

# PHDEM 609 - CURRICULUM DEVELOPMENT

## Module 5 - Curriculum Trends and Issues

### Module Objectives:

1. Cite issues/concerns on curriculum development.
2. Identify measures by which these issues/concerns on curriculum development will be addressed.
3. Suggest curriculum innovations that will improve employability of graduates.



### Outline of Concepts:

#### 1.0 LOCAL TRENDS IN CURRICULUM INNOVATIONS

##### 1.1 2002 BASIC EDUCATION CURRICULUM

- **Vision:** The Department of Education, envisions every learner to be functionally literate, equipped with life skills, appreciative of arts and sports and imbued with the desirable values of a person who is *makabayan, makatao, makakalikasan, at maka-Diyos*.
- **Mission:** To provide quality basic education that is equitably accessible to all and lays the foundation for lifelong learning and service for the common good.
- **Salient Features of the Curriculum:** use of ICT in all subject areas, Integrative Teaching, Thematic Teaching, Content-based Instruction (CBI), Focusing Inquiry, Generic Competency Model

##### 1.2 THIRD ELEMENTARY EDUCATION PROGRAM (TEEP) - 1996 to 2005

- **Aim:** To build institutional capacity of the Department of Education to manage change and actively involve parents, teachers, and community leaders as stakeholders for quality education.
- **Goals:** improved learning achievement, improved completion rates, access to quality elementary education
- **Major Educational Components:** In-Service Training for Teachers (INSET), School Improvement and Innovation Facility (SIIF), Student Assessment (SA), Educational Management Information System (E-MIS), Procurement, Monitoring and Evaluation, Principal Empowerment

### PROGRAM

##### 1.3 SECONDARY EDUCATION IMPROVEMENT AND DEVELOPMENT (SEDIP) - 2000 to 2006

- **Purpose:** To improve equitable access to secondary education in poverty affected areas.
- **Objectives:**
  - o Improve the quality and relevance of secondary education in the project provinces.
  - o Increase the rates of participation in and completion of secondary education in the underserved areas.

- o Support the decentralization process towards the transfer of greater management responsibilities and decision-making authority to the schools and offices at the provincial levels.
- **Curricular Reforms:**
  - o Improving Teaching and Learning
  - o Improving Access to Secondary Education
  - o Facilitating Decentralized Secondary Education Management

#### **1.4 INSTRUCTIONAL AND CURRICULAR EXCELLENCE IN SCHOOL LEADERSHIP AND MANAGEMENT-DEPED (ICeXCELS) - 2008**

- **Description:** ICeXCELS a short course package of SEAMEO INNOTECH for elementary and secondary school administrators on developing instructional and development leadership.
- **Aim:** To address the need to develop and strengthen the school head's role as an instructional leader in promoting or improving the quality of teaching and learning in his/her school.
- **Basis:** Competency Framework for Southeast Asian School Heads which SEAMEO INNOTECH developed and validated with the Ministries of Education from 10 SEAMEO member states.
- **Components:** The framework consists of general and enabling sub-competencies that describe what school heads are expected to do and improve on to make them more successful in performing their work.
- **Special Features:**
  - o **Delivery of Instruction:** print self-instructional modules, use of interactive tools (chat, discussion forums and email).
  - o **Learning Modality:** modular, on-line discussion forums, chat sessions, assignments, reflection paper and action plan
  - o **Evaluation System:** immediate feedback in the form of qualitative narratives, a rating for each major requirement and participation in the discussion group (A = 3 Excellent, B = 2 Pass, C = 1 Deficient).
  - o **Time Table:** 50 hours = 3 units; 2 weeks to accomplish each module (4 weeks for the 2 modules).

#### **1.5UP OPEN UNIVERSITY (UPOU)**

- **Description:** The U.P.O.U is a public distance learning institution and research university that provides education opportunities to individuals aspiring for higher education and improved qualifications but are unable to take advantage of traditional modes of education because of personal and professional obligations.
- **Mission:** To give its students formal qualification, as well as to develop in them the discipline and capability to become lifelong learners who are at home in today's knowledge society.

#### **1.6 ENHANCED K-12 BASIC EDUCATION PROGRAM (2010)**

- **K-6-4-2 approach**
  - o 6 years elementary education
  - o 4 years junior high school

- o 2 years senior high school
- **Goals of the K+12 program**
  - o Create a functional basic education system that will produce productive and responsible citizens equipped with the essential competencies and skills for both life-long learning and employment.
  - o Enhance and decongest the current curriculum.
  - o Develop an internationally recognized and comparable high school curriculum.

