aspects of emphasis.

I. Cognitive domain

The objectives in this domain place emphasis on intellectual outcomes and involved mental abilities. They are knowledge and thinking abilities. Cognitive domain consist of objectives which emphasize remembering or reproducing something which has been presumably learnt, as well as objectives which involved the solving of some intellectual tasks for which individual has to determine the essential problem and then reorder given material or combine it with ideas, methods or procedures previously learned ***(Kratwohl et-al 1964)***. Objectives in cognitive domains are divided into six categories which includes;

- i. Knowledge
- ii. Comprehension
- iii. Application
- iv. Analysis
- v. Synthesis and
- vi. Evaluation

Objectives in knowledge category are simplex while those within the evaluation category are most complex.

a. **Knowledge**: deals with remembering materials that was learnt. This simply involves bringing to mind information acquired over time. This includes recalling of events, words, symbols, facts, principles, theories or concepts. Verbs used in stating its objectives includes; name, state, define, label, identify and describe. The lowest level of learning are found under the category of knowledge.

E.g At the end of the lesson student should be able to:

I. define osmosis

b. ***Comprehension***: this cancel the ability to interpret information and ability to predict consequences of effects. Verb that will be used include; explain, generalized, prepare, predict distinguish, infer, estimate, summarise.

E.g At the end of the lesson students should be able to :

explain effects of demand and supply on price.

c. ***Application***: requires the ability to use acquired information or novel situations. Verb for starting the objectives include manipulate, modify, solve, relate, discover, demonstrate and complete.

E.g At the end of the lesson students should be able to ;

solve simple simultaneous equation.

d. ***Analysis***: this treats the ability of breaking materials into its components and identifying parts; analysis of relationship between components and identifying parts. Verbs used in this category include separate, identified, distinguish, differentiate, classify and detect.

E.g At the end of the lesson students should be able to;

describe the process of separating a mixture of sand and water.

e. ***Synthesis***: This deals with the forming of new whole putting various components together. This involves formation of new patterns. It shows creativity in combining elements. Verbs used in this category are design, explain, compose, generate, devise, summarise, relate, constitute and formulate.

E.g At the end of destruction appreciate students should be able to:

compose for our fallen heroes.

f. ***Evaluation***: judging the value of a given material for a given purpose using definite criteria. It is the highest and the most complex category in cognitive domain. The verbs used in these categories are compare or justify, explain, summarize, criticize and discriminate.

E.g At end of the instructional process the student should be able to;

Criticize the role of British in promoting disunity during the pre-independence era of Nigeria.

Affective domain

This deals with objectives which emphasize interest, attitude, feelings, appreciation and methods of adjustment. The affective domain consist of objectives which emphasize a feeling tone, an emotion or a degree of acceptance or rejection *(Krathwol et-al 1964)*. Those objectives in this domain are difficult to State in precis and specific terms. The categories include;

- a. Receiving
- b. Responding
- c. Valuing
- d. Organization
- e. Characterization by value-complex

a. *Receiving*

This deals with willingness to attend to a particular phenomenon or stimulus, showing interest in and indicating awareness of an object. This is the lowest level of the affective domain. Verbs include; locate, select, reply, choose and ask.

E.g. At the end of the lesson students should be able to
choose appropriate words to be used while writing a letter to friend

b. *Responding*

Students should be able to demonstrate active participation. The verbs include; assist, read, answer, report, practice, write or greet.

E.g At the end of the instruction process students should be able to
write a report on their visit to kainji dam

c. *Valuing*

This deals with attaching value to particular objects by students. The verb used include; share, select, join, explain, work, report, form and initiate.

E.g At the end of instructional process students should be able to

share with classmates their feelings towards military involvement in Nigeria politics.

d. ***Organization***

This focuses on comparing, relating and synthesizing values. We could use verbs like arrange, adhere, defend, compare, order, integrate, organize, synthesis, relate or generalize.

E.g At the end of instructional process students should be able to

defend the idea of returning schools to missionaries

e. ***Characterization by a value-complex***

This deals with development of a pervasive, consistent and predictable **lifestyle** i.e a philosophy of life. The verbs used under this category are solve, use, propose, discriminate, listen, revise and question.

E.g At the end of the instructional process students should be able to

question parents involvement in their children choice of career.

Psychomotor domain

This domain emphasize motor skills manipulation like typing, operating machines, handwriting, swimming and laboratory skills. The psychomotor domain consist of objective which emphasize some muscular or motor skills, some manipulation of materials and objects, or some act which requires a neuromuscular coordination **(Kramuol e-tal, 1964)**. The verbs used in this domain include; clear, build, construct, correct, calibrate, nail, set, wrap, use, weigh, sketch, paint, book, locate, dismantle and design. Before one can be able to demonstrate the behaviors in this domain one must have acquired those behaviors under the cognitive and affective domain. Cognitive behaviors is a prerequisite for those in affective domain, while behaviors in the affective domain are prerequisites for those in psychomotor domain. The objectives under this domain should therefore relate mental activity with physical movement. This domain has four ascending order which includes;

a. Observing

b. Imitating

c. Practicing

d. Adapting.

Chapter 4

Curriculum Content and Organisation

Tyler, (1949) saw learning experience as the interaction between the learner and external conditions in the environment to which he can react. ***Onuoha et al (1986)*** said learning experiences are the inclusive activities and related opportunities created and provided for the learner for the purpose of achieving the desired changes embodied in the educational objectives. While content is what makes up the course outline, subject unit or syllabus. ***Wheeler, (1967)*** said there could be three types of learning experiences i.e physical, mental and emotional. To him learning experiences are the basic classroom activities which are derived from content.

