PLANNING TEACHING AND LEARNING: CURRICULUM DESIGN AND DEVELOPMENT

BY KASSYMOVA GK

CURRICULUM

The term **curriculum** refers to the lessons and academic content taught in a school or in a specific course or program. Depending on how broadly educators define or employ the term, curriculum typically refers to:

- the **knowledge and skills** students are **expected to learn**, which includes the learning standards or learning objectives they are expected to meet;
- the units and lessons that teachers teach;
- the assignments and projects given to students;
- the books, materials, videos, presentations, and readings used in a course;
- the tests, assessments, and other methods used to evaluate student learning.

In many cases, teachers develop their own curricula, often refining and improving them over years, although it is also common for teachers to adapt lessons and syllabi created by other teachers, use curriculum templates and guides to structure their lessons and courses.

Curriculum may also encompass a school's academic requirements for graduation, such as the courses students have to take and pass, the number of credits students must complete, and other requirements.

HIDDEN CURRICULUM

- **Hidden curriculum** refers to the unwritten, unofficial, and often unintended lessons, values, and perspectives that students learn in school. While the **"formal" curriculum** consists of the courses, lessons, and learning activities students participate in, as well as the knowledge and skills educators intentionally teach to students, the **hidden curriculum** consists of the unspoken academic, social, and cultural messages that are communicated to students while they are in school.
- The hidden-curriculum concept is based on the recognition that students absorb lessons in school that may or may not be part of the formal course of study - for example, how they should interact with peers, teachers, and other adults; how they should perceive different races, groups, or classes of people. The hidden curriculum is described as "hidden" because it is usually unacknowledged or unexamined by students and educators.

