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Course: Curriculum Development (6406)

Semester: Spring, 2021

Level: ADE/B. Ed (4 Years)

ASSIGNMENT No. 1

Q. 1 Compare the teaching model given by Glaser and Herbart. Discuss their likeness and differences.

Robert Glaser developed this model in 1962. It explains the relationship between teaching and learning. It provides a simple and adequate conceptualization of the teaching process. This model belongs to the category of psychological models of teaching.

Why this teaching model is basic teaching model

It is called Basic teaching model because it presents a very basic analysis of the process of teaching in terms of the elements of teaching.

This model applies to all levels of education i.e., elementary, secondary, higher etc.. It is also applied to subject matter related to any subject as a teacher can use this model for teaching them.

Teaching for any length of time (40 minutes, 1 hour, weeks etc.) is possible using this model. It explains the whole teaching learning process by dividing it into four basic components

Instructional objectives

Entering behaviour

Instructional procedures

Performance assessment

Assumptions of Basic Teaching Model

It is developed on the assumption that “every lesson assumes some knowledge on the part of the learner”

Through instructional procedure, the teacher guides the learner from entry behavior to terminal behavior.

Components of basic training model

Step 1: Instructional objectives

The instructional objective is those objectives that the student should attain upon completion of a unit of instruction. These objectives may be stated in general, specific or in behavioral terms.

For instruction to be effective and systematic, the instructional objectives are stated in behavioral terms.

Step 2: Entering behavior

Every learner has initial behavior before he enters teaching-learning process. It is essential to detect the entering behavior of the learner before giving instructions. It is just like previous knowledge of a subject or the performance of the learner in terms of educational abilities.

This step is important because only after this step the teacher can take the students from entry behavior to terminal behavior.

Step: 3 Instructional procedures

It is the most active part of the teaching process. It indicates the method, procedure, and strategies of teaching which depends on objectives and entry behavior of the learner. This component depends on two previous components.

Step: 4 Performance assessments.

Here ultimate behavior of the learner is tested so that feedback may be given. If the need arises objectives may be modified, the instructional procedure may be improved and assessment of performance is made again. Evolution techniques used for the purpose of assessment tests are

observation, interview, rating scale etc. All four basic components are interrelated with one another. They interact and influence each other.

If the performance assessment indicates that the learners have not been able to achieve the objectives set for them, necessary changes are brought about in any one or all proceeding components of this model so that the goals of instruction are attained.

Description of Glaser's Basic Training Model

Glaser's models may be described in terms of the fundamental elements as under:-

This model attempts to pin point the process and major activities comprising the entire teaching, learning process. It also brings into the light sequence to be followed in the instructional process.

Syntax: – In this model flow of activities is sequential as listed below:-

- (a) First, the objectives to be followed are fixed in accordance with Blooms Taxonomy.
- (b) Then the entering behavior showing the understanding and background of the student is determined.
- (c) Thereafter the instruction work is carried out to achieve the objectives keeping in view the entering behavior of the learner.
- (d) The ultimate behavior of the learner is determined by using a different type of tests.

Social system The model describes a teacher dominated classroom climate. Here students are receptive and appreciative of the teaching activities. The success of this model depends upon the competency and ability of the teacher in term of various skills like the formulation of objectives, use of proper strategies, techniques of evolution etc.

Principles of reaction Main principles of reaction are as follows.

- (a) Principles of interdependence: -The student's responses are to be understood and dealt within the light of the interaction and interdependence, process and assessments.

(b) The principle of active involvement: -Proper execution of this model requires a lot of activity on the part of the teacher. The model requires the active involvement of the teacher from the beginning to the end. Understanding of the potential and deficiencies of the students is required at every stage of the teacher in order to achieve the objectives.

(c) Principles of follow up: – An assessment is made after teaching. In case the results are not accordance with set objectives, gaps and deficiencies are found out by the teacher. Then he tries to rectify the drawbacks by taking corrective measures.

Support system:

The teacher needs following support systems for its success.(a) Proper environment: – proper teaching learning environment and situations are required for the use of suitable teaching strategies.(b) Pre-service and In service facilities:- availability of adequate pre-service and in-service activities to the teachers to acquire needed skills for using this model.(c) Availability of appropriate evaluation device for the assessment of entering and terminal behavior of the students.

