

COURSE GUIDE

ECE 230 INTRODUCTION TO EARLY CHILDHOOD CURRICULUM DEVELOPMENT

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INTRODUCTION

Curriculum is an indispensable instrument in any educational programme. It has often been contended that its fundamental nature derives from the fact that it is the very foundation for any education system. A longstanding curriculum debate in early childhood education centres on whether early childhood education should follow the traditional academic model of education used with older students (that is, large group, teacher-directed, formal instruction) or whether learning experiences for preschool children should be informal and consist largely of child-initiated activities.

Both approaches have advantages and disadvantages. For example, when discussing children living in poverty, an approach that is primarily teacher-directed is likely to discourage children's social and emotional development, intellectual dispositions, and creativity, while an approach based exclusively on child-initiated activities may not sufficiently support children's academic development. The risk of early instruction in beginning reading skills is that the amount of drill and practice required for success at an early age seems to undermine children's disposition to be readers. It is clearly not useful for a child to learn skills if, in the process of acquiring them, the disposition to use them is lost. Especially in the case of reading, comprehension is most likely to be dependent on actual reading and not just on skill-based reading instruction. On the other hand, acquiring the disposition to be a reader without the requisite skills is also not desirable. Research suggests that early childhood curricula and teaching should be designed to optimise the simultaneous acquisition of knowledge and skills and desirable dispositions and feelings.

THE COURSE

In view of the fact that the curriculum is an indispensable instrument in the educational programme, it is therefore important to introduce you to the dynamics of curriculum development. The knowledge of the various notions and the approaches to curriculum development is essential. The role of the teacher, the content and context of early childhood curriculum and the evaluation models are also discussed.

COURSE AIMS

This course aims at introducing you to the dynamics of curriculum development in Early Childhood Education (ECE).

COURSE OBJECTIVES

The objectives of this course shall be to equip the recipient with knowledge and skills to:

- Examine the basic notions regarding concept of curriculum concepts and the theoretical foundations of pre-school curriculum.
- Define 'curriculum' and describe it based on their understanding.
- Explain pre-school curriculum development models and show the similarities and differences among pre-school curriculum development models.
- Design and develop curriculum based on various designs that is available in the schools
- The role of the teacher in curriculum development and implementation.
- Examine in detail the content and context of Nigerian early childhood curriculum.
- Discuss in-depth pre-school curriculum evaluation and models of pre-school curriculum evaluation.
- Outline some quality indicators necessary for early childhood education.
- Show interest in the National Curriculum for ECE in Nigeria and be interested in making it better

WORKING THROUGH THE COURSE

This is a course that requires you to match study with practical observations. The content has been painstakingly selected to offer you a sequential and easy to comprehend study package. Nevertheless, you would be expected to align your study with practical observation of children playing in your environment. You are also advised to avail yourself the opportunity of attending tutorial sessions.

Finally, you would be expected to familiarise yourself with other texts and materials that will further enhance your knowledge in all the aspects related to this course.

THE COURSE MATERIAL

Basically, your course material shall consist of a course guide and the study units, which will be provided to you.

In addition, the course offers you a list of recommended text-books, journals, papers, etc. which are necessary supplements to the course material.

STUDY UNITS

The following are the study units contained in this course:

**MODULE 1 FUNDAMENTALS IN
EARLY CHILDHOOD
CURRICULUM**

- Unit 1 Curriculum Concepts
- Unit 2 Theoretical Foundations of the Pre-School Curriculum
- Unit 3 Early Childhood Development (Part 1)
- Unit 4 Early Childhood Development (Part 2)
- Unit 5 Meeting the Needs of Children

**MODULE 2 MODELS IN PRE-SCHOOL
CURRICULUM**

- Unit 1 Pre-School Curriculum Development Models
- Unit 2 Similarities and Differences Among Pre-School Curriculum Development Models
- Unit 3 Pre-School Evaluation Models
- Unit 4 The Role of The Teacher in Curriculum Development

**MODULE 3 CONTENT AND CONTEXT IN
EARLY CHILDHOOD
CURRICULUM DEVELOPMENT**

- Unit 1 Early Childhood Curriculum Content and Context (Part 1)
- Unit 2 Early Childhood Curriculum Content and Context (Part 2)
- Unit 3 Evaluation
- Unit 4 Pre-School Curriculum Evaluation
- Unit 5 Quality Indicators