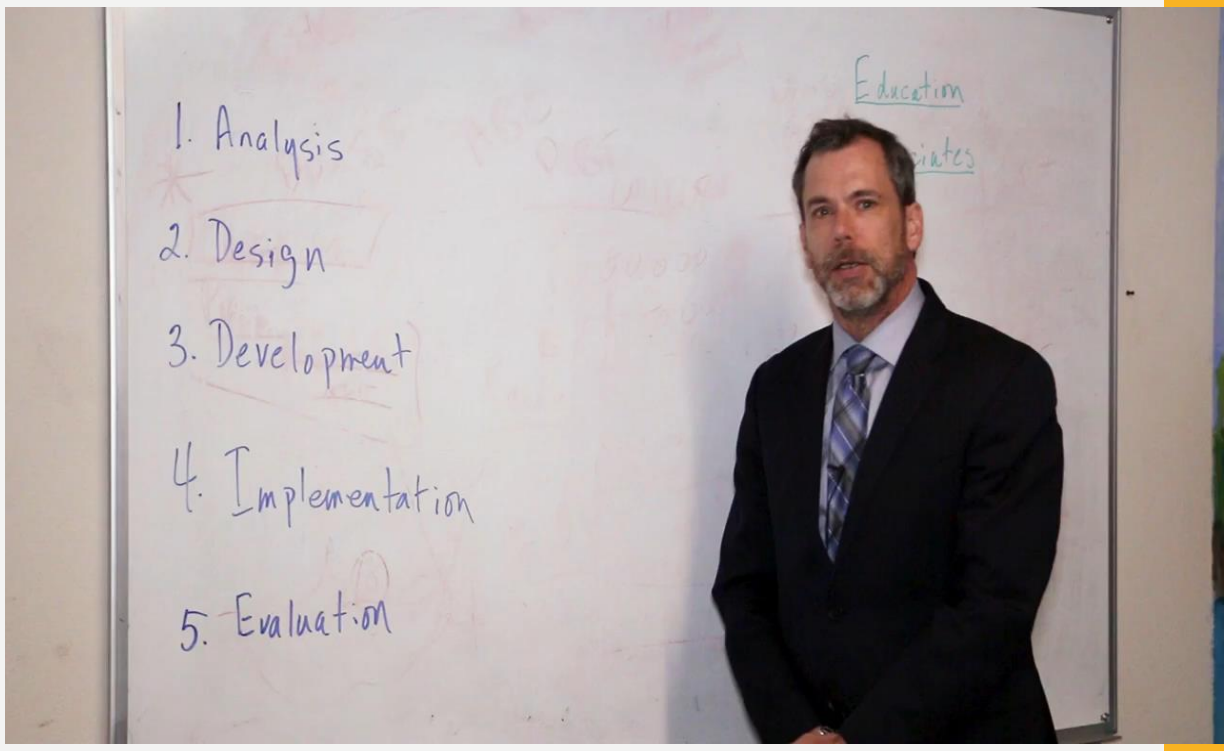
CORE CURRICULUM

A LEARNING OUTCOMES APPROACH TO CURRICULUM DESIGN

The University of Auckland, for example, has a well-documented Graduate Profile. It states that:

- A student who has completed an undergraduate degree at the University of Auckland will have acquired an education at an advanced level, including both specialist knowledge and general intellectual and life skills that equip them for employment and citizenship and lay the foundations for a lifetime of continuous learning and personal development.

A learning outcomes approach to curriculum development is still relatively new and many academics initially find it difficult to express learning outcomes in a manner that is meaningful to both staff and students.



The Best Method for Designing and Developing a Curriculum

WHAT DO MEANINGFUL LEARNING OUTCOMES LOOK LIKE?

- To have students achieve high-quality learning outcomes is one of the aims of most university teachers. Ideally we want our students to engage in deep (as opposed to surface) learning (Lecture 1), because deep learning is the type of learning that remains for our life span in our brain.
- In a second-year Bachelor of Fine Arts module, the following learning outcomes are presented to students. At the end of this module students are expected to be able to:

✓ demonstrate an awareness of the broad historical, theoretical and contextual dimensions of the discipline(s) studies, including an awareness of current critical debates in their discipline(s);

✓ demonstrate an ability to critically analyze and evaluate art and/or design work;

✓ formulate independent judgements;

✓ Articulate (ясно выражать) reasoned arguments through review, reflection and evaluation;

✓ demonstrate an awareness of issues that arise from the artist's or designer's relationship with audiences, clients, markets, users, consumers and/or participants.

EXERCISE AND COGNITIVE THINKING

Consider your general aim/s for a module you are teaching. Write specific learning outcomes for this course: what do you want students to learn?

The writing of learning outcomes should reflect the students' increasing competence.