Application:

Since the model is quite systematic and structured, it is applicable to almost all the learning and teaching situations. It implies a personal contact between the teacher and the student. It implies a greater emphasis on the competency of the teacher rather than on his personality.

A lesson plan is the systematic preparation done in a scientific manner. Effective and successful teaching mainly depends on perfect lesson planning. A lesson plan represents a single teaching unit meant for a class period. Generally a lesson plan is teacher's mental and emotional visualization of classroom activities

LESSON PLAN STEPS (HERBARTIAN APPROACH)

This approach generally known as Herbartian Five steps approach in the procedure of the Herbartian School of pedagogy propagated by *J.F. Herbart* (1776-1841) and his followers.

The formal steps involved in the approach as below

- 1) Introduction/Motivation
- 2) Presentation
- 3) Comparison and association
- 4) Generalization
- 5) Application
- 6) Recapitulation

Introduction/Motivation

This step is concerned with the task of preparing the students for receiving new knowledge. In preparation, nothing new is taught to students. Relevant to the topic in hand the teacher should make himself sure of what the pupils already know , by putting a few questions , based on the pupils previous knowledge. In general, with the help of this step, the teacher can check the students entering behavior before he starts teaching the lesson. Thus, testing previous knowledge, developing interest in the minds of students and maintaining curiosity of the students can be achieved with the help of this step.

The following activities involved in this step

- The assumption about the previous knowledge of the students in relevance to the lesson
- The testing of the previous knowledge
- Utilizing the previous knowledge for introducing the lesson

Motivating the students for studying the present lesson

Presentation

It is the key step and only through which the actual process of teaching is going to take place. Here the aims of the lesson should be stated clearly and the heading should be written on the blackboard. We have to provide situation for both the teacher and the students to participate in the process of teaching and learning. Our ultimate aim of the presentation is to make the concepts understandable to the students. Therefore simple language is used. Appropriate and specific examples and illustrations of the concepts will make the understanding better. The interest of the students on the subject matter should be maintained continuously by the way of asking questions from time to time in this stage. The teacher should carefully and skillfully arrange his material so that his pupils may clearly and readily grasp it. The teacher should make proper use of questions, charts, graphs, pictures, models and other illustrative for demonstration and explanation.

At the end of each section a few questions concerning that section only should be asked to whether the pupils are now ready for the acquisition of new knowledge.

Comparison or Association

More importance should be given in this stage to compare the facts observed by the students with another concept by way of giving examples. By making use of this comparison, the students can derive definitions or theories. The students are encouraged to give new suitable examples for the concept instead of the examples given in the book to make them think in an innovative manner.

Generalization

This step is concerned with arriving at some general ideas or drawing out the necessary conclusions by the students on the basis of the different comparisons, contracts and associated observed in the learning material present by the teacher. As far as possible the task of formulation should be left to students. The teacher at this stage should try to remain in the background for providing only necessary guidance and correction.

Application

In this stage, the teacher makes the students to use the understood knowledge in an unfamiliar situation. Unless the knowledge of science is applied in new situations or in our day-to-day life, the study of science will become meaningless. This application of scientific principles will strengthen learning and will make the learning permanent

Recapitulation

This stage is meant for the teachers to know whether students have grasped and understood these concepts taught or not. This can be achieved by reviewing a lesson or by giving assignments to the students. Only through this step achieving closure (in teaching) is possible.

Reference:

<https://physicscatalyst.com/graduation/glasers-basic-teaching-model/>

<http://gsamutha.blogspot.com/2013/11/lesson-plan-steps-herbartianapproach.html>

Q. 2 Compare the instructional methods on cost effectiveness, merits and demerits.

Cost-effectiveness analysis is an evaluation tool that is designed to assist in choosing among alternative courses of action or policies when resources are limited. Most educational decisions face constraints in the availability of budgetary and other resources. Therefore, limiting evaluation to the educational consequences of alternatives, alone, without considering their costs

provides an inadequate basis for decision-making. Some alternatives may be more costly than others for the same results, meaning that society must sacrifice more resources to obtain a given end. It is desirable to choose those alternatives that are least costly for reaching a particular objective or that have the largest impact per unit of cost. This is intuitively obvious because the most cost-effective solution will free up resources for other uses or allow a greater impact for any given investment in comparison to a less cost-effective solution.

