“Curriculum Development”
A dynamic Process
Some basic facts

• As teachers we are not free to teach any topic we choose, rather
• We are guided by national, local and/or institutional standards that specify what students should know and be able to do
• These standards provide framework to help us identify teaching and learning priorities and guide our design of curriculum and assessment
• Shift of paradigm from focusing on teaching to focusing on learning
• “if your students are not learning, you are not teaching”
• Curriculum is used as a “means” to an “end”
Recent paradigm shift in higher education

<table>
<thead>
<tr>
<th>Teaching Focus</th>
<th>Learning Focus</th>
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<tbody>
<tr>
<td>Orientation Questions</td>
<td>• What do I want to teach?</td>
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<td>• How can I cover the designated course materials?</td>
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<td>What do students need to learn?</td>
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<td>How can we accomplish specific learning objectives?</td>
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<td>Teacher’s role</td>
<td>• Provide/deliver instruction</td>
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<td></td>
<td>• transfer knowledge to students</td>
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<td>• Classify and sort students</td>
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<td>• Produce learning</td>
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<td>• Elicit student discovery and construction of knowledge</td>
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<td>• Develop each student’s competencies and talent</td>
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<td>Success Criteria</td>
<td>• Teacher’s performance</td>
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<td>• inputs and resources</td>
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<td>Student’s performance, learning, students success outcomes</td>
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<td>Assumption about teachers</td>
<td>Any expert can teach</td>
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<td>Teaching is complex and requires considerable training</td>
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Curriculum Development

• Is a systematic, logical and dynamic process for achieving organized learning.
• It allows educators to:
• Articulates characteristics of:
  – Graduates (prior knowledge, experience, professional goals, expectations)
  – Curriculum design
  – Content
  – Teaching method
  – Assessment of student’s achievement
  – and program evaluation
Curriculum Design

• Is the organization and sequencing of course requirements and learning experiences that makes up the total academic program

• All curriculum designs are concerned with:
  – Learners
  – Subject matter (content)
  – And educational process
Curriculum Mapping

- Provides means of showing the links between different elements of the curriculum
- Displays the essential features of the curriculum in more clear and succinct manner
- Provides a structure for the systematic organization of the curriculum
Different approaches to Curriculum Development

• Top-down
• Bottom-up
• The six step model to curriculum development
• Understanding by design “the backward design”
The Six Step Model

- Problem identification (Identify and characterize the health care problem)
- Needs assessment (Know who you audience is and what are their needs are)
- Set goals and objectives
- Educational Strategies (Identify educational strategies (involve both content and method))
- Implementation (identify sufficient resources, support)
- Evaluation and feedback
The Backward Design

“To begin with an end in mind means to start with a clear understanding of your destination. It means to know where you are going so that you better understand where you are now so that the steps you take are always in the right direction”.

Stephen. R. Covey. The 7 habits of highly effective people, 1989, p. 98
The Backward Design Framework

1. Identify desired results
2. Determine acceptable evidence
3. Plan learning experience and instruction

Summary

• Curriculum Development is a dynamic process that incorporates changing health needs of the society and an emerging evidence base.