

MPK 1053 CURRICULUM DESIGN IN TVET

Concept of Curriculum

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Overview of Curriculum Design and Development in TVET

- Historical Perspectives
Early foundations of curriculum:
 - Primary stage – learning to read & write ancient literature
 - Apprenticeship – vocational education
 - Learning craft or trade
 - Various skilled areas – specialized, actual work setting

Principles of Curriculum Design

- What a curriculum is not
- What a curriculum is

What a curriculum is not

- A SYLLABUS is a list of subjects to be transmitted and learned.
- TIMETABLE is a details of methods and times.

Principles of Curriculum Design

- A curriculum is :
the sum of the learning activities and experiences that a student has under direction of school.
(Finch & Crunkilton, 1998)

Principles of Curriculum Design

- A curriculum is :
 - an attempt to communicate the essential features and principles of an educational proposal in such a form that it is open to critical scrutiny and capable of effective translation into practice.

(Stenhouse, 1975)

- Curriculum may be defined as:
The sum of the learning activities and experiences that a student has under the auspices or direction of the school.

Curtis and John (1999, p.11)

Principles of Curriculum Design

- A curriculum is :
the public face of a profession's best
educational thinking

(Fish 2003)

Principles of Curriculum Design

- A curriculum includes:
 - formal and informal
 - overt and covert
 - recognised and overlooked
 - intentional and unintentional
- it is determined as much by what it omits as what it contains.

Principles of Curriculum Design

- Values underpin our curriculum:

They drive our actions, attitudes thoughts and beliefs. They shape what we prioritise in our professional life and how we conduct ourselves in clinical and educational settings. And that conduct reveals our values to colleagues, patients and learners

(Fish 2003)

Principles of Curriculum Design

Values which influence curriculum design are those of:

- the curriculum designers
- the teachers
- the learners
- the society in which it is delivered

Principles of Curriculum Design

Values may be :

- values in use
- espoused values

Principles of curriculum design

Every curriculum has four levels:

Planned : what is intended by designers

Delivered : what is organised by institution
what is taught by teachers

Experienced: what is learned by students

Evaluated/Assessed: what is performed by
students/programs

Four important questions for curricular designers

- What educational purposes do we seek to attain?
- What educational experiences are likely to attain these purposes?
- How can these be organised effectively?
- How can we determine whether these purposes are being attained?

(Tyler, R. 1949)

Defining a curriculum backwards

- What **outcomes** do we want?
- What **content** is therefore needed?
- How can that **best be taught/learned**?
- How do we **best assess** that?
- How do we **evaluate** our process