



Lectures in

**CURRICULUM DESIGN
FOUNDATIONS**

**THIRD YEAR STUDENTS
GENERAL EDUCATION**

Prepared by/

Curriculum and Instruction Department

Faculty Vision

The faculty seeks to help the university in achieving its strategic objectives throughout to be one of the distinction faculties and competition in education, community service and scientific research during achieving high level of performance, then presenting a distinction graduate faces several needs for local and external work market.

Faculty Mission

Hurghada Faculty of Education aims for distinction throughout:

- Preparing specialized teachers and leaders in different educational specialization.
- Developing scientific and professional abilities for employees' education and teaching them modern educational methods.
- Doing researches and studies in different educational specialization at faculty.
- Publishing educational thinking and its contributions to solve environment's problems and community.
- Exchange experiences and information with authorities and educational cultural establishments.
- Developing sides of student's character and care of talented and creators.

CHAPTER (1)

Curriculum is a tool that describes teaching, learning, and assessment materials available for each specific course of study. It also specifies the main teaching, learning and assessment methods and provides an indication of the learning resources required to support the effective implementation of the course. This implies that one of the functions of a curriculum is to provide a design which enables learning to take place. The curriculum generally delineates what educational objectives, content, learning experiences and outcomes of learning involve (Sowell, 2000).

Through curriculum, the citizens of a nation are made to ultimately develop an understanding and appreciation of knowledge, learning and interaction with education. The curriculum thus affects, effects and is affected somehow by the purposes, structures and contents of the wider society. It provides the education system with an opportunity to respond to the contextual requirements of the times, to address a number of major problems in the present education system, and to ensure that current conceptions of learning, progression and knowledge are built into education.

Lovat and Smith (2003:16) rightly contend that curriculum is part of teaching, not separate from it. Therefore, the most agreed basic notion of the curriculum is that it refers to *a plan for learning*. Marsh and Stafford (1988:4) argue that curriculum is an interrelated set of plans and experiences which a student completes under the guidance of the school.

Curriculum can be defined as a plan for achieving goals. For example, J. Galen Saylor, William Alexander, and Arthur Lewis define curriculum as “a plan for providing sets of learning opportunities for persons to be educated.” David Pratt writes, “Curriculum is an organized set of formal education and/or training intentions.” Jon Wiles and Joseph Bondi view curriculum as a development process that (1) identifies a philosophy; (2) assesses student ability; (3) considers possible methods of instruction; (4) implements strategies; (5) selects assessment devices; and (6) is continually adjusted.

Moreover, curriculum can be defined as a field of study with its own foundations, knowledge domains, research, theory, principles, and specialists. Those who adopt this definition tend to discuss curriculum in theoretical rather than practical terms. They are concerned with broad historical, philosophical, or social issues.

Finally, curriculum can be defined in terms of subject matter (math, science, English, history, and so on) or content (the way we organize and assimilate information).

Planned and Unplanned Curriculum

What students learn in school extends beyond the *planned* (*formal* or *explicit*) curriculum. The planned curriculum translates the school's goals into the subjects that students are expected to learn, the measured objectives of the courses and lessons (often stated in the teachers' unit plans and lesson plans), and the subject's assigned readings. However, a school also transmits an *unplanned* (*informal*) curriculum, one that is not intended or stated.

The hidden curriculum arises from interactions among students and between students and teachers. Too often, curriculum texts ignore the powerful influence of the hidden curriculum, which is built around the peer group and often competes with the teacher's planned curriculum. It influences thinking and behavior in classrooms, sometimes even conflicting with the primary goals and values of the school and larger society.

Components of Curriculum

Any curriculum consists of several components: objectives, attitudes, time, students and teachers, needs analysis, classroom activities, materials, and assessment. Before setting up a program or course of study, these components should be determined and described in detail. In fact, these elements help to clarify various dimensions of the curriculum and consequently enhance its productivity.

➤ Objectives

Generally, objectives are one of the quintessential aspects of any course or program. Any curriculum usually determines its instructional objectives at the beginning of the course. These objectives should clearly elucidate the language elements or skills which the students might learn during the program. In fact, objectives or goals are the ends towards which we try to direct our efforts. That is, objectives are things we aim to achieve at the end of the course. In this regard, objectives are the goals of a program which attempt to bring about some changes in learners. Therefore, objectives determine the goals of a program and offer guidelines for students and teachers.

On the whole, specification of objectives has the following benefits:

- They save a lot of teachers' time and energy.
- They help to determine the necessary course materials.
- They improve the adequacy and effectiveness of the teaching-learning processes.
- They direct the students' attention, increase their persistence and motivate them.
- They encourage students to become involved and develop their own learning skills and strategies.
- They help to develop criteria for evaluating materials and methods and monitoring students' progress.

➤ Attitudes

Certainly, students' attitudes determine whether or not they intend to learn a foreign or second language. Mainly, favorable attitudes towards the language and its speakers augment students' motivation and their learning rate. In fact, motivation for learning a second language is one of the realizations of positive attitudes towards the language. Therefore, if students have positive attitudes towards the teacher, materials and methods, they will try hard to learn the second language. However, if they feel hostile towards the language, materials and the teachers, they will hardly achieve any success (Harmer, 2002).

Teachers can play an important role in forming and maintaining positive attitudes in their students. Therefore, the teachers need to:

- encourage the students in positive attitudes,
- prepare the students in efficient skills and strategies,
- involve the students and make them responsible in their own learning,
- create a supportive and pleasant atmosphere to suit various student types,
- familiarize the students with the intended culture,
- try to know their students and their attitudes,
- try to lower the students' anxiety and promote their self-confidence.

➤ **Time**

One of the crucial factors which have tremendous effect on the learners' learning rate is the amount of time spent on teaching-learning activities in the classroom. Students need to manage their time as efficiently as possible. If the learners want to achieve their goals, they need to regulate their time effectively. The students need to learn and develop effective strategies and tools in order to become autonomous. The teachers, also, need to regulate and distribute the class time as carefully as possible in order to have enough time for each activity and exercise. On the whole, because of the shortness of time, the teachers should teach those aspects of the language that are urgently needed by the students and are based on the course objectives.

➤ **Needs Analysis**

In order to devise a course and prepare materials and methods based on the students' and institution's objectives, we had better carry out needs analysis. Needs analysis is the starting point which is usually done before, during and after the course in order to determine the course's outline, materials and resources. Any course should be set up based on the students' needs. Generally, in addition to determining the learners' needs, materials and methods, needs analysis intends to:

- ascertain the students' objectives and goals,
- find out what the students need to do in order to learn (learning needs),

- determine what the students need to do in the target situation (target situation analysis),
- check the place and its availability of the resources, equipment, materials and facilities (means analysis),
- establish the students' language level at the beginning of the program (present situation analysis).

➤ **Students and Teachers**

Students are certainly the main stakeholders in a course of study. It can also be claimed that the learners have different interests and needs which consequently influence their acquisition and hence the “differences in learning outcomes”. Thus, some learners are better in oral skills and some are competent in written skills.

Good teachers:

- try to know their students and their needs and wants,
- ascertain the students' language level and find out their weaknesses,
- provide and shape the input,
- enhance communicative practice and realistic use,
- give feedback to each student,
- tailor methods and materials to the students' level, objectives, needs and interests.

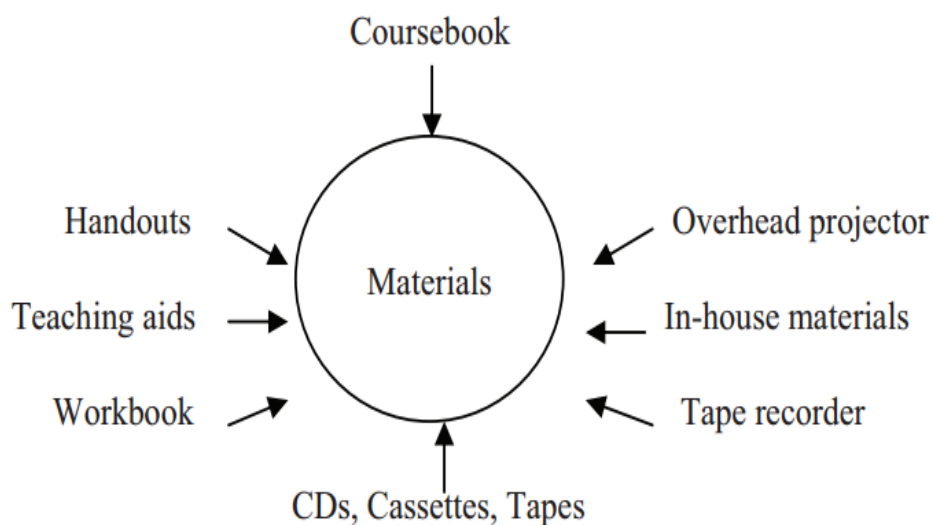
➤ **Classroom Activities**

The effective classroom activities and exercises can contribute to learning and make it enjoyable. Students do not learn language by absorbing transmitted knowledge but they need to practice and produce language in meaningful contexts in order to acquire it.

The important point is that every learner, teacher, institution is unique and “language of instruction and curricula vary from country to country”. Therefore, the important task for the teacher is to design exercises which engage different types of students and consider their objectives, language levels, and needs as well as wants. In order to keep the learners engaged, the teachers need to provide them with a variety of exercises and activities. Also, the teachers should create situations in which the students could do the exercises in the meaningful contexts, rather than just answering them in a mechanical and abstract way.

➤ **Materials**

Good materials not only can be taught straightforwardly but also can facilitate learning process. Many teachers do not have time or are not provided with enough time to develop their own materials based on their students’ needs and course objectives. Mainly, a course may include one or some of the following materials in its syllabus:



Generally, good and useful materials have some particular features.