Criteria for content selection

The criteria to consider during the process of selecting content include;

- a. Validity
- b. Significance
- c. Needs and interest of student
- d. Provision for wide range of objectives
- e. Durability of lasting quality
- f. Cumulative

a. Validity

Here, the basic question of whether the learning experiences will contribute to the desired outcome must be considered.

There must be consideration on how fundamental the knowledge is, it had to cover certain fundamental elements, concepts, rules, facts, principles and theories.

The content selected should be real (authentic). There is a great increase in what to learn, new knowledge are nullified and must be rejected. Curriculum food therefore contains latest knowledge and not the outdated ones.

b. Significance

The content must be useful to the learner, it must be consequential and not trivial. It must be able to satisfy aspiration of the learner and his society. the relationship between content and real life in society will be largely influenced by societal values culture and norms. if the content satisfies the present and future needs of the society or learner, the learners Will become interested in the learning process. If content should equip the child to live successfully in a society it has to be oriented towards the word around the learner. The curriculum content has to change so as to contain sufficient materials that will develop learners mind towards coping with changes in the world around him.

c. Needs and interest of student

Contents of a curriculum to satisfy the needs interest of students for which it is designed. *Maslow*, (1954) identify three types of needs it include;

- a. Primary needs for food, air, sleep
- b. Emotional needs for such things as love and security.
- c. Social needs for acceptance by ones peers. The contents which we select should cater for these three different needs.

d. Learner's ability

Before selecting content we have to consider the ability of the learners. you must introduce concepts facts, skills, and ideas that are new to the learners, however we must not teach them what they cannot learn. The present learning experience must be related to the next one i.e it should be continuous and logically related what can be learnt depends on the learner's as mental, physical, social and psychological characteristics. We must consider Lennon's readiness to cope with the prescribed tasks.

e. Provision for wide range of objectives.

The contents should be selected in such a way that it will cater for more than one objectives i.e the content must not be narrow. A particular content will no doubt bring about intended and unintended outcomes. the teacher should ensure that he considers the good and bad outcome which will emerge from his content. The content should also be selected in such a way that it caters for objectives within cognitive, affective and psychomotor domains.

f. Durability and lasting quality

Content selection should emphasize the lasting quality of its elements. It would be relevant to life situation of the present and the future. It must be relevant to student background, needs and aspiration. It should be

what a learner could employ while solving problems in his environment.

g. Cumulative

A new curriculum content should build on the previous one i.e it must be cumulative. In this regard curriculum should proceed from simple to complex. A particular aspects of content, not only build on the previous one it must serve as a foundation for the next one.

Selection of Learning Experience

In order to provide appropriate learning experience for our learners *Doll (1964)* put forward in criterion question which we should attempt to provide solutions to

1. Can the learning experience be had with profit by pupil we teach?

Experience selected should be the one which will be useful to the learners.

2. do the experiences help to meet the evidence need for our pupils?

Learner's permit and aspiration which should be catered for by selecting learners experience its must take care learner's individual differences, learning styles and values.

3. Are our pupils likely to be interested in the experience?

The learning experiences which we select food adequately cater for the interest of our learners.

4. Do the experiences encourages pupils to inquire turner ?

One should strive to select learning experience that is capable for stimulating students such that they will want to probe further.

5. Do the experiences seem real?

Experiences should be real, students should have the opportunity to manipulate real objects when required to do so.

6. How do the learning experience accord with life patterns of our pupils?

learning experiences should be appropriate to the learners background, previous experience and his immediate environment.

7. How contemporary are this experience?

The learning experience in which we select must be current.

8. How fundamental to mastery of total content are they?

The learning experience which will provide should be those ones that will make learners achieve our intended outcome.

9. Do the learning experience provide for attainment for a range of objectives

The learning experiences in school curriculum should as much as possible cater for more than one objectives.

10. do the experience provide opportunity for broad and deep study?

when we select learning experiences we must do it in such a way that does not contain too much details and it should not be scanty.

Organization of learning experience

This section will focus on how to organize the learning experience. The curriculum content is a broad outline of topics or subject units to be provided in the process of curriculum planning. On the other hand learning experiences are the detailed analysis of curriculum content. It will state the details of what should be given during instruction i.e during curriculum implementation. It may be described as consisting of the subject matter and also the related activities in which the learner would be engaged in during the learning process. Learning Experience should be arranged in a particular way in order to produce the desired learning outcomes. The problem that should be addressed on curriculum organization include those of sequence, continuity, scope and integration of the different elements.

Sequence

This deals with order of presentation of learning experiences. We have to consider the learning experience that should come first and the one to follow it. The term sequence is used to describe the reiteration of learning experiences, not simply a repetition of the same material, but as a return to a similar concept or idea at a more advanced level. *(Saylor and Alexander, 1981)*. Concepts, principles, facts and theories presented should build on previous one i.e presentation should not be in a haphazard form, it has to be cumulative. the sequence of materials presentation should depend on competence of learners to perform tasks at different developmental stages. Depending on the subject matter involved materials could be arranged from simple to complex, or from general to specific, or from past to present. However, a new learning should be preceded by its prerequisite. If one should know A before he can understand B, then A is prerequisite.

Continuity

the various learning experiences which we have selected from different sources should be related. This relationship has two dimensions - horizontal and vertical.

Horizontal continuity is concerned with how a particular kind of experience is continuous in a particular day. It is the relationship between different period or subjects on the same day. Continuity is concerned with how experiences are scheduled over consecutive periods in a particular course or subject. This deals with how learning experiences in class one flow to that of class two.

