

# TRCN

## ***PhD Study Material***

*on*

### **PQE 012: Curriculum Studies**

For category "**A**": teachers with *Doctorate in Education* or **Ph.D.** in any other field but in combination with either *NCE, PDDE* or *PGDE*.

There are **(22)** more topics in the TRCN syllabus for this your category. Would you like to get **any** or **all** of these other study materials (*like this one*), especially on topics you find the **most difficult** and where **more** of your TRCN exam questions will be asked from?

***Click on the link below...***

**[www.exaministry.com](http://www.exaministry.com)**

### Concept of Curriculum Studies

Developing and implementing a curriculum play crucial roles in education. These processes involve designing, organising, evaluating, and continually improving educational programmes to meet societal and individual needs.

### Models of Curriculum Development and Design

Curriculum models provide frameworks for systematically developing and organising educational content.

*Below are some prominent models:*

#### Tyler's Objective Model

Ralph Tyler developed this influential model of curriculum design.

*It revolves around four key questions:*

1. What educational **purposes** should the school aim to achieve?
2. What educational **experiences** can help achieve these purposes?
3. How should these experiences be effectively **organised**?
4. How can the effectiveness of these experiences be **evaluated**?

This model focuses on setting clear objectives, designing appropriate learning experiences, organising them logically, and evaluating their effectiveness, following a linear approach.

## The Wheeler Model

The Wheeler model takes a cyclical approach to curriculum development. It views curriculum development as an on-going process, involving these steps:

- Setting aims, goals, and objectives
- Selecting learning experiences
- Organising learning experiences
- Conducting evaluation
- Modifying the curriculum based on evaluation results

## Taba's Grassroots Model

Hilda Taba introduced a bottom-up approach to curriculum design, advocating for teacher involvement in the process.

*The model includes these steps:*

- Diagnosing needs
- Formulating objectives
- Selecting content
- Organising content
- Selecting learning experiences
- Organising learning experiences
- Conducting evaluation
- Making modifications

This model prioritises educator involvement and customises the curriculum to meet students' needs.

## The Spiral Curriculum (Bruner)

Jerome Bruner's model encourages revisiting core ideas and topics throughout a student's education. As students' progress, the same topics become more complex, deepening their understanding and reinforcing prior knowledge. This approach is ideal for subjects requiring cumulative learning.

## The Integrated Model

The integrated model connects different subject areas to offer students a comprehensive understanding. It promotes cross-disciplinary learning, blending subjects into a cohesive curriculum that reflects real-life applications of knowledge.

## Organisation of Curriculum

Organise the curriculum by structuring the content to ensure effective delivery of knowledge and skills. Determine the structure by sequencing topics and arranging them across grade levels.

*Some organisational structures include:*

- **Linear Organisation:** You arrange content sequentially, progressing from simple to complex.
- **Spiral Organisation:** You revisit and expand on key concepts at different grade levels, increasing in complexity.
- **Modular Organisation:** You divide the curriculum into independent units or modules that can be taught in any order.

- **Integrated Organisation:** You combine different subjects to promote interdisciplinary learning.

## Selection of Curriculum Content

Selecting curriculum content involves determining the knowledge, skills, and values to include.

*Criteria for selection often include:*

- **Relevance:** Ensure the content is meaningful to students and applicable to their future needs.
- **Significance:** Choose topics that reflect important knowledge contributing to the learner's understanding of the world.
- **Interest:** Select content that engages students and caters to their curiosity and motivation.
- **Learnability:** Ensure the content is suitable for students' developmental levels and learning capacity.
- **Utility:** The content should equip students with practical skills and knowledge for their personal and professional lives.

## Evaluation of Curriculum

Curriculum evaluation involves determining how well a curriculum achieves its objectives.

*It requires systematically collecting and analysing data on:*

- **Learner outcomes:** Assess students' achievement of learning objectives.

- **Teacher feedback:** Gather educators' insights on the practicality and efficacy of the curriculum.
- **Stakeholder input:** Include contributions from parents, employers, and the community regarding the curriculum's real-world relevance.

Use formative evaluation (*on-going*) or summative evaluation (*at the end of a cycle*) to guide curriculum revision and improvement.

## Principles of Supervision, Visitation, and Accreditation

Successful curriculum implementation requires on-going supervision, visitation, and accreditation to ensure quality and adherence to educational standards.

### Supervision

Supervision involves monitoring the teaching and learning process to ensure proper curriculum implementation.

*Effective supervision should:*

- Support teachers in improving their instructional practices through constructive feedback.
- Collaborate with teachers to identify areas for improvement.
- Promote continuous improvement through the professional development of educators and an enhanced learning environment.

