CHAPTER 2
CRAFTING THE CURRICULUM

MODULE 3: The Teacher as a Curriculum Designer
LESSON 1: Fundamentals of Curriculum Designing

Building on Peter Oliva’s axioms for Curriculum Designers:
One of the characteristics of curriculum is its being dynamic. Societal development and knowledge revolution come so fast that the need to address the changing condition requires new curriculum designs.

1. Curriculum change is inevitable, necessary and desirable.
A relevant curriculum should respond to changes brought about by current social forces, philosophical positions, psychological principles, new knowledge and educational reforms. This is also called timelines.

2. **Curriculum reflects as a product of its time.**
3. Curriculum changes made earlier can exist concurrently with newer curriculum changes.

A revision in a curriculum starts and ends slowly. More often, curriculum is gradually phased in and phased out thus the change that occurs can coexist and oftentimes overlaps for long periods of time.
4. Curriculum change depends on people who will implement the change.

Teachers who will implement the curriculum should be involved in its development, hence should know how to design a curriculum. This will assure an effective and long lasting change.
5. Curriculum development is a cooperative group activity. Group decisions in some aspects of curriculum development are suggested. Consultations with stakeholders when possible will add to sense of ownership. Any significant change in the curriculum should involve a broad range of stakeholders to gain their understanding, support and input.
6. Curriculum development is a decision-making process made from choices of alternatives.

A curriculum developer or designer must decide what contents to teach, philosophy or point of view to support, how to provide multicultural groups, what methods or strategies to use, and what type of evaluation to use.
Continuous monitoring, examination, evaluation and improvement of curricula are to be considered in the design of the curriculum.

7. Curriculum development is an ongoing process.

Continuous monitoring, examination, evaluation and improvement of curricula are to be considered in the design of the curriculum.
8. Curriculum development is more effective if it is a comprehensive process, rather than a “piecemeal”.

A curriculum design should be based on a careful plan, intended outcomes clearly established, support resources and needed time available and teaching staff pedagogically equipped.
9. Curriculum development is more effective when it follows a systematic process.

A curriculum design is composed of desired outcomes, subject matter content complemented with references, set of procedures, needed materials and resources and evaluation procedure which can be placed in a matrix.
Curriculum planners and designers should begin with existing curriculum. An existing design is a good starting point for any teacher who plans to enhance and enrich a curriculum.
Elements or Components of a Curriculum Design

There are many labels or names for curriculum design. Some would call it a syllabus, or a lesson plan. Lesson plan as a miniscule curriculum.
For a Lesson Plan includes:

1. Intended Learning Outcomes (ILO) or the Desired Learning Outcomes (DLO), known as behavioral objectives

2. Subject Matter or Content

3. Teaching and Learning Methods

4. Assessment Evaluation
The objectives or intended learning outcomes are the reasons for the undertaking the learning lesson from the student’s point of view. As a curriculum designer, the beginning of the learning journey is the learning outcomes to be achieved.
The statement should be **SMART:** Specific, Measurable, Attainable, Result oriented and Time bound.

In framing learning outcomes it is good practice to:

a. Express each outcome in terms of what successful students will be able to do.

b. Include different kinds of outcomes. The most common are: cognitive objectives (learning facts, theories, formulate principles.)
II. Content/ Subject Matter

The content of the lesson or the unit is the topics or subject matter that will be covered. In selecting content, you should bear in mind the ff. principles:

a.) Subject matter should be relevant to the outcomes of the curriculum. An effective curriculum is purposive, clearly focused on the planned learning outcomes.
b.) Subject matter should be appropriate to the level of the lesson or unit. An effective curriculum is progressive, leading students towards building on previous lessons. Contents which are too basic or too advanced for the development levels of learners make students either bored or baffled and affect their motivation to learn.
c.) Subject matter should be up to date and, if possible, should reflect current knowledge and concepts.
III. References

It tells where the content or subject matter has been taken. The reference maybe a book, a module, or any publication. It must bear the author of the material and if possible the publications.
IV. Teaching and Learning Methods

These are the activities where the learners derive experiences. The teaching-learning methods should allow cooperation, competition as well as individualism or independent learning among the students.
EXAMPLE:

Cooperative learning activities, allow students to work together. Students are guided to learn on their own to find solutions to their problems.

Independent learning activities, allow learners to develop personal responsibility. The degree of independence to learn how to learn is enhanced.
Competitive activities, where students will test their competencies against another in a healthy manner allow learners to perform to their maximum. The use of various delivery modes to provide learning experiences is recommend.
V. Assessment/ Evaluation

Learning occurs most effectively when students receive feedback. The process by which this information is generated is assessment. It has three main forms:

a.) Self assessment, through which a student learns to monitor and evaluate their own learning.
b.) Peer assessment, in which students provide feedback on each other’s learning.

C.) Teacher assessment, in which the teacher prepares and administers tests and gives feedback on the student’s performance.
Assessment may be **FORMATIVE** (providing feedback to help the student learn more) or **SUMMATIVE** (expressing a judgment on the student’s achievement by reference to stated criteria.
APPLICATION OF THE FUNDAMENTAL COMPONENTS IN OTHER CURRICULUM DESIGN

Major Components of a Course Design/Syllabus

1. Intended Outcomes (Objectives)
2. Content/Subject Matter (with references)
3. Methods/Strategies (with needed resources)
4. Evaluation (means of assessment)
LESSON 2: APPROACHES TO CURRICULUM DESIGNING

TYPES OF CURRICULUM DESIGN MODELS

1. Subject – Centered Design
   - Subject Design
   - Discipline Design
   - Correlation Design
   - Broad Field Design/Interdisciplinary
1. SUBJECT – CENTERED DESIGN

This is a curriculum design that focuses on the content of the curriculum. It corresponds mostly to the textbook because textbooks are usually written based on the specific subject or course.
1.1 SUBJECT DESIGN
This is the oldest and so far the most familiar design for teachers, parents and other laymen.

1.2 DISCIPLINE DESIGN
This design model focuses on academic discipline. DISCIPLINE refers to specific knowledge learned through a method which the scholar used to study a specific content of their fields.
1.3 CORRELATION DESIGN

Coming from a core, correlated curriculum design links separate subject design in order to reduce fragmentations. Subject are related to one another and still maintain the identity of the subject.
1.4 BROAD FIELD DESIGN/INTERDISCIPLINARY

This is the variation of the subject-centered design. This design was made to cure the compartmentalization of the separate subject and integrate the contents that are related to each other.