Scope

While organizing learning experience therefore we have to keep within certain limits. What is presented must not be too numerous or diffuse and must not be too narrow. If it is too broad or too narrow it may not produce desired result. Therefore we should ensure that we select and organize that which is just enough to produce the expected learning outcomes as stated in the objectives.

***Integrate some philosophers view knowledge has been organized into several logical discrete forms of understanding. *Hirst, (1965)* realms of meaning *Phoenix, (1964)*.** In our present situation however, we cannot afford to present or organize knowledge in such discrete forms. We must show that all areas of knowledge are interrelated. Thus, we have to look at our various learning experiences can be combined or synthesized into a whole. The fundamental elements within various subjects should be interwoven and tied together. However, where this is impossible an attempt must be made to represent them in related form. They must be balanced and relationship between intrinsic and practical aspects of curriculum. To achieve this, we have two types of integration.

a. Horizontal

b. Vertical

a. Horizontal integration

Here, what is learnt in one subject area should be structurally and functionally interwoven with what is learnt in another subject.

b. Vertical integration

this integration should be between consecutive periods i.e. relationship between lower and higher level.

Pattern of Curriculum Organisation

There are five patterns of curriculum organisation which include;

- a. Subject-centered
- b. Organisation by correlation
- c. Broad field
- d. Child-centered
- e. Organisation based on the persistent life situation.

Subject-centred

This is the oldest and most used method for organizing curriculum. It has been existing from ancient Greece and room which has seven liberal arts. At that time Trivium consist of rhetoric, logic or dialectic and Grammar while Wuadrivium covers arithmetic, astronomy geometry and music. With subject-centred approach knowledge is put into compartment called subjects. the fundamental concepts, principles, facts and theories are placed in compartments that have rigid boundaries. There is emphasis on the school subjects with each subject covering an important area of social heritage. when specialization within a subject area increases it will lead to the production of new subjects. E.g Biology led to the emergence of two new areas that is botany and zoology.

Advantages of subject-centred approach

1. The subject-centred approach is a logical and effective way of organising your knowledge in case when new facts, principles and laws appears which differ from the existing ones we can conveniently group them together as a new subject. The new subjects can then be given an appropriate name.
2. It has been existing for long, teachers have been trained with this method so they will find it very easy to use.
3. Text books are written with this approach so it enables both teachers and learners to acquire information with relative ease.
4. the techniques of evaluating achievement and patterns of college entrance requirements are based on subjects.
5. It encourages specialisation one can restrict himself to a narrow aspect of knowledge and it therefore becomes a specialist in that aspect.

a. *Criticisms all subject-centred approach*

1. It's fragments knowledge. The different aspects of knowledge are presented at different times in a

disjointed form.

2. It encourages rote learning. the learning of unrelated information will make learners to forget things easily.
3. It's limit the development of broad ideas and their application. Since the learner cannot the interaction of concepts from distinct subjects, he will not be able to use them as a means of coping with societal problems.
4. It encourages atomization i.e increase of knowledge needs to emergence of new subject and this decimate knowledge.
5. It emphasizes acquisition of specific facts. Thus, knowledge is acquired for its own sake without considering its social function.

b. *Organisation by correlation*

this was proposed as a result of weakness noticed in subject-centred Curriculum. Here, the subjects you still within their boundaries but elements in different subjects can be presented side by side. One will find a way of relating similar content from different subjects. Subject correlation may be based on fact to fact or principle to principle. History and geography could be presented side by side also mathematics and physics can be presented side-by-side.

c. *Broadfield*

This can also be referred to as a fusion approach. The criticism levied against subject-centred approach led to the new scheme. It's indeed a modified form of the subject centred approach disregarding budget batteries that have been erected between subjects. The compartmentalization and atomization curriculum which was prominent in subject centred approach is eliminated by combining different areas of knowledge into large one. It shows connection and relationship between ideas from fields of knowledge. E.g Social studies which deals with social and cultural behavior of man. Therefore geography, civics and history are combined to give social studies. The fusion can be around the principles, theories, topics, or themes. Two or three subjects with common orientation will be broadly related and studied as one.

Advantages of broad field

1. There is acquisition of comprehensive knowledge.
2. It eliminates excess factual details and allows for broad coverage.
3. Common principles from different subjects will be presented simultaneously and this makes the learner to see interrelatedness of knowledge as a whole.
4. It gives room for flexibility during the selection of content.

Criticism of Broadfield

1. With this approach presentation is in form of a broad survey-superficial treatment with little details.
2. To present materials in an integrated form will make extra demand on the teacher. The teacher has to be trained with the subject-centred approach, will have to read wide often outside his subject area, before he can effectively teach a broadfield curriculum.
3. When there is too many broad generalization it can discourage active inquiry.

d. *Child-centred*

This approach rely on educational thoughts of Rousseau, Froebel and Dewey which places the child at the centre of learning, John Dewey said education is a process of living and not a preparation for future living..... with the advent of democracy and modern industrial conditions, it is impossible to foretell definitely just what civilization will be in 20 years from now. Hence, it is impossible to prepare the child for any precise set of conditions. With this approach, th curriculum is adapted to the need and interest of learners. There should be provision for activities which are of interest to the learners, for this will make him participate actively in the learning process. Learning activities should be able to play, observe, speak, find out, create and participate in projects. The student is therefore responsible for what he learns, as he discovers knowledge, he will understand better and this will also make him retain such knowledge for a long time. Experts divided the child-centred approach into two types, first one emphasizes on the learner's interest while the second one emphasizes on the learner experience.