- are selected based on course objectives and students' needs,
- include a combination of simple, simplified and authentic materials,
- offer a balance of exercises, activities, study skills and language skills,
- contain a variety of texts, styles, genres for different levels of students,
- provide the major source of input and contact with the language,
- enable students to use language effectively both in spoken and written modes,
- use visuals in order to create meaningful contexts,
- set up communicative activities reflecting the use of language in realistic situations,
- include relevant and interesting topics and texts,
- are developed and prepared based on the students' social and cultural values and norms.

➤ *Assessment*

It is an important tool by which teachers can obtain information about the students and their learning process. The teachers should continuously monitor their students' progress in order to ensure that they are making adequate educational progress. On the other hand, students expect to be assessed and learn about their learning rate and obtain feedback on their progress. Therefore, teachers need to gather enough and adequate information about the learners through different procedures.

Additionally, the teachers need to carry out assessment in order to ensure that they are doing their job effectively. In fact, efficient assessment enriches teaching and stimulates the learning process. Quite rightly, Rea-Dickins (2002) makes a distinction between testing and assessment. She believes that assessment is more inclusive than testing. Assessment is continuous and is carried out over an extended period of time. But testing is one of the means within the assessment procedure which only measures the students' attainment of course objectives and materials.

Testing is more concerned with the mechanical ways of measuring the structural and grammatical knowledge of the students. It reveals nothing about the functional and practical use of language by the students. However, assessment tries to gather information on all aspects of learning and learners. Testing is only fulfilled through the end-of-semester exams and is carried out via the conventional paper and-pencil means (i.e. written form).

Assessment can be done not only by means of tests and exams but also through investigating the students' work: reports and comments (by both students and teachers), self-assessment (by students), classroom observation (by teachers) and portfolios (samples of students' written and oral work). Clearly, scores or grades hardly reveal anything about the individual development. Therefore, in addition to tests and exams, other means of monitoring students' progress are necessary to be done. At this juncture, assessment can provide a wide range of methods to implement students' progress.

Formative and summative assessment

Common types of assessments include formative assessments, summative assessments, and diagnostic assessments. A diagnostic assessment provides factual data to help you understand the level of a learner's knowledge and engage them accordingly. A formative assessment aims to provide ongoing feedback that improves both the individual and instructor throughout the learning process. Summative assessment happens at the end of an instructional unit, and its results determine whether the learner unlocks the next milestone.

Formative assessment usually has pedagogical purposes. It attempts to record the students' progress, identify the areas they need assistance and find ways of helping them. However, summative testing is concerned with determining the students' achievement of the course objectives and materials

and the emphasis is on the final result of learning. All in all, it is believed that both types of assessment should be used simultaneously. Further to this, from time to time the teachers can use diagnostic tests in order to diagnose and identify the students' strengths and weaknesses.

Thus, formative assessment attempts to record the students' progress. However, summative testing is concerned with determining the students' achievement of the course objectives and the emphasis is on the final result of learning.

Basic difference between Formative and summative assessment

BASIS FOR COMPARISON	FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Meaning	Refers to a variety of assessment procedures that provides the required information, to adjust teaching, during the learning process.	Defined as a standard for evaluating learning of students.
Nature	Diagnostic	Evaluative
What is it?	It is an assessment for learning.	It is an assessment of learning.
Frequency	Monthly or quarterly	Term end
Aims at	Enhancing learning	Measuring student's competency.
Goal	Monitor student learning.	Evaluate student learning.
Weight of grades	Low	High

Assessment

VS.



Evaluation

Assessment is collecting information from diverse sources about something or someone to gauge the skills and knowledge, whereas the meaning of evaluation is concerned about making a judgment about quality, skills, or something or someone.

Assessment is a continuous interactive process. When you assess a person, you assess the level of performance and when you evaluate someone, you evaluate how much goal is attained by the individual.

Dimension of Difference	Assessment	Evaluation
Content: timing, primary purpose	<i>Formative:</i> ongoing, to improve learning	<i>Summative:</i> final, to gauge quality
Orientation: focus of measurement	<i>Process-oriented:</i> how learning is going	<i>Product-oriented:</i> what's been learned
Findings: uses thereof	<i>Diagnostic:</i> identify areas for improvement	<i>Judgmental:</i> arrive at an overall grade/score

When to Use

You should use an assessment when you want to gather relevant information about an individual's skills, strengths, and weaknesses. Also, if you want to provide feedback on an individual's progress and performance, then an assessment is the best.

On the other hand, an evaluation is used to make judgments about a program or an individual, to improve its effectiveness. Also, you should conduct an evaluation when you need data to determine whether a person is qualified for the next phase in a learning process.

Tools

Different tools come in handy during assessments including concept maps, surveys, questionnaires, and PowerPoint presentations. Meanwhile, common tools for evaluation include a rubric or some other standard grading criteria, case studies, observation, and interviews.

ASSESSMENT VERSUS EVALUATION

Assessment tests
how learning is
going

Diagnostic: it
identifies areas for
improvements

Identify weaknesses
and improve the
learning

Conducted during
the learning
process

Help students to
learn from each
other

Evaluation tests
what has been
learned

Judgmental: it
arrives at an overall
score

Judge the
quality

Held at the end of
the learning
process

Make students
compete with each
other

Curriculum Approaches

An approach expresses a view point about the development and design of the curriculum, the role of the teacher, the learner, and curriculum specialists in planning the curriculum; the goals of the curriculum and the important issues that need to be examined.

It is a way of dealing with curriculum, a way of doing, creating, designing and thinking about the curriculum.

Curriculum approaches are different ways of thinking about curriculum and of connecting thought with practice, whether the many beliefs and ideas that constitute any particular curriculum approach are made explicit or remain implicit.

According to Ornstein and Hunkins (1993) the main curriculum approaches are the following:

- Behavioral
- Managerial
- Systems
- Academic
- Humanist
- Re-conceptualist

The Behavioral Approach

The behavioral approach is the oldest and still the reference approach to curriculum. Behaviorism is primarily concerned with observable and measurable aspects of human behavior. The behavioral approach is logical and prescriptive and grounded on technical and scientific principles. It comprises paradigms or models as well as gradual and detailed strategies for formulating curriculum. This approach is generally underpinned by a plan specifying goals and objectives, contents and sequenced, structured activities, methodologies, and learning outcomes with corresponding criteria and evaluation forms, taking into account the established curriculum goals and objectives. Thus, the behavioral approach covers the curriculum development in its wider sense.

The behavioral approach focuses on what learners should be able to do as a result of the teaching and learning process. In other words, everyone concerned with behavioral objectives, on the one hand, should know exactly what a given behavioral objective means; and on the other hand should be able to determine to what extent it has been achieved after instruction.

Hence, the behavioral curriculum approach implies a plan specifying goals and objectives, contents and sequenced, structured activities, methodologies, learning outcomes with corresponding criteria and evaluation forms.

The managerial approach

The managerial approach entails consideration of the school as a social system, based on organizational theory, in which the constituent members (e.g. students, teachers, curriculum specialists, and administrators) interact in harmony with certain norms and behaviors. In this context the managerial approach focuses on programs, schedules, space, resources and equipment, as well as personnel, requiring cooperation among teachers, students and those who are responsible for curriculum supervision outside of school.

The managerial approach gives more emphasis on the supervisory and administrative aspects of curriculum, focusing mainly on the organizational and implementation aspects of the process. The managerial approach has to do with change and innovation, exploring how curriculum specialists, supervisors, and administrators can facilitate these processes. Under this viewpoint, the curriculum specialist or supervisor is regarded as a facilitator, a resource person (person who is available to help teachers or colleagues to achieve curriculum goals), an agent of change.

The systems approach

Among other names, the systems approach to designing curriculum is also called instructional systems design (ISD). In accordance with Clark (1989:3), the system approach or instructional design may be understood as: a systematic model used to plan, design, develop, and evaluation training, which includes the following components: (1) a needs analysis; (2) a task

analysis; (3) a definition of learning objectives; (4) the development of an assessment plan; (5) the development of learning material; (6) a plan to try out with revision (pilot) and (7) the implementation of the final product.

Clark's definition (1989) of the systems approach classifies it under the behavioral approach since it is designed to achieve clear and measurable ends or objectives. Ornstein & Hunkins (1993) states that the main feature of the systems approach is the interconnectedness of different programs and content areas included in curriculum.

The systems approach involves curriculum integration, relevancy character to participants, monitoring mechanisms, evaluating procedures and practices forming part of curriculum implementation (e.g. systematic evaluation). In this regard, Bradley (2004) considers that by the systems approach the school involves its clients (students, parents, institutions of continuing education and students' future employers) and stakeholders (people or organizations whose operation is directly or indirectly dependent on the quality of school) as part of the system.

The academic approach

The academic approach attempts to analyze and synthesize major positions, trends, and concepts of curriculum. It tends to be grounded on historical and philosophical curriculum developments and to a lesser extent on social conditions. This approach is concerned with comprehensive domains of schooling, including the study of education. It is usually

scholastic and theoretical, hence, also referred to as traditional, encyclopedic, synoptic, intellectual, or knowledge-oriented approach.

The academy curriculum included the traditional study of English, reading and writing, with attention to grammatical construction, pronunciation, writing style, and correct speech. History was included as the vehicle for learning morality, and new subjects included geography, philosophy, oratory (forensics and debate), politics and human affairs. What was innovative, even radical, was the inclusion of new, practical subjects for study.

The humanistic approach

The humanistic approach is underpinned by child psychology with a view to coping with the needs and interests of children and by humanistic psychology with emphasis on valuing, ego identity, psychological health, freedom to learn, and personal fulfillment. The teacher therefore serves as facilitator and resource person for students. The curriculum mainly focuses on active interaction among students and teachers, on problem solving, and on inquiry.

The re-conceptualists

The re-conceptualists represent an approach to curriculum design without a model to guide the design (or to deal with technical matters), tending rather to focus on larger ideological and moral issues relating to

education (not only curriculum) and economic and political institutions of society (not only of schools). This approach is rooted in philosophy as well as social and political contexts.