Applying this to educational interventions, there are a host of options from which schools, school districts, and higher education institutions can choose to improve educational outcomes. Many have shown at least some evidence of effectiveness, although the standards of evidence vary considerably. Thus, at the very least, consistent standards of evidence are needed to compare the competing alternatives. But estimates of the costs of the alternatives are needed as well. Even if one alternative is 10 percent more effective than another, it will not be preferred if it is twice as costly. Thus, both costs and effectiveness must be known in order to make good public policy choices.

Before reviewing briefly the methodology of cost-effectiveness analysis, it is important to differentiate it from a closely related evaluation tool, cost-benefit analysis. The approach to measuring costs is similar for both techniques, but in contrast to cost-effectiveness analysis where the results are measured in educational terms, cost-benefit analysis uses monetary measures of outcomes. This approach has the advantage of being able to compare the costs and benefits in monetary values for each alternative to see if the benefits exceed the costs. It also enables a comparison among projects with very different goals as long as both costs and benefits can be placed in monetary terms. In education, cost-benefit analysis has been used in cases where the educational outcomes are market-oriented such as in vocational education or in consideration of the higher income produced by more or better education. It has also been used in cases where a variety of benefits can be converted into monetary values such as in the noted study of the Perry Preschool Program discussed in W. Steven Barnett's 1996 book. In most educational interventions, however, the results are measured in educational terms rather than in terms of their monetary values.

Methodology

The method of doing cost-effectiveness can be summarized briefly, but it is best to refer to more extensive treatments of the subject if a study is being contemplated (for example, *Cost-Effectiveness Analysis*, by Henry M. Levin and Patrick J. McEwan). Cost-effectiveness begins with a clear goal and a set of alternatives for reaching that goal. Comparisons can be made only for alternatives that have similar goals such as improvement of achievement in a particular subject or reduction in absenteeism or in dropouts. A straightforward cost-effectiveness analysis cannot compare options with different goals and objectives, any more than a standard type of evaluation could compare results in mathematics with results in creative writing. Alternatives being assessed should be options for addressing a specific goal where attainment of the goal can be measured by a common criterion such as an achievement test. It should be noted that a more complex, but related, form of analysis, cost-utility, can be used to assess multiple objectives.

In almost all respects, measuring the effectiveness of alternatives for purposes of cost-effectiveness analysis is no different than for a traditional evaluation. Experimental or quasi-experimental designs can be used to ascertain effectiveness, and such studies should be of a quality adequate to justify reasonably valid conclusions. If a study of effectiveness does not meet reasonable standards in terms of its validity, there is nothing in the cost-effectiveness method that will rescue the result. What cost-effectiveness analysis adds is the ability to consider the results of different alternatives relative to the costs of achieving those results. It does not change the criteria for what is a good effectiveness study.

The concept of costs that is used in cost-effectiveness studies is one that is drawn from economics, namely, opportunity cost. When a resource is used for one purpose, individuals or society lose the opportunity to use that resource in some alternative use. In general, the concept of opportunity cost is viewed as the value of a resource in its best alternative use. This may differ from the everyday understanding of what a cost is. For example, many school districts will refer to an unused facility as having no cost to the district if it is used for a new program. That facility, however, has value in alternative use in the sense that it could be sold or leased in the market or used for other purposes that have value. In this sense it is not "free." If the school district uses it

for a new program, it sacrifices the potential income that the facility could yield in the marketplace or the value to other programs that could use the facility.

There is a standard methodology for measuring the cost of an intervention in cost-effectiveness analysis. The ingredients required to replicate the interventions are specified for all alternatives. Most interventions require personnel, facilities, materials, equipment, and other inputs such as client time. Using these categories as organizing rubrics, the ingredients are listed in terms of both quality and quantity such as, for the personnel category, the number of full-time teachers and their qualifications as well as other staff. Information on ingredients is collected through interviews, reports, and direct observations.