Advantages of child-centred curriculum

1. The learner as a result of his activity will solve problems.
2. The learner is not restricted to rigid boundaries of subjects while solving a problem, he had to draw experience from different subjects.
3. The child-centred curriculum affords the learner opportunity to be active.
4. What is learnt is often real and related to the learner culture and environment.
5. It is flexible and learners can actively participate in the learning process and it evaluation.

Criticism of child-centred curriculum

1. Our learners will surely have different interests, how then will the learning experiences be organized so as

to cater for varied and often numerous interests.

2. Another problem is that the child's interest may be in conflict with aspiration of the larger society.
3. Some interests held by children may not be important and some should be discouraged on moral or social grounds.
4. There is also problem of distinguishing an abiding interest from temporary fad.

Organisation based on persistent life situation

This shifts attention from subject matter to social needs. Learning experiences are organised around what the learner faces persistently in real life situations and this could be political, social or economical. There is emphasis on social functions, process and problem. It prepares learner to solve problems within his immediate society. From the present Nigeria situation our curriculum could be woven around themes like sex education, social justice, economic reconstruction, poverty alleviation, peace education, environmental education, family planning and population explosion. Some people refer to this approach as the core curriculum. *Onwuka (1981)* sees it as a curriculum which consist of broad problems, units of work, or unifying themes which are chosen because they afford the means of teaching effectively the basic content of certain other subjects of fields of world-wide application or implication. This approach is concerned with societal orientation, social relevance and function of knowledge.

Advantages

1. It eliminates narrow compartmentalization of knowledge by giving large units of experience to the learner.
2. Since learners are allowed to participate in the planning and implementation of the curriculum they will put more effort and in turn they will gain more.
3. It is flexible, it changes with prevailing conditions of the society.
4. The student can see the worth or what he learns because he can apply them whenever he goes into his environment.

Criticism

1. Societal changes may be too frequent as to make implementation of this type of curriculum impossible.
2. Present societal problems being addressed may not be similar to that of the learner's future society.
3. It creates problem for evaluation. The learning experiences change very often.

Chapter 6

Curriculum Evaluation

A good curriculum should include evaluating strategies. Before one can become competent to discuss or make decision on education and curriculum he has to look at various aspects of educational system. These include instructional methods, instructional programs which produce outcome, educational procedures used in the educational efforts and the goals to which such educational efforts are addressed.

In most cases people refer to assessment, measurement and evaluation as the same thing, but this is not so.

Assessment

This deals with how students or group of students have learnt a particular set of skills or kind of knowledge and uses various forms of measuring techniques, test or examination *(Hudson, 1973)*.

One can see assessment as a part of evaluation.

Measurement

This is a qualitatively oriented operation.

It is simply the act of determining the degree to which an individual possesses a certain attribute.

It is used to quantify characteristics that are observed of objects or persons using laid down rules and criteria.

Evaluation

Evaluation is more than assessment or measurement.

Measurement is status determination, while evaluation is worth determination.

Evaluation is more than that while evaluating the major focus of inquiry is on facilitating better decision.

The purpose of evaluation is to see how far objectives of Educational programs are actually being realized.

This was Tyler's notion when he said the process of evaluation is essentially the process of determining to what extent the educational objectives are actually being realised by the programme of curriculum and instruction *(Tyler, 1949)*.

(Scriven 1967) defined evaluation as a broad and continuous effort to into the effect of utilising Educational content and process according to the clearly defined goals.

Tawney (1976) views evaluation as being more than looking at whether objectives of Educational programme are actually being realised, it involves making decisions. Therefore he said evolution is the collection and use of information to make decision about educational programme ***(Tawney, 1976)***.

Wheeler believes that evaluation is more than comparing expected outcome with educational product and he puts it succinctly when he offered a more comprehensive definition of evaluation as consisting of not only the process of determining what educational outcomes are and of comparing them with expected outcome but also involve judgement about the nature and desirability of any demonstrated change ***(Wheeler, 1967)***.

Therefore, when evaluating information on a. Antecedent b. Transaction c. Outcome.

a. Antecedent covers the aspect of the situation in which curriculum is implemented.

will include books, time available, existing facilities and other resources or learning materials.

Transaction is the process of interaction while implementing curriculum.

Looking at the process of interaction was what ***Stufflebeam, (1971)*** referred to as process evaluation.

Outcome is a very important source of information for evaluation i.e. the pupil's change in behavior with regard to his achievements and change in attitude, and teacher's feelings about teaching.

There are four types of outcome which should be considered in curriculum evaluation.

These are achievement of students, attitudes of students, effects on teachers and effects on community.

Forms of Evaluation

There are two main types of evaluation;

a. Formative

b. Summative

a. Formative evaluation is the assessment of what of instructional program or project when it can be modified.

Formative evaluation as feedback arrangement that will allow planners designers and implementers of any curriculum to make improvements for better products.

b. Summative Evaluation deals with evaluation of total curriculum plan

It means summary conclusion on the extent to which students attained the goals for a course, segment or set of opportunities

Stufflebeam, (1971) refers to formative evaluation as evaluation for decision making-proactive, while summative evaluation is evaluation for accountability- retroactive.

Evaluating Textbooks

Textbooks constitute a very important aspect of any curriculum. .

During such evaluation one should provide answers to the following questions;

1. Target population- what category of students is the book meant for?
2. Is the book recommended by examination bodies?
3. Is the price characters of the letters adequate for the target audience?
4. Is the book readily available?
5. Is the book appropriate to the level of student.
6. Are the pictures, graphs, charts clear and well labelled?
7. and the examples drawn from the learners local environment?
8. Are the contents relevant to objectives of the subject?