A basic premise of re-conceptualism is rooted in the principle that the more students understand themselves, the more they will understand their world. Thus, curriculum development is politically connected with the historical, economic and contemporary social frame of reference in a national and international context. Hameyer (1991:21) emphasizes that the re-conceptualists criticize schooling and curricula in view of normative assumptions, side effects, and hidden mechanisms that reduce educational quality.

Curriculum Design

Curriculum design refers to the way we conceptualize the curriculum and arrange its major components (subject matter or content, instructional methods and materials, learner experiences or activities) to provide direction and guidance as we develop the curriculum. Most curriculum writers do not have a single or pure design for curriculum. They are influenced by many designs and approaches; they draw bits and pieces from different designs.

In general, a curriculum design should provide a basic frame of reference, a template if you wish, for planning what the curriculum will look like after engaging in curriculum development. If we liken a curriculum to a

painting, *design* refers to how we want our artistic composition arranged. Whereas a curriculum design is influenced to some extent by the writer's curriculum approach, just as a painting is influenced to some degree by the artist's approach, it is the writer's views of the world and his or her views of teaching, learning, and instruction that are key to design selection.

The way people design a curriculum is partly a product of their view of curriculum. For example, those who view curriculum in behaviorist terms and favor a prescribed plan and set of learning outcomes produce different curriculum designs than those who view curriculum as a system of managing people and organizing procedures. Those who view teaching and learning in primarily psychological terms, present different curriculum designs than those who view it in social or political terms. Whereas curriculum development tends to be technical and scientific, curriculum design is more varied because it is based on curricularists' values and beliefs about education.

Undertaking any activity without design or plan is irrational, because it runs counter to the natural inclination of human behavior in preparation for any intentional activity. Unplanned activity is unprofessional because it predisposes the relevant activity to failure for lack of vision, clear goals, strategy and stocktaking of required resources to accomplish the relevant assignment. Undertaking any activity without design or plan is bound to run into difficulties, and the way out of such difficulties is bound to be obscure precisely because of the lack of planning in the first place. Hence, the main

goal of curriculum design at school level is to enable more effective teaching for the learner.

The designing of curriculum requires implementation of a step-by-step, on-going and a cyclical process. The process of curriculum design has developed from evaluating an existing program to the designing of an improved program to implementing a new program and back to the evaluation of the revised program. The process of curriculum design includes the stages of planning, articulating and developing, implementing and evaluating. These have been stated as follows:

Planning

The function of planning is primarily concerned with bridging the gap from where one is in the present to where one aspires to be in future. In order to implement this function in a well-organized manner, it is essential to take into consideration various factors, such as, planning of resources, human, financial and technical, tasks, activities, functions and so forth.

In this function, there are number of aspects that need to be taken into consideration, these are, meeting the needs of all students, learning theory and other cognitive psychology findings on how students learn, what are the factors that determine developmental readiness or developmental appropriateness, the current expectations of the field, the knowledge of and readiness for change on the part of teachers, availability of resources, the role

and availability of information and technology resources, scheduling issues, methods and purposes of assessments and professional development.

The process of curriculum design needs to focus upon meeting the needs and requirements of the students and putting emphasis on bringing about improvements in student learning. As it is one of the main objectives of the instructors to promote effective learning among students. It is necessary for the curriculum developers to gather information as much as possible. This information should include the desired outcomes or expectations of a high quality program, the role assessment, the current status of student achievement and actual program content.

The information should also take into consideration the needs and requirements of members of educational institutions, and concerns and attitudes of instructors, administrators, parents and students. Another important aspect that needs to be taken into consideration is, planning of resources. In educational institutions at all levels, three types of resources need to be planned, human, financial and technical. Therefore, it can be stated, implementation of planning function in a well-organized manner will lead to generation of desired outcomes.

Articulating and Developing

The functions of articulating and developing are primarily concerned with various factors. These include determination of the goals and objectives

of the educational program, developing and sequencing the objectives, identification of the materials to assist with the implementation of the program and developing or identifying assessment items and instruments to measure the progress of the students.

When the instructors have imparted information to the students in terms of academic concepts, it is vital for them to know whether the teaching-learning methods and instructional strategies that have been put into operation have proven to be effective and meaningful or not. For attainment of this purpose, they need to assess the performance of students. In order to assess the performance of students, the instructors need to put into operation various methods and approaches, such as, giving class assignments, homework assignments, organizing tests, exams, competitions, quizzes and so forth.

Identification of resource materials is essential to assist with the program implementation. An effective curriculum guide goes beyond the listing of objectives and identifies the resources to provide solutions to problems and challenges. It is essential to know what kinds of instructional materials need to be put into operation to help students in understanding the concepts in a better way. The instructors make use of comprehensive range of materials, instructional modules for particular units, computer software and the like.

It is increasingly important that the curriculum guide suggests and connections available to resources to achieve the curriculum objectives. Another vital aspect that needs to be taken into consideration is, putting into operation the methods that would help in measuring the progress of students. The instructors need to augment their understanding and generate awareness in terms of factors that would lead to effective growth and development of students.

Implementing

The stage of implementation is concerned with applying and executing. In this stage, emphasis is put upon putting new program into practice. The process envisioned here entails a much more in depth and systematic approach to both development and implementation. Instead of assuming that the process comes to an end with the publication of the new guide, an efficacious curriculum committee to oversee the implementation, updating and evaluation of the curriculum is organized. It is vital for the individuals to remember that any innovation that has been introduced in the system, including a new curriculum requires time and support to be implemented to a major extent.

In order to carry out this task in an effective manner, there are certain factors that need to be taken into consideration. These include, the instructors need time and opportunities to generate awareness in terms of new curriculum and its design. They need to become acquainted with the new curriculum, so they can impart knowledge to the students in an appropriate

manner. The employment of instructional strategies within the classrooms in some cases is a time consuming process, which may even take two years.

The instructors need to prepare themselves in an appropriate manner, before imparting knowledge and information to the students in terms of academic concepts. Within the course of time, it is vital for the instructors to implement changes and make use of modern, scientific and innovative methods in imparting knowledge to them in terms of academic concepts.

Evaluating

Evaluating methods need to be put into operation at all levels of education. The main objective of these methods is to identify the limitations and inconsistencies and bring about improvements. These methods help the instructors to assess how the teaching-learning methods and instructional strategies that have been put into practice by them have proven to be beneficial to the students. On the other hand, the students are able to adequately find out how much they have learned and understood.

The various methods that are put into operation by the instructors in order to evaluate students include, tests, competitions, quizzes, class assignments, homework assignments and so forth. When the students perform well, it shows that teaching-learning methods and instructional strategies have proven to be effectual. On the other hand, when they experience setbacks in their performances, it is vital to bring about improvements in teaching-learning methods and instructional strategies.

Students are also provided with the opportunities to evaluate the performance of the instructors. They are given a survey questionnaire, in which they are required to provide answers to various questions. Some of them include knowledge of the instructors in terms of subject matter, ability of the instructors to provide clear explanation of the concepts, ability to solve problems experienced by students, availability of instructors on time for class lectures and so forth. In this manner, the instructors are able to generate awareness in terms of how they are implementing their job duties and meeting the needs and requirements of students. Therefore, it can be stated that evaluating is an important stage of the process of curriculum design that helps in identifying the limitations and bringing about improvements.

CHAPTER (2)

Curriculum Implementation

Curriculum implementation process involves helping the learner acquire knowledge or experience. It is important to note that curriculum implementation cannot take place without the learner. The learner is therefore the central figure in the curriculum implementation process. Although there are various factors that also influence Curriculum Implementation like the resource materials and facilities, the teacher, the school environment, culture and ideology, Instructional supervision and assessment.

Implementation takes place as the learner acquires the intended experiences, knowledge, skills, ideas and attitudes that are aimed at enabling the same learner to function effectively in a society. Therefore putting the curriculum into operation requires an implementing agent. Stenhouse identifies the teacher as the agent in the curriculum implementation she argues that implementation is the manner in which the teacher selects and mixes the various aspects of knowledge contained in a curriculum document or syllabus into practice.

Implementation of the curriculum requires coordination among the various activities related to it. Implementation would be effective if the infrastructure facilities are adequate, teaching- learning material is provided and teachers are trained. It demands unanimity in thought and action on the

part of the educational planners and administrators. The requirements should be provided at the right time. Implementation involves the following activities: development of syllabus preparation of text books development of student support materials Orientation and training of teachers and administrative staff. For curriculum implementation to be meaningful, the physical infrastructure in schools and trained teachers should be available as per requirement.

Concepts of curriculum implementation

It is the actual engagement of learners with planned learning opportunities. Marsh and Stafford (1988) also highlight three dimensions of curriculum concept. First, they explicit that curriculum includes not only syllabi or listing of contents, but also a detailed analysis of other elements such as aims and objectives, learning experiences and evaluation as well as recommendations for interrelating them for optimal effect.

Second, curriculum comprises planned or intended learning, calling attention to unexpected situations which necessarily may occur in the classroom practices. Thirdly, curriculum and instruction are inextricable. Lovat and Smith (2003) rightly contend that curriculum is part of teaching, not separate from it. Therefore, the most agreed basic notion of the curriculum is that it refers to *a plan for learning*. This concept of curriculum as (Van den Akker 2003) limits itself to the core of all definitions, permitting all sorts of elaborations for specific educational levels, contexts, and

representations. In discussing this curriculum concept, Marsh and Stafford (1988) argues that curriculum is an interrelated set of plans and experiences which a student completes under the guidance of the school.

Another name for the teacher is curriculum implementer. The teacher is the one who translates the curriculum document into operating curriculum through a joint effort of his/her learners and other interest groups. This implies that the task of implementing the curriculum lies on the teacher. The teacher does not just implement the content as it is, rather he breaks the content into teachable units.

Definitions of implementation

The term curriculum implementation had been defined in different ways by different scholars. Garba (2004) viewed curriculum implementation as the process of putting the curriculum into work for the achievement of the goals for which the curriculum is designed. Okebukola (2004) described curriculum implementation as the translation of the objectives of the curriculum from paper to practice. Ivowi (2004) sees curriculum implementation as the translation of “theory into practice”, or “proposal into action”.