When all of the ingredients are accounted for, their cost values are determined. There are a variety of ways to estimate these costs. In the case where ingredients are purchased in competitive marketplaces, the costs are readily obtainable. Of course, the total costs of personnel include both salaries and the employee benefits. Other approaches are often used to estimate the value of facilities and equipment. In general, the technique for measuring costs is to ascertain their annual value. Because facilities and equipment have a life that is greater than one year, the annual value is derived through determining annual depreciation and interest costs. There are standard methods for ascertaining the annualized value of costs for ingredients.

These costs are summed up to obtain total annual costs, and they are usually divided by the numbers of students to get an average cost per student that can be associated with the effectiveness of each intervention. The ratio of cost per unit of effectiveness can then be compared across projects by combining the effectiveness results with costs. Alternatives with the largest effectiveness relative to cost are usually given highest priority in decisionmaking, although other factors such as ease of implementation or political resistance need to be considered. The cost analysis can also be used to determine the burden of cost among different government or private entities where each alternative has different possibilities in terms of who provides the ingredients. In this respect it should be noted that the total cost of an intervention must even include volunteers and donated resources, although the cost to the sponsor may be reduced by others sharing the cost burden through providing resources in-kind.

Examples

The application of cost-effectiveness analysis can best be understood by providing examples of its use. In a 1984 study, Bill Quinn, Adrian Van Mondfrans, and Blaine R. Worthen examined the cost-effectiveness of two different mathematics curricula. One approach was based upon a traditional, textbook application. The other was a locally developed curriculum that emphasized highly individualized instruction with special methods for teaching mathematics concepts. With respect to effectiveness, the latter curriculum was found to be more effective in terms of mathematics achievement, on average, than the traditional program. It was also learned that the lower the socioeconomic status (SES) of the student, the greater were the achievement advantages of the innovative program.

But the innovative program had a cost that was about 50 percent higher per student than the traditional one. The question is whether the additional achievement justified the higher cost. The evaluators found that the cost per raw score point on the Iowa Tests of Basic Skills was about 15 percent less for the innovative program than for the traditional one, showing that the higher achievement more than compensated for the higher cost. For low SES students the cost per point of the innovative program was less than 40 percent that of the traditional program. For high SES students, however, the traditional program was slightly more cost-effective. This study demonstrates the value of cost-effectiveness and its usefulness as an evaluation technique among different types of students. In a low SES school or district the innovative program was far superior in terms of its cost-effectiveness. In a high SES school or district, the traditional program might be preferred on cost-effectiveness grounds.

One of the most comprehensive cost-effectiveness studies compared four potential interventions in the elementary grades: reductions in class size in a range between twenty and thirty-five students per class, peer tutoring, computer-assisted instruction, and longer school days. The measures of educational effectiveness included both mathematics and reading achievement. Tutoring costs per student were highest, followed by decreases in class size from thirty-five to twenty, computer-assisted instruction, and longer school days. The high costs for peer tutoring are a result of the cost of adult coordinators who must organize and supervise the tutoring

activities of effective programs. Effectiveness measures were taken from evaluation studies that had focused on the achievement gains associated with each type of intervention. Although peer tutoring had a high cost, it also had very high effectiveness and the highest cost-effectiveness. In general, computer-assisted instruction was second in cost-effectiveness with class size and longer school days showing the lowest cost-effectiveness. Results differed somewhat between reading and mathematics, but the cost-effectiveness of reduced class size and of longer school days was consistently lower than those of peer tutoring and computer-assisted instruction.

A study in northeastern Brazil undertook a cost-effectiveness analysis of different approaches to school improvement. A range of potential school improvements was compared to ascertain effects on student achievement. These included teacher-training programs, higher salaries to attract better teaching talent, better facilities, and greater provision of student textbooks and other materials. The authors used statistical models to determine the apparent impact of changes in these inputs on Portuguese language achievement for second graders. Costs were estimated using the ingredients method outlined above. Effectiveness relative to cost was highest for the provision of more instructional materials and lowest for raising teacher salaries. Given the very tight economic resources available for improving schooling in Brazil, this type of study provides valuable guidance for those people making resource decisions.