Steps involved in the Evaluation of a Curriculum Project

1. Identify goals of the project

The goals and objective of the project has to be operationally stated in clear and measurable terms.

2. Proceed to data collection

one should not collect those data which will help in determining the project effectiveness.

3. Determine cost effectiveness

at this stage one will relate the level of progress towards achieving project's goal with the amount of

resources expended so far.

Characteristics of curriculum evaluation

1. Valuing
2. Goal oriented
3. Comprehensiveness
4. Diagnostic validity
5. Continuity
6. Diagnostic reliability
7. Integration of findings
8. Progress towards goal

Function of Evaluation

1. it makes people who participate in curriculum planning or implementation to know what they have accomplished i.e see the level of success.
2. Information from evaluative strategies can help clarify stated objectives.
3. In the process of evaluation unanticipated learning will result.
4. It ensures accountability.
5. the result of evaluation will help us to judge or take decision on teacher or student relationship.

Instruments for Evaluation

The devices that could be employed for curriculum evaluation include;

Mental ability test (intelligence)

Achievement test

Appreciation test

Aptitude test

Attitude inventories

Check list

Diagnosis test

Case study

Interview schedules

Observations schedules

Personal inventories

rating scales

Socio metric devices

Vocational interest inventories

Attitude scale

Survey.

some other instrument which are commonly employed during curriculum evaluation include;

- a. Interview
- b. Questionnaire
- c. Scales
- d. tests

Interview simply involves asking questions verbally and it could be used for obtaining information concerning feelings, believes, intentions facts e.t.c.

Questionnaire

Standard instructions and questions are presented to the subject in the written form.

The subjects response will also be given in the written form.

There are two types of questionnaire - structured or closed form and structured or open form.

Scales set of numerical assigned to subjects or behaviour is the purpose of quantifying and measuring qualities ***(Stufflebeam, 1971)***.

They are employed for measuring attitudes, values and interests.

Test is a measuring instrument that could be used to determine certain characteristics of learners.

Test is one of the instrument through which measurement can take place, it is very versatile and there are three main types of test

- a. Aptitude test
- b. Intelligence test
- c. Achievement test

Aptitude test: This can be used to measure inborn or acquired characteristics of an individual.

The test could be employed for job selection, admission or for assessing capability of individuals in some areas.

Intelligence Test: This attempt to measure specific skill, assess the subject's ability to perceive relationships, solve problems and apply knowledge in a variety of contexts

. Performance in this test depends on his innate "pure" intelligence, his background and schooling ***(Stufflebeam, 1971)***.

Intelligence test is designed to measure the level of general cognitive functioning. The product indicate as Intelligent Quotient (IQ).

$$IQ = (\text{Mental Age}) / (\text{Chronological Age}) \times 100/1$$

This test is mainly used to determine the presence of mental retardation or the identification of gifted children.

Achievement test: the dependent variable while evaluating effectiveness of a curriculum or instructional method is achievement.

The mastery and proficiency level of learning can only be measured through achievement test.

It can be used for determining the extent to which a pupil as acquire certain information on master certain skills.

There are four main types of achievement test i.e essay test, objective test performance test and oral test.

Essay test: with this test you have few questions that permit the testee free response.

Objective test: This test has many items for which the testee is expected to respond by providing missing words.

In another instance the testee may be expected to select correct answer from given alternatives.

It could be supply items, alternative response, multiple choice and matching.

THE OTHER CHAPTERS ARE MADE AS FACTS AND FIGURE

CHAPTER 7

1. **Nicholls and Nicholls (1972)**, the process of curriculum consists of a continuous cycle of activities relating consideration of element in the curriculum and their interrelatedness.
2. All curriculum experts believe that curriculum consists of elements and that relationships exist between these elements.
3. Relationship can be seen as linear or sequential while some view it as cyclical.
4. **Tyler, (1949)** prescribes a rational model for curriculum.
5. **Tyler model** emphasises on goal attainment and also answers four (4) fundamental questions viz:
 - (i) what educational purposes should the school seek to attain?
 - (ii) what educational experiences can be provided that are likely to attain these purposes?
 - (iii) How can these educational experiences be effectively organised?
 - (iv) How can we determine whether these purposes are being attained?
6. A clear statement of purpose can emerge after answering the first fundamental question i.e. analysis of the three (3) goal sources - **the society, the subject matter and the student**.
7. **Tyler** is a major proponent of behaviourally stated objectives.
8. Content, method and evaluation are determined to reflect the stated objectives.
9. **Tyler's model** starts from statement of objectives, which leads to selection of learning experiences, then organisation of learning experiences, and finally, evaluation.
10. Tyler's model **step 1 Objectives** (i.e. the learner, contemporary life, subject specialist, philosophical

and psychological screen)

11. Tyler's model *step 2 selection of learning experiences*

12.. Tyler's model *step 3 organisation of learning experiences*

13. Tyler's model *step 4 evaluation.*

14. As presented by *Urenbu (1985)*, *Tyler's model* is called "*the objective model*" and some people refer it to "*the rational model*".

15. The main point critics have against Tylerian model is its undue emphasis on statement of objectives i.e it is goal oriented.

16. Also *critics* believe that the phases does not have to be sequential.

17. *Critics* therefore propose that less emphasis should be placed on determination of goals, and that curriculum development can start from any point beside the first phase.

18. The double arrow indicate that the process of curriculum development can proceed in any direction.

19. *Bruner, (1960)* he is in favour of cyclical model argued that evaluation should not be left until the last stage of curriculum development, rather he said evaluation depends and help in determining content.