Mkpa and Izuagba (2009) maintained that curriculum implementation is the actual engagement of the learner with planned learning opportunities; this planning includes the instructional materials that will be used for its

implementation at the appropriate stages. Yobe (2011) also viewed curriculum implementation as the task of translating the curriculum concept into operating curriculum by the combined efforts of the teachers and society.

Fullan in Owusi (2009) is of the opinion that curriculum implementation is a process of putting a document or an instructional programme into practice. Leithwood (1982), like most other curricularists, considers implementation a process that attempts to reduce the difference between existing practices and the practices suggested by innovators or change agents. Implementation is the act of putting the prescribed curriculum into practice in the school.

It is the ultimate objective of curriculum development process because only after this has been done will learners have the opportunity to experience the curriculum and benefit from it. In line with the above, Agangu (2009) maintained that curriculum is the mechanism through which the educational system inculcate into the learner, the knowledge, skills and attitudes which the society has prescribed.

Curriculum is the vehicle that contains the good (contents), the teacher is the driver who delivers the goods (Contents) to the consumers of the goods learners. Therefore the teacher is at the centre of activities in curriculum implementation. Alebiosu (2005) assured that curriculum is the instrument that dictates the affairs of every educational system.

Models of curriculum implementation

There are several models of curriculum implementation but for the purpose of this work only the selected ones that are applicable in implementing curriculum in our various institutions are discussed below:

ORC model (Overcoming Resistance to Change)

The letters 'ORC' stands for 'Overcoming Resistance to Change'. This model rests on the assumption that the success or otherwise of curriculum implementation primarily depends on the impact the developer make on the users of curriculum such as, teachers, students and the society in general. If we desire change then we must address people's misgivings, their misapprehensions, or other such related factors.

Curriculum developers should, therefore, identify and deal with the concerns of the staff in various educational institutions when implementing new curriculum. We can group the concerns into the following four broad developmental stages:

Developmental stage versus Developmental concerns: they are the following:

1. *Unrelated Concerns:* At this stage, teachers do not perceive a relationship between themselves and the suggested changes. For example, if a new program is being developed, a teacher at this stage may or may not be aware of this effort. If he/she is aware of it, he/she may not consider it something

that concerns him/her. The teacher would not resist the change, because he/she really does not perceive the change as something that influences his/her own personal or professional domain.

2. ***Personal Concerns:*** At this stage, the teacher will react to the innovation in relation to his/her personal situation. He/she is concerned with how the new program compares to the one already in use.

3. ***Task-related Concerns:*** This stage relates to the actual use of the innovation. The teacher at this stage will be concerned with the time required for teaching the new program, availability of materials, strategies to be adopted, etc.

4. ***Impact-related Concerns:*** The teacher at this stage will be concerned with how the innovation will influence others. When working with the ORC model, we must deal directly with the concerns at stages 2, 3 and 4 in order to serve the purpose for which the change is affected.

LOC model (Leadership-Obstacle course model)

LOC is the acronym for 'Leadership-Obstacle Course' model. This model treats staff resistance to change as problematic and proposes that we should collect data to determine the extent and nature of the resistance in implementing the curriculum. This can be carried out by the following:

i) the organizational members must have a clear understanding of the proposed innovation;

- ii) individuals within the organization must be given relevant skills so that they possess the capabilities requisite for carrying out the innovation;
- iii) the necessary materials and equipment for the innovation must be furnished;
- iv) if need be, the organizational structure must be modified so that it is compatible with the innovation being suggested;
- v) the participants in the innovation must be motivated to spend the required time and effort to make the innovation a success.

The LOC model considers educational change as a sequence of three stages:

- i) initiation;
- ii) attempted implementation; and
- iii) incorporation.

This model, therefore, has a feedback and monitoring mechanism to determine if problems once solved keep reappearing and so on.

Linkage model

The 'linkage' model recognizes that there are innovators in research and development centres such as the universities. Educators in the field sometimes however, find some attempts that are innovative and inappropriate for solving the problems. What is therefore needed is a match between the

problems and innovations to establishment of linkages with the established research centres.

This model envisages two systems: user system and resource system. There has to be a link between these two systems. The resource system should have a clear picture of the curriculum user's problems, if it is to retrieve or create appropriate educational packages. A successful resource system must proceed through a cycle of diagnosis, search, retrieval, fabrication of solution, dissemination and evaluation in order to test out its product. Thus, in the linkage model, the basic process is the transfer of knowledge.

RCA (Rand Change Agent model)

The Rand Change Agent (RCA) model suggests that organizational dynamics seem to be the chief barriers to change. As in ORC and LOC models it puts forward the following three stages in the change process:

- i) Initiation: At this stage, the curriculum developers work to secure the support for the anticipated change. To support a change, such as a new program people must understand and agree that it is legitimate. Thus, curriculum implementation activity requires the personal backing of the individuals involved. For example, at this stage, we should inform the teachers about the need for change and how it might take place.
- ii) Implementation: At this stage, the proposed change, i.e., the new program and the organizational structure are adjusted to operationalize the change.

iii) Incorporation: During this stage, the changes implemented become part of the established program. The assumption behind this is that the success of the implementation is a function of:

- i) the characteristics of the proposed change;
- ii) the abilities of the academic and administrative staff;
- iii) the readiness of the local community; and
- iv) the organizational structure.

During the incorporation stage, the changes implemented become part of the established program. At this stage the program implemented is provided with the necessary personnel and financial support.

Issues of implementation

The first issue of implementation is poor involvement of teachers in matters relating to curriculum implementation either in planning or reform and that make good performances impossible, no matter the teachers methodological competence; unfortunately teachers are not involved at this stage of curriculum process. Ibrahim (2003) stated that the involvement of teachers in curriculum planning induces good quality into the curriculum, enriches the activities and also makes them more worthwhile.

He further maintained that, the conditions under which education can be made to serve the expressed aspirations of any nation revolve around the quality of the teachers. This quality will be optimally enhanced if the teachers are fully involved in the curriculum planning and other curriculum processes not only in the classroom implementation. The teacher takes the final decision as regards the actual learning experiences to be provided and so not involving or incorporating him in the planning and development process is like separating the curriculum from instruction. (Mkpa and Izuagba (2009).

The second issue is excess contents added to the curriculum to be covered by both the students and teachers possess serious challenges in curriculum implementation. Citizenship education, education on HIV/AIDS and drug abuse among others which are recently introduced in the school curriculum as contents to be learnt by student/pupils without extent ending the instructional hours affect its implementation.

Afangideh (2009) states that some teachers are having issues with such topics already, hence making its implementation a challenge. He further maintained that the above is in addition to the already existing subjects. Obilo and Saugoleye (2010) further maintained that the time allotted for the implementation of these heavy academic loads is not adequate enough. A followed up issue on this matter is that when these new courses are introduced or included in the existing curriculum, new personnel who specialized in them were not usually employed neither do government send the old staff on training on how to implement them.

The third issue is concerned with the provision and distribution of materials that will enhance the achievement of the teaching and learning objectives. Such materials include: textbooks, instructional, desks etc. this is because for the curriculum contents to be effectively implemented at any stage of the educational system, some materials which are expected to compliment the classroom activities of the teacher should be provided for effective implementation at the classroom levels of any of the educational programs. Sometimes the curriculum is implemented without these resources making it difficult for learners to assimilate lessons. Fullan, (2001), argued that, if obstacles to implementation were not removed, instead of moving ahead from the implementation phase to the continuation phase, a change would suffer from the failure to be used in the intended manner and the rejection by decision-makers.

The fourth issue of curriculum implementation is non-involvement of the society's culture in the curriculum implementation. Curriculum is the instrument through which the society via the schools educates its citizens, both adult and young. Therefore, the quality of education of every society is subject to the quality of the society's curriculum. Even though large sums of money are spent on implementing new curriculum, several of these efforts have failed. According to Alade (2011), the main reason for the failure is the lack of understanding of the culture of the school by both experts outside the school system and educators in the system. Successful implementation of curriculum requires understanding the power relationships, the traditions, the roles and responsibilities of individuals in the school system.

The next issue is planning the implementation: it is essential that we plan the implementation of a curriculum it will certainly help us to implement it successfully. Planning process addresses needs and changes necessary and requisite resource for carrying out intended actions. Put it differently, implementation-planning should focus on the following factors: People (learners, educationists, policy makers, and the like); programs; and processes.

Although, these three factors are inseparable, usually we consider any one of them for implementation. For example, the opinion has been that to really facilitate the implementation of a major change, curriculum developers need to deal primarily with the people-factor. Some, however, consider that the primary focus should be the program. The argument here seems to be that people will adapt, if we furnish them with different ways to meet the objectives of a program through planning, this will facilitate smooth implementation of the curriculum.

Communication is the next important issues that influence curriculum implementation stage. We know that communication deals with messages, so sending and receiving is not sufficient enough to ensure that communication will be effective or that messages sent will be accurate or of high quality. The curriculum specialists, therefore, must be sure that the communication network is comprehensive and that avenues for sending messages exist at all levels of the curriculum implementation process.

For instance, if we want to communicate some factual details about a new program being launched, we can use such means as letters, memos, articles, books, bulletins, research reports or speeches. Supposing the new program is a major change from the existing one, we can communicate it effectively through workshops, conferences, demonstrations and the like. Thus, it is essential that we should be able to create an atmosphere conducive to effective communication among all members of the educational staff and community. Further, we need to inform them that their views are welcome and that they all have a responsibility to participate in sending and processing messages of curriculum implementation activity.

Once effective communication is established, we can be sure of cooperation in implementing the curriculum. Without the cooperation of all those who will be 'affected' by the new curriculum, we cannot implement it successfully. For instance, teachers have traditionally not been included in the process of curriculum activity. This is so, despite the fact that research supports the practice of engaging teachers in curriculum activity that will find expression in their classrooms. For example, in many ways, teachers are the experts in the given context. Their commitment to the new curriculum, therefore, is especially of vital importance. If teachers actively participate in curriculum development, the likelihood of successful implementation is increased.