Use of Cost-Effectiveness Analysis

Studies of the effectiveness of educational interventions are very common. Studies of their cost-effectiveness are rare. What might account for this discrepancy? There may be many reasons. Evaluators of social programs rarely have background in cost analysis. Few programs or textbooks in educational evaluation provide training in cost-effectiveness analysis. That decision makers are often unfamiliar with cost-effectiveness analysis limits their ability to evaluate and use such studies. Yet, in the early 1980s, the field of health was also limited in terms of both the production and use of cost-effectiveness studies. By the early twenty-first century, the concept had been widely applied to health decisions in response to severe resource stringencies in health care. Because the field of education is pressed with similar resource constraints, there might be increased development and use of cost-effectiveness techniques in educational decision-making.

Reference:

<https://education.stateuniversity.com/pages/1887/Cost-Effectiveness-in-Education.html#:~:text=This%20approach%20has%20the%20advantage,the%20benefits%20exceed%20the%20costs.&text=In%20most%20educational%20interventions%2C%20however,terms%20of%20their%20monetary%20values>

Q. 3 Study the national curriculum of any subject. Identify the need and scope of that curriculum.

Curriculum (SNC) prepared by the National Curriculum Committee (NCC) has turned into a PTI vs others fight.

As a non-partisan myself, I felt it would be helpful to separate fact from fiction. Until recently, the promised education reforms included three major items: A) transitioning to local languages as medium of instruction; B) a unified school system (which implies the elimination of foreign examination systems); and with it, C) a single curriculum.

On the first item, a large body of research supports that changing the medium of instruction in primary schools to mother tongue(s) would be helpful for many students that are handicapped by having to study in English or Urdu. However, in the recent debate this issue has taken a backseat.

On the second item, in a tweet last week, Shafqat Mahmood, federal minister for education and professional training, thankfully (and in a U-turn this government is famous for?) retracted his earlier public statements about eliminating foreign examination systems. Perhaps he realized that handicapping better performing students down to the level of an inferior local curriculum would prove politically counter-productive.

Finally, by leaving private schools be, the SNC has been made largely irrelevant to private schools preparing students for Cambridge and IB exams. That means it will principally affect public schools and madressahs.

The simplest definition of curriculum is the entire learning experience that a child goes through at school. This includes the syllabus, books, other teaching and learning materials/ resources (labs, libraries, field trips), teacher input, assessments. Like the previous National Curriculum 2006, the current SNC document under debate only provides the minimum learning standards that every child should be able to achieve in a particular subject at a certain grade level. Even though the SNC's every document bears the slogan 'One Nation, One Curriculum', calling it a curriculum is a misnomer.

Seeing how the SNC is mostly copied from the National Curriculum 2006, there is no sign that the NCC made the kind of effort the government claims it did. Comparing the SNC and National Curriculum 2006 one finds that, for almost all subjects, the SNC is essentially a copy-paste job from the National Curriculum 2006. I am making this claim because I processed the SNC documents through Turnitin, an online tool used in Pakistani universities and, more recently, government departments to detect and quantify copied content in documents.

For the SNC subject curricula, 'General Knowledge' had a similarity score of 45 percent, 'Social Studies' scored 47 percent, 'Mathematics' 58 percent, 'General Science' 59 percent, 'English' 78 percent and 'Early Childhood Care and Education' scored 89 percent. I could not check the documents for Urdu and Islamiyat because they are not in English and cannot be checked this way.

The primary source with which all these documents have overlap is the National Curriculum of 2006, but I also recognize a lot of material from unpublished documents of different NGOs operating in the education development sector. So, the overlap is in fact much higher than what Turnitin was able to detect. Interestingly, the NCC has not seen fit to include into the SNC any of the advances made in early childhood education over the last 15 years (similarity being 89 percent).

Proponents of the SNC have been assuring the public that it was prepared after consulting curricula of countries enjoying reputations for having the best schools in the world today, including Singapore, the UK, etc. I expected to see fingerprints of those foreign curricula all over the SNC, but there are none. Although most of the SNC has been copy-pasted, almost none of the sources appear to be from Singapore, the UK or any other country the NCC claims to have referenced.

Even if you put the above issues aside and let the curriculum contents speak for themselves, you will discover that its characterization by its proponents as emphasizing critical thinking skills is false. Learning outcomes seldom rise beyond having students “define” or “describe” concepts.