20. *Bruner* believe evaluation helps in determining content and content helps in determining objectives.

21. Methods depends and can help in determining the evaluative strategies, while result obtained from evaluation can be used to modify our method, content or objectives.

22. *Bruner's perspective* shows that curriculum should be an entity that is continuously evolving because all the elements together form a dynamic, continuous and organic whole.

23. *Taba (1964)*, identified steps which should be adhered to in order to have an effective curriculum.

24. *Taba* believe one step should leads to the next i.e it is linear and sequential.

25. *1st step : diagnosis of needs* - survey the prevailing situation so as to discover whether the curriculum is needed.

26 *2nd step: formulation of "objectives"* the needs of our present situation will guide in stating the objectives of the curriculum.

27. **3rd step: election of content** - this involves choosing of subject matter to be taught.

28. **4th step: organisation of content** - this deals with the arrangement and relationship between the different aspects of curriculum content.

29. **5th step: selection of learning experiences** - these are experiences which student will be exposed to before attaining the stated objectives.

30. **6th step: organisation of learning experiences** - this deals with the arrangement of the different learning experiences which have been selected.

31. **7th step: determination of what to evaluate with ways and means of doing it** - here we determine whether stated objective have been achieved.

32. **Nicholls and Nicholas (1972)** are major proponent of cyclical model.

33. They agreed with **four (4)** main elements

1. Selection of objectives
2. Selection and organisation of content
3. Selection and organisation of method
4. Assessment and evaluation.

34. **Nicholls and Nicholls** added one (1) very important phase which is referred to as "**situation analysis**".

35. Under revised curriculum process **Nicholls and Nicholls** saying is that curriculum development should not be done once rather it has to be a continuous and dynamic process.

36. **Situation analysis** is a major stage where the teacher looks at and make decisions on a range of factors about his pupils' home and background, school climate, its facilities and equipment.

37. **D.K. wheeler, (1967)** is another major supporter of the cyclical model and he proposed five (5) phases.

38. **Wheeler model** is often referred to as "**process model or cyclical model**".

39. **Wheeler** wrote a book known as curriculum process where he proposed that curriculum has five (5) phases:

1. Selection of aims and goals and objectives
2. The selection of content subject matter through which certain types of experiences may

be offered

3. The selection of learning experiences

4. The organization and integration of learning experiences and content with respect to the learning

5. Evaluation of the effectiveness of all aspects in attaining goals stated.

40. *Wheeler* sees curriculum development as a continuous cyclical model just like that of *Nicholls and Nicholls*.

41. The difference between *Wheeler* and *Nicholls and Nicholls* is *terminologies employed*.

42. The *critics* of *Wheeler model* see numbering of the stage as a major weakness and that it must be in a linear form.

Chapter 8

43. Curriculum development participant include:

1. learners .
2. teachers.
3. educational administrators.
4. publishers.
5. curriculum planners/evaluators.
6. examination bodies.
7. accreditation bodies.
8. society/ public.

44. *Curriculum planners/ evaluators* carry out research looking at various learning activities and instructional strategies that exist.

45. *In Nigeria*, people who participate in curriculum research and evaluation are drawn from

1. Nigeria Educational Research and Development Council (*NERDC*)
2. West African Examination Council (*WAEC*)
3. Ministries of Education.

46. **Administrators** are the set of people that has final say i.e they must give the **"go-ahead"** before implementation of what has been produced by curriculum planners.

47. **Administrators** are found in the

1. Local Ministries of Education
2. State Ministries of Education
3. Federal Ministries of Education

48. **Teachers** are the arbitrators, interpreters and operators who will transform theory into practice.

49. Teachers include:

1. subject specialists
2. librarians
3. counsellors.

50. The **teachers'** own value systems, their view of the goals to be served by the school programme and their concept of the nature and meaning of stated goal, constitute the filter of meaning through which educational purposes are applied in planning.

51. **Saylor and Alexander, (1981)** the teacher's own values too, are the starting point for their own planning and for their whole approach to presenting learning opportunities in the classroom.

52. The main purpose of curriculum development is **to change learner's behaviour**.

53. In recent years a number of **sociologists** and **psychologists** have pointed out that students, though may have obeisance to the goal of the teacher and of the school, are also participants in a "hidden curriculum".

54. **Saylor and Alexander (1981)** say that achieving a high measure of congruence among the goals and purposes of the teachers who guide the learning experiences of students, and of the students themselves is desirable basis for building an effective curriculum.

55. **In Nigeria**, there seems to be a lot of emphasis on certification, therefore the different examination bodies must be involved in the process of developing a curriculum.

56. These **examination bodies** include:

1. West African Examination Council (**WAEC**) in Lagos
2. National Teacher Institute (**NTI**) in kaduna etc

57. The **society** must be actively involved in what is taught in the the school and how it is taught.

58. **Textbook** is synonymous with curriculum in most schools.

59. **Publishers** must be actively involved in curriculum planning since published educational materials have such a persuasive effect on the curriculum.

60. **Accreditation bodies** play a vital role in the accreditation of courses and setting of minimum standards.

61. With numerous polytechnics, universities and colleges of education the government had to introduce standard and accreditation procedures, these bodies include:

1. National Universities Commission (**NUC**)
2. National Board for Technical Education (**NBTE**)
3. National Commission for Colleges of Education (**NCCCE**) etc.

62. **NUC** is in charge of Universities.

63. **NBTE** is responsible for Polytechnics and Colleges of Technology.

64. **NCCCE** is in charge of Colleges of Education and Advanced Teachers Colleges.