## Visitation

Visitation involves formal and informal visits by supervisors or external evaluators to observe curriculum implementation.

*Effective visitation includes:*

- **Objective observation:** Collect unbiased information on how well the curriculum is delivered.
- **Feedback and guidance:** Provide teachers with specific, actionable feedback after classroom observations.
- Regular visits to maintain consistent quality standards.

## Accreditation

Accreditation evaluates educational institutions or programmes to determine if they meet established standards.

*It serves as a quality assurance mechanism based on:*

- **Transparency:** Ensure accreditation criteria are clear and well-communicated.
- **Standards-based evaluation:** Make decisions based on objective, measurable standards.
- **On-going evaluation:** Require institutions to undergo regular re-accreditation to maintain quality.

## Preparation of Relevant Reports

Report preparation is an essential part of curriculum supervision, visitation, and accreditation. These reports formally record observations, evaluations, and recommendations for improvement.

## Components of a Curriculum Supervision/Visitation Report

- **Introduction:** State the purpose of the supervision or visitation.
- **Observation summary:** Provide a detailed account of observations, including teaching methods and student engagement.
- **Evaluation:** Assess how well the curriculum is being implemented, supported by specific examples.
- **Recommendations:** Suggest improvements for curriculum delivery and solutions to identified challenges.
- **Conclusion:** Summarise overall findings and highlight key areas for immediate attention.

## Accreditation Report

- **Executive Summary:** Give a brief overview of the accreditation process and outcomes.
- **Accreditation Criteria:** List the standards used to evaluate the institution or programme.
- **Findings:** Discuss how well the institution met each criterion, highlighting strengths and weaknesses.
- **Recommendations:** Provide actionable steps to address deficiencies and enhance quality.



- **Accreditation Decision:** State whether the institution or programme has been accredited, conditionally accredited, or denied accreditation, along with reasons for the decision.

## **PRACTICE QUESTIONS ON THIS TOPIC: CURRICULUM STUDIES (012)**

**1.** What type of evaluation assesses a curriculum at the end of a cycle?

- A. Formative evaluation
- B. Summative evaluation
- C. Continuous evaluation
- D. Diagnostic evaluation

**2.** In which model are learning experiences modified based on evaluation results?

- A. Tyler's Objective Model
- B. Spiral Curriculum
- C. Wheeler Model
- D. Integrated Model

**3.** Which criterion ensures curriculum content is applicable to students' future needs?

- A. Learnability
- B. Relevance
- C. Significance
- D. Interest

**4.** What is a critical aspect of developing a curriculum for higher education?

- A. Standardised testing
- B. Flexible and innovative course design
- C. Emphasis on rote memorisation
- D. Strict adherence to traditional subjects

## **GET MORE QUESTIONS**

*Would you like to practice **more** questions on this TRCN topic (**Curriculum Studies**)?*

**To Practice NOW!**

**CLICK HERE**

# **GOOD NEWS!!!**

This is just **(1)** out of the **(23)** topics where **all** your *TRCN exam questions* will come from.

- |                                                        |                                         |
|--------------------------------------------------------|-----------------------------------------|
| <b>1. History of Education</b>                         | <b>12. Curriculum Studies</b>           |
| <b>2. Philosophy of Education</b>                      | <b>13. Measurement &amp; Evaluation</b> |
| <b>3. Sociology of Education</b>                       | <b>14. Educational Management</b>       |
| <b>4. Educational Psychology</b>                       | <b>15. Special Education</b>            |
| <b>5. Guidance and Counselling</b>                     | <b>16. Adult Education</b>              |
| <b>6. The Teaching Profession</b>                      | <b>17. Comparative Education</b>        |
| <b>7. Teacher Education</b>                            | <b>18. Educational Statistics</b>       |
| <b>8. Classroom Management and School Organisation</b> | <b>19. Research Methods</b>             |
| <b>9. Educational Technology/ICT</b>                   | <b>20. English/Communication Skills</b> |
| <b>10. Subject Methodology</b>                         | <b>21. Use of Library</b>               |
| <b>11. Child Friendly Schools (CFS)</b>                | <b>22. Basic Mathematics</b>            |
|                                                        | <b>23. Micro Teaching</b>               |

But the **GOOD NEWS** is,

We have also created *short, **comprehensive** notes (just like this one)* on **all** the other topics for *YOU* to download now.

Would you like to get any or all of these **remaining** study materials, especially on topics you find **more** difficult?

*Click on the link below...*

**[www.exaministry.com](http://www.exaministry.com)**