Since the SNC leaked out, criticism has started pouring in. Its proponents are defending the SNC arguing that judgment is premature and uninformed, since it has not been officially released. Meanwhile, the ministry has already sent out an undated call for applications for textbook authors on its website, which lets us conclude that the SNC is already finalized. Why then is it still being kept under wraps?

Instead of releasing the SNC, critics are being told to give it a rest, because it was prepared by “400 subject matter experts.” Who are these experts, and what are their qualifications and

pedagogical accomplishments? I would expect to see recognizable names, ideally included in each subject's curriculum document, or listed on the NCC's website. Instead, the public is being stonewalled. I have learned some names included in the NCC's deliberations from my professional contacts, as owners of local NGOs and private schools' chains – business owners who are education-adjacent but have no qualifications or experience in curriculum development.

Every graduate school course on public policymaking teaches the need to make these processes consultative, open and transparent. If this government has confidence in the quality of the NCC's work product and wishes to silence critics, it can still release the SNC to the public. The manner in which it is being kept under wraps signals bad faith. Instead, it is wheeling out social media trolls and a few professionals and relying on their academic credentials to blind and silence the public. Amusingly, some people publishing long threads of tweets in support of the SNC (when asked) admit they themselves have not seen what they are defending!

Much of civil society's criticism of the SNC has centered on Islamiyat for grades 1 to 5 – and for good reason. For the last few decades, (together with Pakistan Studies) it can be credited as successive governments' primary vehicle of choice to indoctrinate children, a policy which has yielded us the intolerant society we have today. I came to review the Islamiyat curriculum with an open mind, seeing how its proponents in the media have reassured us that it is largely the same curriculum as before.

The first item listed for every grade level is not just reading but recitation of the Holy Quran, covering all 30 chapters over five grade levels, representing a significant expansion of course contents. Add to that the memorization of dozens of verses and passages. Learning outcomes for other concepts in the subject seldom venture beyond rote memorization. What makes it stand out is the overwhelming volume of content. This is further augmented by curriculum items which

amount to reprogramming children with imported, alien cultural norms that are heretofore unseen.

It appears that the SNC is a result of a simple bargain: add a boatload of content to the Islamiyat curriculum for public schools and in return madressahs will adopt the SNC. Coupled with the requirement to hire teachers from madressahs certified to cover the Islamiyat curriculum, it will serve as the religious right's Trojan horse to enter public schools. Anyone who has spent time in an office in Pakistan knows that even a single ultra-conservative staff member can significantly alter the work environment.

Two years after being voted in and being unable to deliver on any major campaign promise (half a million houses, a million new jobs, police reforms, etc), this is an attempt to check the promise of bringing a unified school system off that list, without any spending. A poorly executed review of minimum learning standards, which is a routine process in other countries, has been politicized and is being sold to voters as a bill of goods, in the guise of major school reforms.

We are a society where you can put three high-school graduates together and make them endlessly debate the best way to break a fast, or consume a watermelon, etc.

NEEDS AND IMPORTANCE OF CURRICULUM DEVELOPMENT:

- a. Realisation of Educational Objectives: An organisation of education is based on the curriculum. The curriculum development is done in view to realise the objectives of education. Thus the curriculum is the means for achieving the educational objectives.

b. Proper use of Time and Energy: It provides the guidelines to the teachers as well as to students, what a teacher has to teach and what the students to learn?.

c. Acquisition of Knowledge: The curriculum is the mean for the acquiring knowledge. Actually human knowledge is one but is divided in to subject for the convenience and organisation point of view. Thus the curriculum is designed for the different subjects.

d. Determining Structure Of Content: Every subject's content has its wide structure which is to be taught lower level to the higher level. Thus the main task of curriculum development is determining structure of content for a particular stage teaching. Thus the curriculum of different subjects is designed

from primary level to university level.

e. Development of Personality: The curriculum is also important and

significant from personality development of the student. The curriculum is designed which helps in development in good qualities in students. It helps in developing physical, social and moral qualities of learners.

f. Preparation of Text Book: The curriculum provides the guide line and bases for preparing text book for the use of students and subject teacher. If the curriculum is changed or codified, the test books are also changed. A good text has wide coverage of curriculum content of subjects.

g. Conducting Examination: Our education is examination centred. The

students have forced obtain good mark in the examination. Thus examination paper is prepared as per curriculum of the subject and students also prepare the content for the examination. Thus, curriculum is basis of teaching, learning

and testing.

h. Organising Teaching And Learning Situation: The teaching and learning situation are organised in view to the curriculum teaching work is also assigned with help of curriculum.

i. Decision about Instructional Method: The instructional method is selected and used in view of the curricular. The same content is taught from memory to reflective level. It may be teacher centred or learner centred.

j. Development of Knowledge, Skill And Attitude: The nature of curriculum provides the basis for the developing knowledge, skills, attitude and creative ability. It also helps in developing leadership qualities.