The Teacher

As Whitaker (1979) asserts in the University of Zimbabwe (1995) module, the teachers view their role in curriculum implementation as an autonomous one. They select and decide what to teach from the prescribed syllabus or curriculum. Since implementation takes place through the interaction of the learner and the planned learning opportunities, the role and influence of the teacher in the process is indisputable, you could be thinking, teachers are pivotal in the curriculum implementation process, but what is their role in the curriculum planning process?" If the teacher is to be able to translate curriculum intentions into reality, it is imperative that the teacher understand the curriculum document or syllabus well in order to implement it effectively.

The Importance of Teachers Involvement in Curriculum Development

Without doubt, the most important person in the curriculum implementation process is the teacher. With their knowledge, experiences and competencies, teachers are central to any curriculum development effort. Better teachers support better learning because they are most knowledgeable about the practice of teaching and are responsible for introducing the curriculum in the classroom. If another party has already developed the curriculum, the teachers have to make an effort to know and understand it. So, teachers also influence curriculum implementation.

Their opinions and ideas should be incorporated into the curriculum for development. On the other hand, the curriculum development team has to consider the teacher as part of the environment that affects curriculum (Carl, 2009). The teachers' involvement in the curriculum development process is essential in meeting the needs of society (Ramparsad, 2000). As a result, I think that there should be major advances in teacher development in order for teachers to actively reflect on society's needs in each stage of the curriculum development process.

On the other hand, in any curriculum implementation process not all teachers will have the chance to be involved in these processes. Professional development of teachers is as an important factor contributing to the success of curriculum development and implementation (Handler, 2010). So, we should think about what extent teacher education programs are needed for prospective teachers to study curriculum development. The teacher involved in curriculum organization has many roles and responsibilities. Teachers want to enjoy teaching and watching their students develop interests and skills in their interest area.

The teacher may need to create lesson plans and syllabi within the framework of the given curriculum since the teacher's responsibilities are to implement the curriculum to meet student needs (Carl, 2009). Many studies support empowerment of teachers through participation of curriculum development. For example, Fullan (1991) found that the level of teacher

involvement as a center of curriculum development leads to effective achievement of educational reform.

Therefore, the teacher is an important factor in the success of curriculum development including the steps of implementation and evaluation. Handler (2010) also found that there is a need for teacher involvement in the development of curriculum. Teachers can contribute by collaboratively and effectively working with curriculum development teams and specialists to arrange and compose textbooks, and its content. Teacher involvement in the process of curriculum development is important to align content of curriculum with students needs in the classroom.

Although teachers are the implementers of curriculum and this is usually facilitated by Education Officers, Quality Assurance and Standards Officers (Q.A.S.O) and the school system the principals / head teachers, deputy head teachers fellow teachers, teachers advisory centers (T.A.Cs) among others. Several essential steps should be taken to ensure effective implementation of the developed curriculum.

The Learners

Learners are also a critical element in curriculum implementation. While teachers are the arbiters of the classroom practice, the learners hold the key to what is actually transmitted and adopted from the official curriculum. The official curriculum can be quite different from the curriculum that is

actually implemented. The learner factor influences teachers in their selection of learning experiences, hence the need to consider the diverse characteristics of learners in curriculum implementation. For example, home background and learner ability can determine what is actually achieved in the classroom.

Resource Materials and Facilities

No meaningful teaching and learning take place without adequate resource materials. This applies to curriculum implementation as well. For the officially designed curriculum to be fully implemented as per plan, the government or Ministry of Education should supply schools with adequate resource materials such as textbooks, teaching aids and stationery in order to enable teachers and learners to play their role satisfactorily in the curriculum implementation process.

In *Curriculum Implementation*, it is suggested that the central government must also provide physical facilities such as classrooms, laboratories, workshops, libraries and sports fields in order to create an environment in which implementation can take place. The availability and quality of resource material and the availability of appropriate facilities have a great influence on curriculum implementation.

Interest Groups

A number of these interest groups exist in almost all societies. These include parents, parents' and teachers' associations, religious organizations, local authorities, companies and private school proprietors. These groups can influence curriculum implementation in the following ways:

- ✓ Provide schools with financial resources to purchase required materials.
- ✓ Demand the inclusion of certain subjects in the curriculum.
- ✓ Influence learners to reject courses they consider detrimental to the interests of the group.

It is therefore important to involve these groups at the curriculum planning stage.

The School Environment

One other factor that influences curriculum implementation concerns the particular circumstances of each school. Schools located in rich socio-economic environments and those that have adequate human and material resources can implement the curriculum to an extent that would be difficult or impossible for schools in poor economic environments to implement.

Culture and Ideology

Cultural and ideological differences within a society or country can also influence curriculum implementation. Some communities may resist a domineering culture or government ideology and hence affect the implementation of the centrally planned curriculum.

Instructional Supervision

Curriculum implementation cannot be achieved unless it has been made possible through the supervisory function of the school head. The head does this through:

- deploying staff,
- allocating time to subjects taught at the school,
- providing teaching and learning materials, and
- creating an atmosphere conducive to effective teaching and learning.

As stated in *Curriculum Implementation*, the head “monitors and guides curriculum implementation through ensuring that schemes of work, lesson plans and records of marks are prepared regularly”. The head teacher maintains a school tone and culture that create the climate of social responsibility. Effective curriculum implementation does not take place in a school where the head is incapable of executing supervisory functions.

Assessment

Assessment in the form of examinations influences curriculum implementation tremendously. Due to the great value given to public examination certificates by communities and schools, teachers have tended to concentrate on subjects that promote academic excellence and little else on the rest. This action by the teacher obviously can affect the achievement of the broad goals and objectives of the curriculum.

Un-conducive School Environment: it is believed that learning can only take place in a conducive environment. By a conducive learning environment we meant spacious and well- ventilated classrooms and seats. There should be no distraction of any kind or noise, no interference to disrupt the learning activities. A school environment where all these ingredients are found wanting, curriculum implementation will be hindered and the teacher in question will not be able to carry out his/ her duties effectively and efficiently. This implies that the school environment is not student friendly.

Heavy Academic Load: according to Afangideh (2009) in Obilo and sangoleye (2010), some global and emerging issues such as family life education, citizenship, HIV/AIDS, drug abuse among others are introduced as curriculum content to be learnt by students/pupils. This is in addition to the already existing school subjects. Time allotted for the implementation of these heavy academic loads is not adequate teachers now combine normal class period with school lessons especially in the primary and secondary

schools, whereas in the tertiary institutions they combine both sandwich, evening and regular program with other programs like distance and weekend programs. All this possess big challenge for the teacher as a curriculum implementer.

Teacher Factor: Teachers are the determinant of effective and efficient curriculum implementation at every level, so they should be graded in their respective areas of specialization. National Policy on Education, NPE (2004), stated that no nation will rise above the qualities of its teachers. Teachers of today once they are employed, they feel they don't need education/learning again, they relax and become lazy and at the same time, obsolete. This possesses a big challenge to them for they can no longer move along with the emergence of different teaching and learning innovations.

Student Factor: Students practice examination malpractice, extortion of money, they threaten their teachers once they discipline/punish them for unruly behavior in the school. This constitutes a big challenge to the teacher as a curriculum implementer.

Parent Factor: Most parents, especially the illiterate and ignorant ones do not know the value of education and so don't provide their children/wards with school materials like textbooks, writing materials. Most at times they threaten the teachers for punishing their children either due to truancy or any other form of indiscipline.

Working Conditions: Government does not take good care of the teachers as should be. Teachers are being neglected by the government. Teachers' salaries are being delayed together with their allowances. They are not being properly placed in terms of salary structure. Due to this kind of working conditions, teachers have no job satisfaction and so their working condition possess a big challenge to them that can influence curriculum implementation.

CHAPTER (3)

Curriculum Development

Curriculum development is a continuous or never ending process. It is difficult to trace out its origin. The outcome of teaching is known through learning of students. The assessment of the objectives is carried out on the basis of transformations in the behaviour of the learners. Learning experiences are provided through the desirable change in the behaviours of the learners, which are evaluated with the help of examination. Therefore, the term is known as 'curriculum development'. The main focus of curriculum is to make provision of assistance and support to the students in achieving the desired goals and objectives. In the concept of curriculum development, the main factors that need to be taken into consideration are stated as follows:

Teaching Objectives: The teaching objectives are of three types, i.e. cognitive, affective and psycho-motor. Cognitive objectives are primarily concerned with mental, intellectual and rational. These teaching objectives aim to enhance the mental, intellectual and rational thinking of the students. Affective teaching objectives aim to enhance emotional abilities of the students. Psycho-motor objectives aim to focus upon the enrichment of psycho-motor abilities of the students, so they are able to achieve desired goals and objectives. These objectives are identified in view of the subject content that has been taught. The objectives are written in behavioural terms. The learning experiences are designed to achieve these objectives.

Methods of Teaching: Methods that are used in teaching are regarded to be of utmost significance in impart efficient understanding among students in terms of lesson plans and academic concepts. The instructors need to pay adequate attention in terms of the methods of teaching that have been put into operation. The methods of teaching need to be paid attention throughout the impartment of information in terms of academic concepts. Research has indicated that methods of teaching need to be paid attention not only at a particular point of time, but on continuous basis. Within the course of time, it is necessary to bring about changes in methods of teaching. As earlier, textbooks were used, but in the present existence, there have been usage of technologies.

Process of Evaluation: In educational institutions at all levels, it is necessary to put into operation the process of evaluation. The process of evaluation has the main objective of identifying the limitations and inconsistencies and putting into practice the measures to bring about improvements. The evaluation of change of behaviour is done to find out in terms of the teaching objectives. The level of the performance of the students indicates the effectuality of the methods of teaching and learning experiences. In higher educational institutions, students are also provided with opportunities to evaluate the teaching-learning methods and instructional strategies that are implemented by the instructors. Hence, the process of evaluation is regarded as one of the ways of promoting enrichment of the overall system of education.