## 2.0 GLOBAL CURRICULAR INNOVATIONS

### 2.1 Project CHILD (Changing How Instruction for Learning is Delivered)

- **Description:** a research-based instructional delivery system that enables one to intensify the curriculum with technology and hands on learning.
- **Aim:** To increase academic performance, develop reasoning abilities, problem-solving, decision-making and knowledge application, communicating effectively and emphasizes the development of mathematics in early years.
- **Structure and Procedure:** CHILD focuses on K-5 self-contained teaching using a triangulated approach.
  - o 3 experts/teachers across 3 grade levels to teach 3 basic formats in technology, hands-on and paper and pencil; each becomes content specialist for one of the 3 subject areas; the teacher moves around the classroom, interacting with students of the stations
  - o 1 classroom set up for reading, 1 for writing and 1 for mathematics; learners from each grade level in the cluster move among the classrooms to spend one hour per day working in each of the three major areas

### 2.2 BRAIN-BASED LEARNING (BBL)

- **Description:** BBL is an approach to teaching based on the structure and function of the brain. As long as the brain is not prohibited from fulfilling its normal processes, learning will occur.
- **Instructional techniques associated with BBL:** orchestrated immersion, relaxed alertness, active processing
- *Impacts on Education*
  - o **Curriculum:** Teachers must design learning around student interests and make learning contextual.
  - o **Instruction:** Teachers let students learn in teams. They structure learning around real problems, encouraging students to learn in settings outside the classroom and the school building.
  - o **Assessment:** Since all students are learning, their assessment should allow them to understand their own learning styles and preferences for them to monitor and enhance their own learning process.

### 2.3 OUTCOMES-BASED EDUCATION (OBE)

- Outcomes based education (OBE) is a process that involves the restructuring of curriculum, assessment and reporting practices in education to reflect the

achievement of high order learning and mastery rather than the accumulation of course credits" (Tucker, 2004).

- The primary aim of OBE is to facilitate desired changes within the learners, by increasing knowledge, developing skills and/or positively influencing attitudes, values and judgment.
- OBE embodies the idea that the best way to learn is to first determine the needs to be achieved. Once the end goal (product or outcome) has been determined the strategies, processes, techniques, and other ways and means can be put into place to achieve the goal.

## **2.4 UNDERSTANDING BY DESIGN (Ubd)**

- Understanding by Design is a "framework for designing curriculum units, performance assessments, and instruction that lead your students to deep understanding of the content you teach" (Wiggins and McTighe, 1999).
- It is also called "backward design" (or "backwards planning") where teachers traditionally start curriculum planning with activities and textbooks instead of identifying classroom learning goals and planning towards that goal.
- In backward design, the teacher starts with classroom outcomes and then plans the curriculum, choosing activities and materials that help determine student ability and foster student learning.
- The Backward design approach is developed in three stages.
  - o Stage 1. Teachers identify desired results of students by establishing the overall goal of the lessons by using content standards. Essential questions that will guide the learner to understanding are listed in this stage. It also focuses on identifying "what students will know" and most importantly "what students will be able to do".
  - o Stage 2. This stage focuses on evidence of learning by assessment. Teachers plan performance tasks that determine what the students will demonstrate in the unit and what evidence will prove their understanding. This can include self-reflections and self-assessments on learning.
  - o Stage 3. It is at this stage where learning activities that will lead students to your desired results are listed.

## **2.5 UNIVERSAL DESIGN FOR LEARNING (UDL)**

- Universal Design for Learning (UDL) is a set of principles and techniques for creating inclusive classroom instruction and accessible course materials based on the principle that ALL students benefit when they are given multiple ways to take in new information, express their comprehension, and become engaged in learning.
- According to the following UDL principles, each area of the curriculum should provide multiple, varied, and flexible options for representation, expression, and engagement:
  - o Principle 1: Provide multiple means of representation (recognition network).
  - o Principle 2: Provide multiple means of action and expression (strategic network).
  - o Principle 3: Provide multiple means of engagement (affective network).
- The UDL framework values diversity through proactive design of an inclusive curriculum, thereby eliminating or reducing barriers to academic success.

## References:

Bauzon, Prisciliano. (2009). Foundations of curriculum development and management. 2nd ed.

CHED Handbook on Typology, Outcomes-Based Education, and Institutional Sustainability Assessment

Palma, Jesus C. (2009). Curriculum development system: a handbook for school practitioners in basic education.

ICeXCELS: Instructional and Curricular Excellence in School Leadership and Management for Southeast Asia. 2<sup>nd</sup> ed. (2009).

<http://www.halcyon.org/obeinfo.html>

<http://www.wabash.edu/teachingandlearning/docs/Understanding%2520By%2520Design%2520Su>

<http://www.ascd.org/publications/books/103110/chapters/Implementing-Understanding-by-Design>

<http://schools.nyc.gov/Academics/CommonCoreLibrary/ProfessionalLearning/UDL/>



## Required Module 5 Output:

1. Accomplish whichever of the following is applicable to you and discuss comprehensively:
  - (a) For private HEI's: Suggest curriculum innovations that will improve employability of your graduates.
  - (b) For military institutions where graduates are immediately absorbed by the respective stakeholders: Suggest curriculum innovations that will enhance competencies (KSPA's) of your graduates.
  - (c) For basic education: Suggest curriculum innovations that will prepare your graduates for the university level.

**Note:** The number of suggested curriculum innovations should not be less than three (3).

Mail your output to: [uc\\_phdem609@yahoo.com](mailto:uc_phdem609@yahoo.com) not later than 5:00pm, April 8, 2015.