Reference:

<https://www.thenews.com.pk/print/696983-reading-the-curriculum>

<https://onlinenotebank.wordpress.com/2020/03/09/curriculum-development-meaning-needs-and-importance-of-curriculum-development/>

Q. 4 Write components of philosophical foundations, which give understanding in curriculum development.

curriculum can be defined in a variety of ways, one can approach the evaluation and creation of curriculum through more than one foundational lens: philosophical, historical, psychological, and sociological. All four of these hold importance in influencing curriculum and instruction. However, it is the philosophical foundation which holds the greatest importance because it is through one's philosophical perspectives that the historical, sociological, and psychological foundations are both perceived and applied.

Philosophical Foundation

The philosophical foundation of curriculum helps determine the driving purpose of education, as well as the roles of the various participants. While all foundations propose to set goals of curriculum, philosophy presents the manner of thinking from which those goals are created. One's driving philosophy suggests if education should develop the individual or enforce group norms (Ornstein & Hunkins, pp. 34-36); if it is to enforce group norms, it further defines if that should be the norms of the current set or a move towards changing those norms. Philosophies vary in perception of truth, ranging from absolute to relative, and from moralistic to scientific (34-37). In all of this, one's philosophy defines the role of the teacher, ranging from all-knowing authoritarian to that of a mentor, and the role of the student, ranging from an obedient vacant vessel to an individual worthy of actively engaging in one's own educational process. As we look through the lens of history, we see how philosophies have gained and waned in popularity in society, and how even psychological research is embraced, ignored, or even rejected based on philosophical standings of the time.

Historical Foundation

Exploring the historical foundations of curriculum can promote a sense of freedom and encourage educational reform. Reviewing the history of education allows us to step outside of the here and now, gaining a bigger picture and seeing ourselves within it, realizing that the field of education must remain dynamic in order to be effective. Throughout history, curricular choices have been made out of necessity and to meet the specific needs of society at the time. Also, it is through history that we see how predominant philosophies have defined a society's values, which in turn determined the current purposes of education. Through history, we learn

that programs are considered pioneering due to the different philosophies to which others subscribe. In reviewing history, it becomes apparent that this has been the case throughout the centuries. Ideas can change, and a group can break free of faulty suppositions; history shows that what is now isn't necessarily what needs to remain. In history, we see why and how things came to be, how the demographics of a particular committee can have longreaching impact (Ornstein & Hunkins, 82), and also that some traditions - such as grading (70) - are relatively new concepts after all.

Social Foundation

Society is a reflection of the governing philosophies of the masses, requiring that studying the sociological foundation of curriculum to include consideration of philosophical foundations. Society is dynamic, with the changing popularity of a particular philosophy mirroring factors such as environmental and economical needs: war or peace time, recession or time of abundance, changing technology, and so on. For example, if a nation is at war, greater emphasis will be placed on sacrificing for the greater good, moralistic principles, and adhering to group norms. During such times, however, there will be dissention based on counter philosophical ideas; the strength of one's philosophical convictions will determine one's perception of the current events, including those impacting education.

Psychological Foundation

The psychological foundation of curriculum and instruction has continued to expand, especially with exponential growth in neuroscience research. The 1990s had been titled the Decade of the Brain (Clemons, 2005), and great strides have been made in the psychology of learning. One might argue that it is the psychological foundations of curriculum which hold the greatest importance because it is here that we understand how students learn; how to increase student motivation and satisfaction; how to achieve educational "success" in its many definitions. However, curriculum decisions and current educational practices in many schools do not yet fully embrace the current research due to the prevailing philosophies held by those in administrative power in the field of education. Again, it is the philosophical foundation that holds the greatest importance because it holds the greatest power. To gain acceptance of

research-based educational practices, we must not just show the success of those practices, but also work toward changing the prevailing philosophies that influence the attitudes of society. Also, reaching back to the historical foundation of curriculum study, we should caution ourselves that current research is just that: current. Future psychological research may yield new information. By adopting a guiding philosophy, one does not become married to a particular psychological or sociological foundation of thought, which history reminds us is ever-changing, and one can instead remain fluid in how one's philosophically-based goals are met.