Feedback: The interpretation of performance provides the instructors to improve and modify the form of curriculum. With advancements taking place in the usage of technologies and other modern and innovative methods in the teaching-learning methods and instructional strategies, improvements are taking place in the development of curriculum as well as the overall system of education. Feedback enables in acquiring an efficient understanding in terms of whether the teaching-learning methods and instructional strategies have proven to be worthwhile or not. It is vital for the instructors to obtain feedback from the students on regular basis.

Steps to be Taken in Curriculum Development

To ensure the quality of education, schools should be actively involved in curriculum development and implementation. Curriculum development involves the following steps:

- (1) Identifying the learning needs of the students;
- (2) Setting priorities in these learning needs for curriculum development;
- (3) Searching and retrieving resources from within and outside the school;
- (4) Designing curriculum programs;
- (5) Implementing curriculum programs;
- (6) Evaluating the effectiveness of curriculum programs;
- (7) Making adaptations to curriculum programs.

Elements of Curriculum Development

There are five key elements of curriculum development , according to Tyler “it is essential as a part of comprehensive theory of organization to show just what are the elements will serve satisfactory as organizing elements”.

1. Situational analysis
2. Formulation of objectives
3. Selection of content, scope and sequence
4. Activities, strategies and method of teaching
5. Evaluation

Situational Analysis

Situational analysis means the analysis of different conditions such as emotional, political, cultural, religious and geographical condition of a country. This will help the curriculum planners in the selection of objectives, selection of organization of learning materials and in suggesting appropriate evaluation procedure.

Formulation of objectives

There are four main factors for formulating the objectives of education.

1. The society
2. The knowledge
3. The learner
4. The learning process

Selection of Content

One of the important elements is the selection of content for a subject. At the time of subject matter selection, the following factors are to be kept in mind:

1. Available sources and resource
2. Demand of the Society
3. International needs
4. Level and age of the learner or student
5. Methods of content organization
6. Number of courses offered
7. Quantity and qualification of teaching staff
8. Scope of subject matter
9. System of examination
10. Type of society and culture

Strategies and Method of Teaching

These are strategies and methods of teaching adopted by the teachers during instruction and learning experiences. This will certainly not fair to ask a teacher for achieving certain objectives without giving any guidelines. In most of the countries curriculum development is a centralized process. Teachers are not directly involved in this phase. Most of the teachers do not know the process of achieving desired goals. After determining the goals and objectives the next problem is the selection of strategies and methods of

teachers. What we should give to our students. Should a curriculum be fixed or flexible, constant, common or differentiated?

Evaluation

It is one of the dynamic process, which needs a continuous research and evaluation for its betterment in order to cope with the variable demands of the society and bring about desirable changes. Curriculum evaluation is not a student evaluation. It is a broader term being used to make judgment about the worth and effectiveness of it. With the help of evaluation phase experts can modify the curriculum by bringing about desirable changes.

Curriculum Evaluation

Curriculum evaluation or assessment may be understood as a broad and continuous effort to trace its effects in terms of content and feasibility towards the achievement of defined goals. In this regard, on the one hand curriculum evaluation comprises evaluation or assessment of curriculum as such. It examines the adequacy of the curriculum for the learners, to what extent the curriculum enables or prevents effective teaching and learning. On the other hand, curriculum evaluation explores the process of monitoring and measurement of learning achievement in classroom practice, that is to say, the support given for the success of the pupils supplemented by suitable measurement following the formative assessment of the student.

Meaning of Curriculum Evaluation

Evaluation essentially is the provision of information for the sake of facilitating decision making at various stages of curriculum development. This information may pertain to the program as a complete entity or only to some of its components. Evaluation also implies the selection of criteria, collection and analysis of data. It includes obtaining information for use in judging the worth of a program and procedure. It is a comprehensive term and transcends standardized tests covering all means of ascertaining the results of construction.

Evaluation of curriculum is an integral and essential part of the whole process of curriculum development. It is a continuous activity and not a “tail-end-process”. Evaluation and planning are complementary processes which occur almost simultaneously and continuously. Planning is made on the basis of evaluation and vice versa. However, as a separate state evaluation has its own entity.

The importance of curriculum evaluation

It is to determine the value of the curriculum itself; is the curriculum appropriate for the particular group of students with whom it is being used? Are the instructional methods selected, the best choices in the light of the objectives sought? Is the content the best that could be selected? Are the materials recommended for instructional purpose appropriate and the best available for the purpose envisaged?

Objectives of Curriculum Evaluation:

1. To determine the outcomes of a program.
2. To help in deciding whether to accept or reject a program.
3. To ascertain the need for the revision of the course content.
4. To help in future development of the curriculum material for continuous improvement.
5. To improve methods of teaching and instructional techniques.

Types of Curriculum Evaluation

1. **Formative Evaluation.** It occurs during the course of curriculum development. Its purpose is to contribute to the improvement of the educational program. The merits of a program are evaluated during the process of its development. The evaluation results provide information to the program developers and enable them to correct flaws detected in the program.
2. **Summative Evaluation.** In summative evaluation, the final effects of a curriculum are evaluated on the basis of its stated objectives. It takes place after the curriculum has been fully developed and put into operations.
3. **Diagnostic Evaluation.** Diagnostic evaluation is directed towards two purposes either for placement of students properly at the outset of an instructional level (such as secondary school), or to discover the underlying cause of deviancies in student learning in any field of study.

Classification of Curriculum

Curriculum can be classified into three categories.

Overt Curriculum

Overt curriculum or explicit curriculum is the intended curriculum. This includes all the experiences, curricular and co-curricular, which are planned by the school, college or the university to be provided to the students. It consists of knowledge, competencies, attitudes and values, which are provided by the instructors to the learners in an overt manner. This curriculum is designed taking into account the goals and objectives of the organization. The system is evaluated in terms of goals and objectives.

Hidden Curriculum

Hidden curriculum is the unintended or unnoticed curriculum. This type of curriculum is not planned or designed in organizations, this is the main reason that it is referred to as the hidden curriculum. In this case, the curricular inputs are provided to the learners by the organization through various means. In this case, students acquire great amount of knowledge and understanding from the social environment of the classroom setting as well as the overall educational institution. The instructors make provision of instructional inputs to the students, within the course of their interaction. In this case, body language is made use of by the instructors in communicating with the students, such as, eye contact, gestures and postures, appreciating

and agreeing with the students by nodding and so forth. This curriculum also includes the value system of the school and its teachers.

Null Curriculum

Null curriculum refers to the curriculum, which is not taught. This means curriculum matters are not consciously but are taught by silence. A curriculum of social studies generally includes the subjects of civics, history and geography. Whereas, subjects, such as, anthropology, economics, sociology and psychology are not taken into account. But these subjects are silently taught to the students through the social studies curriculum. Hence, it can be stated that the latter subject areas comprise of null curriculum.

Types of Instructional Materials

Printed and Duplicated Materials

Hand-outs: Hand-outs comprise of different types of information-providing materials that are given to the students, usually related to the lesson plans and academic concepts. In hand-outs, there are various concepts, graphs, charts, maps, diagrams and so forth that are emphasised upon. Hand-outs are usually given by the instructors to the students in class during lectures.

Assignment Sheets: Assignment sheets are the sheets that include things, such as, problem sheets, reading lists, lab sheets, worksheets, briefing sheets for projects and seminars and so forth. These sheets have proven to be beneficial to the students in imparting them knowledge in terms of chapter plans, academic concepts as well as other activities. These will help them to prepare well for presentations as well as other tasks.

Individualized Learning Materials: Individualised learning materials comprise of various types of materials that are used in connection with individualised learning. This is apparent that when the individuals need to learn and acquire understanding of various concepts, they need to make use of materials. These include, study guides, structured notes, textual programmed materials and textual support materials for mediated learning systems.

Resource Materials for Group Exercises: Resource materials comprise of various printed and duplicated materials that are made use of in connection with the group learning exercises. These include, background reading materials, briefing materials, role sheets, instruction sheets, data sheets and so forth. When formulating these materials, it is vital for the instructors to include all the topics and concepts.

Non-Projected Display Materials

Chalkboard Displays: Chalkboard is the board that is dark-coloured. It is used within the classroom settings. In this board, the instructors make use of chalk to provide explanation to the students in terms of lesson plans. It is one of the most comprehensively used non-projected display materials.

Whiteboard Displays: In whiteboard, displays are written, printed and drawn on a light-coloured surface using pens, crayons or markers. These can be used in the same ways as chalkboard displays. In the present existence, in training centres these boards are more prevalent as compared to other boards.

Felt-board Displays: Felt-board displays are the movable displays that are produced by sticking of the shapes that are cut out or backed with felt or some material to a board that has been covered with felt or to a sheet of felt pinned onto a wall.

Hook-and-loop Board Displays: Hook-and-loop board displays are similar to felt-board displays, except that the backing materials on display items possess large number of small hooks that engage loops on the surface of the display board, suitable for displaying weighty items.

Magnetic Board Displays: Magnetic board displays consists of items that are made or backed with the magnetic material or fitted with small magnets, so they stick to the ferromagnetic display board. It can be used in the same manner as felt-board and hook-and-loop boards.

Flipcharts: Flipcharts are the large sheets of paper hung from an easel of some sort, so they can be flipped forward or backward in order to reveal the information on a particular sheet or produce a fresh blank sheet on which information can be written and drawn.

Charts: Charts are large sheets of paper that displays various types of information, such as, diagrams, pictures, images and so forth. The charts are prepared in terms of lesson plans and academic concepts. These are usually displayed within the classrooms and contribute in augmenting student learning.

Posters: Posters are similar to charts. But they contain less information as compared to charts. Posters usually contain a single dramatic image, which would be worthwhile in creating an atmosphere with the classroom in terms of lesson plans and concepts.