BLOOM'S TAXONOMY: STRUCTURING THE LEARNING JOURNEY

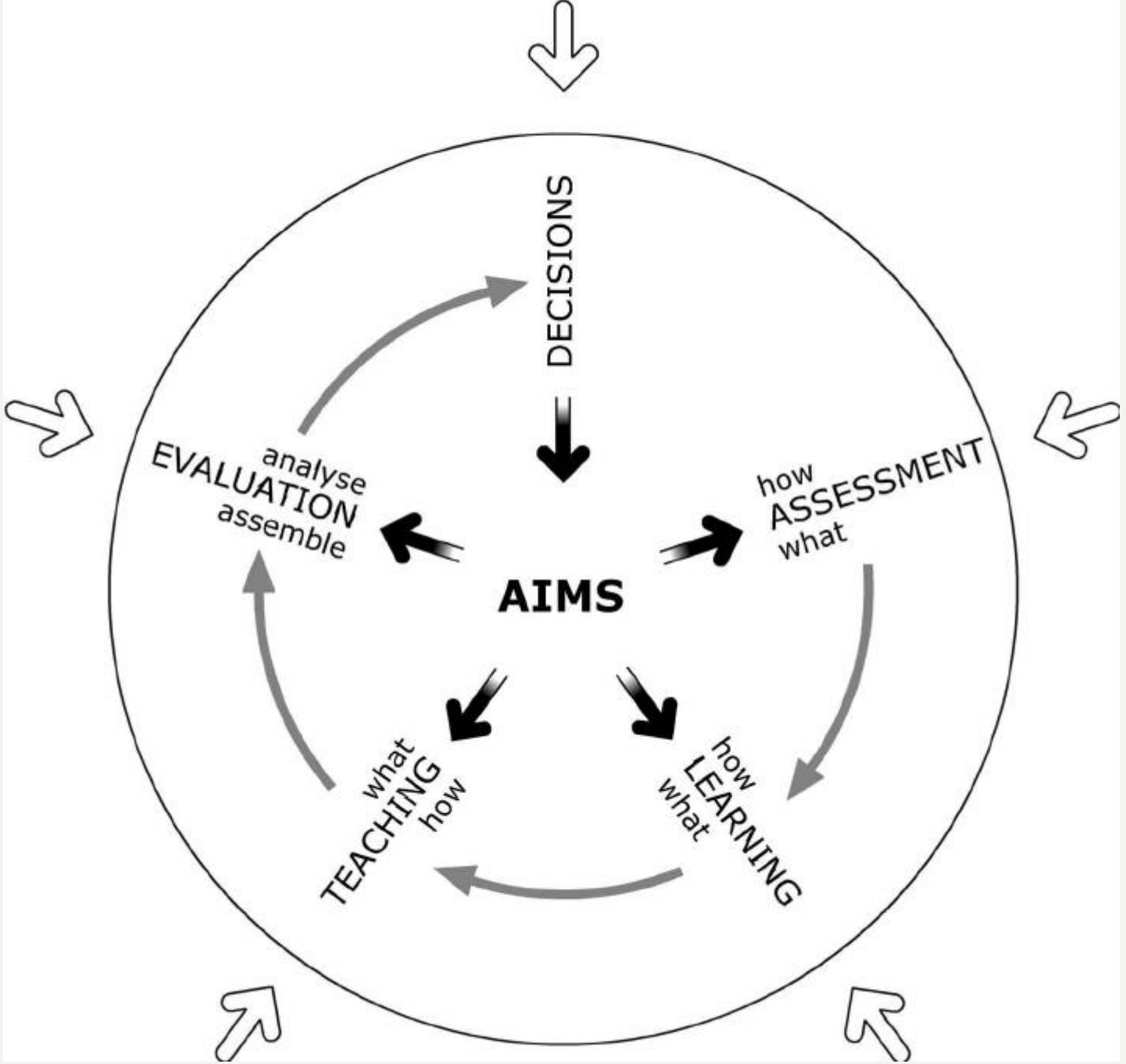
CURRICULUM DESIGN AND DEVELOPMENT

There are a number of key steps to effective course and curriculum design. One model is as follows:

- ✓ Consider your general aims for the course/programme.
- ✓ Write specific learning outcomes (objectives): what do you want the students to learn?
- ✓ Plan the assessment framework to match your objectives.
- ✓ Plan the content, i.e. sequence of topics/readings.
- ✓ Plan the teaching/learning design – what kinds of activities will you and your students engage in together?
- ✓ Compile (собирать) a list of resources.
- ✓ Consider evaluation of the course (formative and summative) and how best evaluation can be carried out.

THE LOGICAL MODEL OF CURRICULUM DEVELOPMENT

The model allows for and encourages an interrogation of 'how' to assess and 'what' to assess, how to facilitate learning and what sort of learning to encourage, and so on around the cycle.



OTHER MODELS OF CURRICULUM DEVELOPMENT

ENCOURAGING STUDENT MOTIVATION

There is surprisingly little evidence as to the behavior associated with different motives. Some fairly simplistic predictions can be made, that one might expect that students high in achievement motivation will actually achieve higher grades. Furthermore, one might expect that students with **intrinsic motivation** will perform better academically than those with **extrinsic motivation**. One might also predict that the study strategies would be different in different groups of students. For example, **intrinsically motivated students** might be expected to develop a deeper understanding of the material **than extrinsically motivated students**.

The main focus should be on the distinction between **deep and surface approaches to studying**. **A deep approach** is concerned with conceptual understanding of the material, and incorporating this into one's existing knowledge; whereas **a surface approach** is characterized by rote learning of material. Rote learning is a memorization technique based on repetition.

Edward Deci on Intrinsic & Extrinsic Motivation -
https://www.youtube.com/watch?v=Y2KLdnYH_js

Assessing Students' Motivation by **Brett D. Jones** -
https://www.youtube.com/watch?v=UI0Hc4T14bc