65. The accreditation role of **NUC** has been seriously criticised but was backed up by the Academic Staff Union of Nigerian Universities (**ASUU**) with seven (7) week strike at the end of which the **Federal Government** signed an agreement with them in **August 1992**.

66. A good curriculum must reflect the following:

1. Societal goals, objectives, needs and aspirations
2. National Outlook including local values-interests of people in the schooling environment
3. Well planned and organised so as to integrate individual learners into the environment
4. Continuous evaluative strategies to provide feedback for it's necessary modification at interval
5. Comprehensive and realistic.
6. Cater for cognitive, affective and psychomotor development of learners.

CHAPTER 9

67. The society's view on her norms, culture and value system determines the form of its

educational system.

68. The aims, method, content and evaluative strategy of any curriculum depends on philosophy of education.

69. Curriculum development is intricately bound to philosophy of education.

70. The word **philosophy** comes from **two (2)** Greek word **philo - love of**, and **Sophia - wisdom**.

71. **Philosophy** is concerned with fundamental assumption in other branches of knowledge.

72. The three (3) main aspect of philosophy are :

1. Metaphysics

2. Axiology

3. Epistemology

73. **Metaphysics** is concerned with nature, theory and valuing.

74. **Epistemology** deals with nature and structure of knowledge.

75. **Axiology** is concerned with the theory of values which implies the worth and appreciation given to a person.

76. **Phenix, (1965)** defines philosophy of education as any reasonably coherent set of values and fundamental assumption used as a basis for evaluating and guiding educational practice.

77. **Akinpelu, (1984)** believe that philosophy of education is some theoretical and general conceptual basis of the current education practice.

78. **Kneller, (1971)** states it very succinctly when he says that we cannot criticise existing educational policies or suggest new ones without considering such philosophic problems as:

- a. the nature of good life , to which education should lead
- b. the nature of man himself, because education is a social process
- c. the nature of ultimate reality, which all knowledge seek to penetrate.

79. The three (3) schools of philosophic thought are:

(i) Idealism

(ii) Realism

(iii) Pragmatism

80. The **idealism** school of thought believe that man is a spiritual being and reality is spiritual with emphasis on mental not material aspect of our universe.

81. They did not deny the existence of physical object rather they said these things are manifestation of ultimate reality.

82. The school of thought started with **Socrates** whose idea was later made popular by one of his student **Plato (427-347BC)**.

83. **Plato** felt that everything comes from reason, that ideas endure.

84. **Plato** wanted individual's focus to be a life of reason.

85. Other **idealists** include:

(i) Baruch Spinoza (1632 - 1677)

(ii) Rene Descartes (1650 - 1650)

(iii) Immanuel Kant (1724 - 1804)

(iv) George Wilhelm Friedrich (1770 - 1830)

86. **Significant values** are those which relate to the ultimate spiritual order of the universe.

87. **Knowledge** is giving of meaning and order to the information gathered by our senses, and truth depends on how comprehensive the system of knowledge is with the consistency of the idea it embraces. This is referred to as the "coherence theory" of truth.

88. The basic assumption of **idealism** include:

1. Good, truth, or beautiful remains constant and can only be discovered through rational/reasoning power.

2. Our mind is the only thing that is very real, and all other things could be interpreted through the mind.

3. Ideas, values and knowledge which are true must not change.

89. The **realism** school started with Aristotle who saw God as the prime mover or first cause of all things.

90. Other **realists** include:

(i) Thomas Aquinas (1225 - 1274)

(ii) John Locke (1634 - 1704)

(iii) Johann Friedrich Herbert (1776 - 1841)

(iv) German and William James (1842 - 1910).

91. The *realists* believe that matter really exist outside our minds.

92. They also believe the world around us is real and change is real. However change occur in line with permanent law of nature and that any change which occur could be assessed against the background of the fact that the world is permanent.

93. The basic assumption of *realism* include:

(1) Things exist naturally, independent of our opinion or perception

(2) Nature is governed by law which we have no control over.

(3) The body and mind exist harmoniously, they cannot be separate, they have equal importance.

94. *Idealists* are subjective while realists are objective in nature.

95. The term *Pragmatism* is derived from the Greek word *pragma* which means "work".

96. The *Pragmatism* school of thought is concerned mainly with things that can work .

97. The main themes associated with this school are:

(a) the reality of change

(b) the essentially social and biological nature of man

(c) the relativity of values

(d) the use of critical intelligence.

98. The *pragmatists* believe that human nature is not permanent, it is subjected to change , his mind is not passive or merely receptive.

99. They also believe that instead of contemplating values rationally they should be tested empirically.

100. Also each value cannot be an end in itself rather it has to be a means for the attainment of better values.

101. *Pragmatism* is a modern American school of thought that owed its origin to *Heraditus* (540 -

470).

102. **Heraditua** is an ancient Greek philosopher of Ephesus.

103. **Heraditua** main emphasis was on change opposed to **Plato's** permanence and enduring values.

104. Other **pragmatists** include:

(i) Francis Bacon (1561 - 1626)

(ii) Auguste Comte (1798 - 1857)

(iii) Charles Sanders (1839 - 1910)

(iv) John Dewey (1859 - 1952)

105. The basic assumption of **Pragmatism** are:

(a) all things in the universe are in the process of development so they change continuously

(b) something that is true or good must work, it must satisfy our need and interest.

(c) we can only know through experience and a new experience may alter what was previously learnt.

(d) curriculum should not consist fixed subject matter, rather content has to be dynamic in nature.

(e) learning should not be subject-centered, rather it has to be child-centered.

(f) teacher is not a repository of knowledge who will simply pour such knowledge into his pupil's head.