Photographic Prints: Photographic prints are enlarged prints that are made from photographic negatives that are incorporated into textual materials, charts and so forth. These are suitable for programs for individualised

learning. These can be formed into a meaningful and worthwhile instructional medium.

Mobiles: Mobile systems of two-or-three dimensional objects that are hung from the roof of the classroom using thread. In this manner, a visually attractive display is produced, whose shape is changing continuously due to air currents. These systems stimulate the mind-sets of young children.

Models: The elements of models in teaching represents a structure, process and teaching aids of instruction. A model in teaching consists of syntax, social system, principle of reaction and support system (Models of Teaching, n.d.). Models are useful in cases, where three-dimensional representation is necessary. When movements of some objects have to be taught to the students, models are made use of by the instructors. Examples of models are, crystal structures, animal skeletons and so forth.

Dioramas: Dioramas are the static displays that combine a three-dimensional foreground, i.e. a model landscape of some sort with a two-dimensional background. In this manner, solidity and realism can be promoted. The students are able to learn concepts better through dioramas.

Still Projected Display Materials

Overhead Projector Transparencies and Similar Materials: These are the textual or graphical images on large acetate sheets that can either be displayed to a class or group using an overhead projector or using a light box of some sort.

Slides: Slides are the single frames of 35 mm photographic film mounted in cardboard, plastic or metal binders, often between twin sheets of glass. These are regarded as one of the most useful methods of displaying photographic or graphic images to the class.

Filmstrips: Filmstrips are the strips of 35 mm film carrying linked sequences of positive images; each is usually half the size of a standard 35 mm frame. These are convenient and inexpensive to make use of.

Microforms: Microform is a general term for any medium that is made use of to carry micro-images. These are the photographically-reduced images of pages of text, graphic materials and so forth. The common types used are, microfilms, micro-filches, and micro-cards.

Audio Materials

Educational Radio Broadcasts: Educational radio broadcasts constitute a useful free resource for the instructors. They are difficult to incorporate into the timetable, if listed to at the time they are actually transmitted. This can be overcome by recording them for playback note at a later stage.

Gramophone Records: Gramophone records include the recordings of music, plays and so forth. The gramophone records constitute a relatively inexpensive and readily-available instructional resource in various subject areas. Furthermore, they are suitable both for playing to a class or group and private listening by the individuals.

Audiotapes: Audiotapes are made use of in educational institutions by instructors to enable the students to listen to various concepts. In some cases, they can acquire a better understanding of the concepts by listening to audiotapes.

Linked Audio and Still Visual Materials

Tape-Slide Programs: Audiotape recordings usually on cassettes synchronised with the connected sequences of slides constitute one of the commonly integrated audio-visual media. These can be used in a comprehensive range of situations, particularly individualised learning.

Tape-Photograph Programs: These are primarily the same as the tape-slide programs. The sequences of photo-graphic prints are used instead of sequences of slides.

Filmstrips with Sound: These are simply filmstrips that have an accompanying sound commentary, usually on a tape cassette. They can be used in much the same way as tape-slide programmes.

Radio-vision Programs: This is a technique pioneered by the British Broadcasting Corporation whereby still filmstrips are produced to accompany

educational radio programs. The filmstrips can either be shown to a class during the actual broadcast or used with the recording of same.

Tape-text: Combinations of printed or duplicated materials with audio-recordings constitute an individualised learning technique. The audio component can either be carried on a separate audiotape. Their usage in an effective manner requires specialised equipment.

Tape-Model: Combinations of audiotapes, i.e. cassettes and still visual materials, such as, three-dimensional models, collections of models and microscopic slides are useful vehicles for individualised learning.

Cine and Video Materials

Cine Films: Cine films literally are regarded as moving films (Cine film, n.d.). Cine films have been made use of in education and training to a major extent. These are available in number of formats. The most commonly used types are, 16 mm, 8 mm and super 8 mm.

Loop Films: These films consists of loops of cine films, i.e. 8 mm mounted in special cartridges that enable them to be shown or viewed on a continuous basis, making use of a custom design projector or viewer.

Tape-Film Programs: These are the sophisticated integrated systems that enable the audio materials to be combined with the sequences of still and moving pictures. Most systems make use of this type of separate cassettes or cartridges to carry audio and video components.

Television Broadcasts: In this case, the instructors are able to facilitate the impartment of academic concepts to the students. When television broadcasts are made use in teaching, the students usually develop curiosity in learning.

Videotape Recordings: The television sequences or programs that are recorded on videotapes in the present constitute one of the useful and powerful instructional media. It can be used in a comprehensive range of teaching and learning situations.

Videodisc Recordings: In videodiscs in which the signal is recorded optically or electronically on the surface of the special disc have a great potential in education and training. They will prove to be one of the important interactive video systems.

Computer-mediated Materials

Data Processing Packages: Data processing packages are used to acquire and process software packages that facilitate the calculation or data processing task. This is carried out in an appropriate manner, through making use of computers.

Substitute Tutor Packages: Another use of computer is in administrating individualised learning. The reason being, it has the potential to provide a degree of interaction and feedback. Therefore, it is regarded as useful to instructors and students.

Substitute Laboratory Packages: Substitute laboratory packages are used as the vehicle for providing through computer-based simulations and access to a wider range of educational experiences than has ever been possible.

Data base Systems: Data base systems are made use of to process information. The computer can be used to store it and help retrieve when required. Therefore, instructors can make use of computers to create data base systems that can be used in comprehensive range of instructional situations.

Computer-managed Learning Systems: In educational institutions, computers are made use of to not only implement the teaching-learning processes in an effective manner, but also carry out other tasks and activities within educational institutions. These include, management, administration and so forth. Therefore, it can be stated that computer-managed learning systems can be used to a major extent in leading to effective functioning of educational institutions.

Interactive Video Systems: Interactive video systems are regarded as most efficacious and meaningful. Computers are made use of to gain access to video material that has been stored in a random-access video-recorder in the context of a completely interactive computer-based learning program.

Foundations of curriculum

- Philosophical Foundations
- Historical Foundation
- Sociological Foundations
- Psychological Foundations

➤ Philosophical foundations

Studying philosophy helps us deal with our own personal systems of beliefs and values, i.e., the way we perceive the world around us and how we define what is important to us. As philosophical issues have always influenced society and institutions of learning, a study of the philosophy of education in terms of curriculum development is essential. In essence, a philosophy of education influences, and to a large extent determines, our educational decisions and alternatives. One important step in developing a personal philosophy of education is to understand the various alternatives that others have developed over the years.

Curriculum decisions involve a wide range of considerations that anchor on several issues in education. These issues include the purpose of learning, sources of the subject matter, the nature of teaching/learning process, characteristics of the learner among others. These decisions are based or anchored on certain fundamental beliefs that spring from one's philosophy

of education. This is what made it possible for philosophy to be viewed or taken as one of the foundations of curriculum. The various philosophical thoughts that influence curriculum are Idealism, Realism, Existentialism, Pragmatism, Essentialism, and Deconstructionism.

Alistair (2000) argues that there is no curriculum that does not draw inspiration from these philosophical schools of thoughts. Philosophy helps us to handle our own personal system of beliefs and values, that is, the way and manner that we perceive the world around us and how we actually define what is important to us. Since philosophical issues have always influenced society and our institutions of learning, the study and understanding of philosophy of education in relation to curriculum development becomes vital and imperative.

➤ **Historical foundation**

History is the creation resulting from human activities through participating in different events. In order to be certain with what will happen in the future, one has to trace back of what transpired in the past. Hence, historical foundation of curriculum addresses different phases of human development. Students recognize that events in culture and personal issues take place continually. The number of events and issues we face is so overwhelming at times that we often don't know how to make sense out of what is taking place. The study of history can help students gain perspective on events and issues they face. The ability to break down and analyze events is an important step in critical thinking.

From historical foundation of curriculum therefore, a study on politics, economics, geography, agriculture, religion and sociocultural practices are expounded to be certain with the past and predetermine the future for the well-being of the society. Curriculum developers always ensure the historical perspective is well reflected when designing curriculum in order to capture not only the local flavor but also global historical views.

➤ **Sociological foundations**

Any discussion of curriculum should consider the social setting and its influence on curricular decisions. Social pressures influence the characteristics of students who experience the curriculum in the educational institutions which are established and maintained by society. Students live in a world larger than the college/school and learn a great deal from experiences in that part of their lives. What a learner acquires in the college/school and outside may be complementary or conflicting to each other.

The latter case gives rise to the complaint that what is learned in college/school has little to do with the real world. But, in the former case the college/school may be a major factor in the improvement of society by helping young people to develop the capacity to respond intelligently to social problems. In this way, the curriculum serves not only the needs of the learner, but also the needs of society. For these reasons, in developing curricular plans, we must consider the characteristics of contemporary society as well as those that are expected to emerge in the future. Of course,

curriculum planning and course content basically depends on an analysis of the nature of society (Kelly, 1989).

Schools are part and parcel of society and exist for society. Society influences society through its curriculum. Schools, through their teaching of the curriculum, can shape and mould society and society in turn can impact the curriculum. There is rarely a curriculum that is developed without reflecting society. People today are vocal in expressing their views and are eager in seeing their opinions influence what is going on in school. With advancements in information and communication technology, people are talking and sharing views across the globe. They are seeing things happening in other school systems and would like to see some of these practices in their own schools.

➤ **Psychological foundations**

By providing a basis for understanding the teaching/learning process, educational psychology deals with how people learn. By implication, it emphasizes the need to recognise diversity among learners. However, it is also true that people share certain common characteristics. Among these are basic psychological needs which are necessary for individuals to lead a full and happy life. In this section, we shall be talking about the major learning theories and their contribution to curriculum development.

Besides, we shall touch upon the basic psychological needs of individuals and reflect on their translation into curriculum. We shall at this juncture remind ourselves that our main thrust will be on the contributions made by the theories of learning for curriculum development. Let us therefore make it clear that we are not, right now, interested in studying the theories of learning in detail, which has already been done to some extent in earlier courses on distance education.