Personalized Education Philosophy

In considering all four foundational lenses noted above, SAS has adopted the Personalized Education Philosophy (see Appendix D: Personalized Education Philosophies and Goals). This philosophy serves as the primary foundation and guide for the development of curriculum and the program as a whole. Decisions ranging from curriculum adoption to implementation of instructional techniques are made in alignment with this philosophy.

Reference:

<https://www.cmasas.org/philosophical-basis-teaching-and-learning-model>

Q. 5 What are curriculum induced biases and how do they affect curriculum?

We all come into classrooms with preconceived notions, or biases, about groups of people or, in some cases, particular students. These biases directly impact our interactions with students, parents, and even colleagues. Implicit bias tends to favor people that look and act like oneself and can be dangerously harmful to those perceived as "other," especially marginalized groups. But all types of bias, whether implicit or not, are damaging to students and acknowledging our own biases may be the toughest part of addressing this issue.

Bias is defined by Merriam-Webster as "an inclination of temperament or outlook; especially, a personal and sometimes unreasoned judgment." Our biases impact our daily interactions with others: They may dictate who we approach to ask a question at a public venue, how we relate to others while shopping, and even how we view current events. Our biases can also hinder, or even destroy, the relationships in our classrooms and schools if they are not recognized and addressed.

Here are some examples of the ways educators commonly demonstrate bias in school settings:

- Making assumptions about race based on the names on the class roster
- Making assumptions about a young lady who wears a hijab to school
- Suggesting an American nickname for a student whose name is unfamiliar to them
- Assuming a student who is obese is less intelligent than a student who is slim
- Disciplining a black student more harshly than a white student for the same behavior

Educator bias can hinder a student's ability to feel safe in a classroom, making it difficult for the student to enjoy school or certain classes. Sadly, some students are categorized and labeled before the first day of school. Still other students suffer from bias based on visual differences (e.g., skin color, dress, body size) during the first few days of school. Students in marginalized groups may experience microaggressions on a daily basis throughout the year. All of these students may experience significant emotional trauma. For many students, educator bias causes lasting damage in academics and beyond.

We must protect all students by actively working to combat bias and foster a safe environment. The recent events in Charlottesville were an unfortunate reminder of the need for educators to lead in the fight against bias, racism, and bigotry by creating a safe space for all students to learn, even – or especially – when internal reflection is the necessary first step.

Not sure where to start in regards to combating bias and securing safety for all? Here are some suggested resources and actions.

1. First, the implicit bias test offered by Harvard is a great way to examine your own biases. The results might shock you, but will give you a starting point from which to understand the preconceived notions you bring into the classroom. It is impossible to fix something you haven't acknowledged. This part can be very uncomfortable but it is necessary.
2. Learn about the groups you hold biases about: their history, their culture, their norms. The best way to combat bias is through education.
3. Amplify your students' voices and their cultures through novel/text choices and content in your classes. Discovery Education includes a huge variety of texts, including study guides,

to use in your classroom. Choose from narrative prose, poetry, essays, speeches, and songs.

4. Converse with your students. Letting your students know you are thinking about and combating your own biases empowers them to be better advocates for themselves, building their self-worth. Take advantage of the strategies that support respectful discourse described in Discovery Education's Spotlight on Strategies series. Some of the best ones are Talking Sticks, Paper Chat, and Table Top Texting – these all allow for respectful, moderated or written discussion.

So do our biases as educators impact the classroom? Absolutely. Hopefully this school year, you can check and combat your biases to not only become a better educator but, ultimately, to create a safer learning environment for all the diverse students in your care.

Reference:

<https://blog.discoveryeducation.com/blog/2017/09/08/are-my-biases-impacting-the-classroom/>

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