(g) most of the things involved in teaching/learning system should be empirical.

CHAPTER 10

106. The **contemporary theories** that later emerged from formal philosophy include:

(i) perennialism

(ii) progressivism

(iii) essentialism

(iv) existentialism

107. **Perennialism** belief is in absolute principles - what is real is that which is permanent.

108. The six (6) basic assumption of *perennialism* are:

- (a) inspire differing environment, human nature remains the way it may be everywhere.
- (b) since rationality is man's highest attribute he must use it to direct his instinctual nature in accordance with deliberately choose ends.
- (c) it is education's task to impart knowledge of eternal truth.
- (d) education is not an imitation of life but a preparation for it.
- (e) the statement should be taught certain subjects that will acquaint him with the world of permanencies.
- (f) students should study government, works of literature, philosophy, history, and science-in which through the ages have revolved their greatest aspirations and achievement.

109. Under *progressivism*, the work of *Francis W. Parker of the 1870's* were revised and formalised by *John Dewey and W.H. Kilpatrick*.

120. The *progressivism* assumption is that education is always in the process of development.

121. *Education* is seen as a continual reconstruction of experience according to progressivism.

122. The basic assumption of *progressivism* are:

- (a) education should be life itself, not a preparation for living.
- (b) learning should be directly related to the interest of the child.
- (c) learning through problem solving should take precedence over the inculcating of subject matter.
- (d) the teacher role is not to direct but to advise.
- (e) the school should encourage cooperation rather than competition.
- (f) only democracy permits - indeed encourage the free interplay of ideas and personalities that is a necessary condition of true growth.

123. One cannot easily associate essentialism with any philosophic tradition.

124. The *essentialism* favours the ideas from both perennialism and progressivism.

125. The *essentialism* was founded in the early 1930s .

126. The proponents were

1. Williams C. Bagley
2. Thomas Briggs
3. Friedrich Breed
4. Isaac Kandell.

126. Their efforts were directed towards:

- (a) re-examing curricular matters
- (b) distinguishing the essential and non-essential in school programs.
- (c) re-establishing the authority of the teacher in the classroom.

127. The essentialist agreed on the following four (4) fundamental assumption

1. Learning, of its very nature, involves hardwork and often unwilling application
2. The initiative in education should lie with teacher rather than the pupil's.
3. The heart of the educational process is the assimilation of the prescribed subject matter.
4. The school should retain traditional methods of mental discipline.

128. The definition of *curriculum* can be put into two (2) main extreme schools of philosophies

- (a) the traditionalists
- (b) the progressives

129. *Traditionalists* include *perennialists* and *essentialists*.

130. *Traditionalists* viewed *curriculum* as a body of cultural heritage or accumulated knowledge which should be transferred to learners through their teachers.

131. The accumulated knowledge is placed in compartments called *subjects or disciplines*.

132. Under the *traditionalists*, the main purpose of the school is to cultivate mental discipline through permanent studies.

133. According to *perennialists* the accumulated knowledge should include

- (i) Grammar
- (ii) Reading

(iii) Mathematics

(iv) Rhetoric

(v) Logical.

134. *Mathematics* is for current thinking.

135. *Grammar* is meant to develop logical faculty.

136. **Onwuika 1984**, the essentialists believe that discipline study has five (5) essential areas

(i) Grammar

(ii) Literature and writing

(iii) Mathematics

(iv) Sciences

(v) History and foreign language

137. The *traditionalists* emphasise the training of intellect, essentialists, went further with acknowledging the use of knowledge in the future.

138. To summarize the belief of *traditionalists* they want behavioural changes to be made through curriculum that have the following attributes

(a) accumulated knowledge of the past placed in compartments

(b) subjects or disciplines i.e it is subject centered

(c) fixed subject matter prepared by teachers for his learners i.e it is teacher- entered.

(d) training and preparation for adulthood.

(e) fundamental academic studies that has intrinsic values.

139. A *progressive curriculum* is more than mere transmission of cultural heritage or accumulated knowledge of the past. It is more than intellectual training which should prepare children for adulthood .

140. To *progressives* no knowledge has intrinsic value, the worth of any knowledge depends on its usefulness.

141. To summarize the belief of *progressives* they want behavioural changes to be made through curriculum which has the following attributes:

(a) emphasise needs and interest of learners

(b) a lot of problem-solving i.e students should learn by doing .

(c) school should be democratic.

(d) the knowledge presented should be tested through experimentation and any knowledge acquired should be tentative.

(e) emphasise practical outcome of knowledge-its usefulness.

(f) education must be socially relevant so that learners can fit into his society.

142. The *progressives* belief that school is part of the society and that school subject should embrace other things hitherto referred to as extracurricular, co-curricular, hidden curriculum, unplanned curriculum etc.

143. *Tyler (1949)* said curriculum is all the learning of students which is planned and directed by the school to attain its educational goals, he wants content to be more than just subjects or syllabus in a school.

144. *Mackenzie (1964)* presented curriculum as the learner's engagements with various aspects of the environment which have been planned under the auspices of the school.

145. *Inlow (1966)* considered curriculum as covering all school experiences like an umbrella.

146. The phrase "*all school experiences like an umbrella*" will not limit curriculum experiences to the syllabus or school subjects rather it will include things learners will come across in the school.

147. *Tanner and Tanner (1975)* saw *curriculum* as the planned and guided learning experiences and intended learning outcomes, formulated through the systematic reconstruction of knowledge and experience under the auspices of the school, for the learner's continuous and willful growth in personal social competence.

148. The classification of curriculum definition into traditionalists and progressive school of thought is just for *convenience*.