Learning theories have much to offer on the psychological aspect as a crucial discipline of curriculum formation. It is the work of psychology to determine what age a child is ready to learn and under what conditions. Psychologists are concerned with establishing patterns in human life so as to be able to understand and predict behaviour (Shiundu and Omulando, 1992).

Educational Psychology as a discipline advances principles of teaching and learning that influence teacher-student behavior within the context of the curriculum. This is because psychology is the unifying element in the learning process. For example John Dewey, a renowned educationist acknowledges that psychology is the understanding of how the individual learner interacts with objects and persons in the environment. The quality of this interaction determines the amount and type of learning.

Curriculum and the role of teachers

Teachers determine to a large extent the manner in which the curriculum is executed in the classroom. Their role is defined in respect of curriculum transaction and evaluation. It is also believed that teaching would be more effective if the teacher is involved in the process of the curriculum development. Their role could be instrumental in the overall improvement of the curriculum. Doll (1996) highlights three reasons why teachers could be effective improvers of the curriculum:

- i) Work in close proximate with the learners
- ii) Engaged in individual study and
- iii) Interact with other teachers and share their curricular experiences.

These three factors enable them to develop insights and skills and can thus improve the quality of learning experiences, which they provide to the learners. Teachers strive to fulfill educational objectives by fostering understanding and tolerance among students, awaken curiosity and stimulate independent thinking. The style of teaching also greatly influences the manner of curriculum transaction. Hence teachers must be involved in the process of curriculum planning, development, delivery, evaluation and review (Dewal, 2004).

A teacher's style can either promote rote learning, or, alternatively, it can awaken a child's curiosity. Teacher's involvement and familiarization with curriculum construction can make the teaching-learning process more relevant and authentic. Once the basis and the instructional role of curriculum are understood, the teacher can think in terms of alternatives. The evaluation mode and techniques shall, as a result, be more in agreement with the aims and objectives of curriculum.

CHAPTER (4)

Distance learning



Distance learning, also called **distance education**, **e-learning**, and **online learning**, form of education in which the main elements include physical separation of teachers and students during instruction and the use of various technologies to facilitate student-teacher and student-student communication.

Distance learning describes any learning that happens without the students being physically present in the lesson. It traditionally has focused on nontraditional students, such as full-time workers, military personnel, and nonresidents or individuals in remote regions who are unable to attend

classroom lectures. However, distance learning has become an established part of the educational world, with trends pointing to ongoing growth.

Characteristics of Distance Learning



Various terms have been used to describe the phenomenon of distance learning. Strictly speaking, distance learning (the student's activity) and distance teaching (the teacher's activity) together make up distance education. Common variations include e-learning or online learning, used when the Internet is the medium; virtual learning, which usually refers to courses taken outside a classroom by primary- or secondary-school pupils (and also typically using the Internet); correspondence education, the long-standing method in which individual instruction is conducted by mail; and

open learning, the system common in Europe for learning through the “open” university.

Four characteristics distinguish distance learning. First, distance learning is by definition carried out through institutions; it is not self-study or a nonacademic learning environment. The institutions may or may not offer traditional classroom-based instruction as well, but they are eligible for accreditation by the same agencies as those employing traditional methods.

Second, geographic separation is inherent in distance learning, and time may also separate students and teachers. Accessibility and convenience are important advantages of this mode of education. Well-designed programs can also bridge intellectual, cultural, and social differences between students.

Third, interactive telecommunications connect individuals within a learning group and with the teacher. Most often, electronic communications, such as e-mail, are used, but traditional forms of communication, such as the postal system, may also play a role. Whatever the medium, interaction is essential to distance education, as it is to any education. The connections of learners, teachers, and instructional resources become less dependent on physical proximity as communications systems become more sophisticated and widely available; consequently, the Internet, mobile phones, and e-mail have contributed to the rapid growth in distance learning.

Finally, distance education, like any education, establishes a learning group, sometimes called a learning community, which is composed of students, a teacher, and instructional resources-i.e., the books, audio, video, and graphic displays that allow the student to access the content of instruction. Social networking on the Internet promotes the idea of community building. In the distance learning setting, such networking can enable students' connections with each other and thereby reduce their sense of isolation.

Types of Distance Learning

Though there are lots of learning (and teaching) options online, there are a few types that are well supported by existing systems and established pedagogies:

- **Video conferencing** is a common way for teachers to interact directly with students in live lessons. This could be a one-on-one session or a class-like scenario in which multiple students connect to the teacher live.
- **Synchronous learning** is when all the students learn together at the same time (and often even place) but the instructor is at another location. It often features video or teleconferencing that connects teachers and learners digitally.

- **Asynchronous learning** is a less connected but also less constrained format. Instead of live online lessons, students are given learning tasks with deadlines. They then self-study to complete the assignments.
- **Open-schedule** online courses add yet another layer of flexibility. It is a type of asynchronous course setup, except there aren't any deadlines either. This is ideal for learners with other demands on their time, such as professionals or stay-at-home parents.
- **Fixed-time** online courses are a type of synchronous course that requires online users to all visit a specific virtual location at a set time and place. Unlike more rigid synchronous lessons, this does allow students from anywhere in the world to connect and interact online.
- **Computer-based** distance education is a fixed-time, synchronous lesson on computers, usually a computer lab. This is most common in existing institutions that already have access to the necessary devices.
- **Hybrid learning** is a specific type of blended learning where students are learning the same lesson in real-time (i.e. synchronous distance learning) but some of the students are physically present while others are learning remotely.

Advantages of Distance Learning



- **Flexibility:**

The top benefit of distance education is its flexibility. Students can choose when, where, and how they learn by selecting the time, place, and medium for their education. For those who want direct, live access to teachers there are video conferencing options. But for students who may be doing their training around a job or other responsibilities, a more relaxed schedule may work better. There are options to match virtually anyone's needs.

- **Easy Access:**

Whether due to remote location or being differently-abled, some students lack basic access to educational facilities. Remote learning programs offer every student the opportunity to learn and improve themselves in the environment they find the most effective.

Disadvantages of Distance Learning

Being able to take your classes when you're ready for them, without having to sit in a specific classroom is a great convenience, but there are several difficulties that go along with the process. For all the greatness of being able to work on your degree at your own schedule, there are these top disadvantages of distance learning.

1. Difficulty Staying Motivated

For many people, not having a classroom and set classroom times can make it difficult to remember to check in, or even to want to check in. It's important for you to have all the motivation necessary within yourself to look at the website, complete the assignments and get them in on time, even though everything is still required to be completed on a timely basis, just like with a more traditional classroom atmosphere. For those who don't have the self-motivation these classes can result in spending a lot of money on retaking classes because you've forgotten an assignment.

2. Difficulty Staying in Contact with Instructors

If you ever have trouble with assignments, or questions about a lecture while in a traditional class it's generally quite simple to talk to your instructor before or after class or schedule meetings online at a different time. When you're distance learning, however, you're going to have more difficulty getting in touch with your instructor. Though you can send an email, it's definitely not going to get you the immediate response you'd get if you were able to sit down with your instructor.

3. Difficulty Interacting with Peers

Because there's no classroom and therefore no ability to work on group projects or even converse with fellow students in a face-to-face environment, it's difficult to build relationships of any kind. Not only that, but it's very easy to start to feel isolated from your peers and others because you're working on assignments and all school related activities entirely alone. Even posting to message boards or participating in group discussions can feel less interactive when they're done over the internet rather than in-person.

4. Difficulty Staying Connected at All Times

For those who don't have a reliable source of electricity or don't have reliable internet, it can be difficult to always get to a friend's house, a library or somewhere else where internet access is readily available. And this kind of access is crucial for distance learning. Some programs may even require you to have a DVD or CD player for certain materials or other types of equipment

that you have to purchase, find or rent. All of this on top of the fact that your computer could quit at any moment, and for no reason or your power could go out for a few days and suddenly you're behind with no way to fix it.

5. Difficulty Getting Immediate Feedback

Feedback can be almost immediate when you're sitting in a classroom with a teacher because they have a few minutes to take a look at your work and decide whether or not you're on the right track. When emailing assignments, however, it can become more difficult to get the feedback you're looking for. You have to wait for the instructor to get a chance to get online, which may not happen as frequently as you would like. By the time you get the feedback you need, there could be very little time to make changes as necessary for the assignment.

6. Hidden costs

Although the cost of a distance education program is usually cheaper than a regular program, there can be hidden costs involved. For example, if your distance learning course is offered online, you might have to incur some initial expenses like installing a computer and getting a reliable Internet connection. You may need to buy additional resources such as a printer, a web camera and so forth. Some expenses might be recurring, like maintenance and electricity costs.

7. Lack of input from the teacher

It might be easier to have some input from the teacher in the “traditional” learning. But actually, it is also possible to have the good quality of input from the teacher through distance learning. You might need to be more proactive, but it is really possible.

Few tips on getting input from the teacher when you are studying from distance:

- At the beginning of the course, ask the teacher about which way he/she would prefer to be contacted (through email / a particular platform/ etc).
- Do not hesitate to ask! You have right to ask, and your teacher is most likely willing to assist you.
- Try to be specific with your question so that you can get specific explanation as well.

8. You might learn nothing

Some people think, distance learning is as if they are on vacation but they are also studying. This vacation mood might make them learning nothing. An advantage of distance learning is self-paced environment. But in order to not get lost, you have to be able to manage and discipline yourself.

Another tip is that you have to know the learning style. If you are a visual learner, you might want to highlight the course materials with various colors or draw some graphs based on the lectures. If you are an auditory learner, you can listen the lectures again. If you are a kinesthetic learner, you can take notes or map your ideas in your book.

9. Easy to get bored

You only meet your computer every day when you are in distance learning. No wonder, boredom comes easily. If it happened to you, Here are some suggestions:

- Change your study environment. You don't need to always study at your room. You can also study at the library or at your favorite place.
- Give yourself a reward if you achieve your daily goal.
- Remember your purpose and goals in joining the course.
- Take a break and comeback with a fresh mind.

For More Reading

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