TEXTBOOKS

The following texts are recommended for further reading:

- 1) Bruce, T. (1967). *Early Childhood Education*. London: Hodder & Stoughton.
- 2) Bredekamp, S., Knuth, R. A., Kunesh, I. G. & Shulman, D. D. (1992). *What Does Research Say About Early Childhood Education?* North Central Regional Education Laboratory, Oak Book.
- 3) Nwosu, C. (1995). *Essentials of Curriculum and Instruction: A Handbook for Students, Teachers and Researchers In Education*. Lagos: Joralf Books.
- 4) Osanyin, F. A. (2002). *Early Childhood Education in Nigeria*. Lagos: Concept Publications Ltd.

ASSESSMENT

There are two components of assessment for this course: The Tutor Marked Assignment (TMA) and the end of course examination.

TUTOR-MARKED ASSIGNMENT

The TMA is the continuous assessment component of your course. It accounts for 30% of the total course. You will be given 4 TMA's to answer. Three of these must be answered before you are allowed to sit for the end of course examination. The TMA's would be given to you by your facilitator and returned after you have done the assignment.

END OF COURSE EXAMINATION

This examination concludes the assessment for the course. It constitutes 70% of the whole course. You will be informed of the time for the examination. It may or not coincide with the University Semester Examination.

**MAIN
COURSE**

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MODULE 1 FUNDAMENTALS IN EARLY CHILDHOOD CURRICULUM

INTRODUCTION

This module introduces you to the basics including the general words and concepts used in curriculum development. It will also educate you on their relevance. This shall be treated under the following units:

- Unit 1: Curriculum Concepts
- Unit 2: Theoretical Foundations of the Pre-School Curriculum
- Unit 3: Early Childhood Development (Part 1)
- Unit 4: Early Childhood Development (Part 2)
- Unit 5: Meeting the Needs of Children

UNIT 1 CURRICULUM CONCEPTS

CONTENTS

- 1.0 Introduction
- 2.0 Intended Learning Outcomes
- 3.0 Main Content
 - 3.1 Definition of Curriculum
 - 3.2 Definition of Some Curriculum Terms
 - 3.2.1 Formal Curriculum
 - 3.2.2 Hidden Curriculum
 - 3.2.3 Core Curriculum
 - 3.2.4 School Curriculum
 - 3.3 Education and Curriculum
 - 3.4 Early Childhood Education and Curriculum
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment (TMA)
- 7.0 References/Further Readings

1.0 INTRODUCTION

Curriculum is an indispensable instrument in any educational programme. It has often been contended that its fundamental nature derives from the fact that it is the very foundation for any education system.

This course aims at introducing you to the dynamics of curriculum development in Early Childhood Education. As a starting point, you will require the basic knowledge of some notions about curriculum. Hence,

this introductory unit will examine the concept of curriculum and highlight its various aspects.

2.0 INTENDED LEARNING OUTCOMES

By the end of this unit, you should be able to:

- define the term ‘Curriculum’
- discuss the various types of curriculum
- explain the relationship between curriculum and education

3.0 MAIN CONTENT

3.1 Definition of Curriculum

Many people in different places and at different times have attempted to define curriculum from different perspectives. This situation has led to the existence of so many definitions of curriculum that it becomes practically difficult to have one generally accepted definition.

The following definitions are just a few out of so many to buttress the point that there exists today a plethora of views on the word curriculum.

- (a) Curriculum is a course through which people have to run in order to get to a set goal.
- (b) Curriculum is the total situation through which the school makes behavioural changes in those who pass through it.
- (c) Curriculum is the totality of the syllabuses of a school.
Curriculum is the totality of activities carried out under the auspices of a school, in response to societal demands.
- (d) Curriculum embraces all experiences which children have under the administration of the school.
- (e) Curriculum describes a planned sequence of learning experiences designed to create a set of specific behavioural changes for students within a given learning environment.

Some definitions by curriculum scholars are as follows:

- a. Tyler (1949), defines curriculum as all the learning had by students as planned and directed by the school to attain its educational goals.
- b. Curriculum is the educational programme under the guidance of the school. The educational programme has three fundamental elements; (i) programme of studies (ii) programme of activities and (iii) programme of guidance (Oliver, 1960).

- c. Wheeler (1967), defines it as "the planned experiences offered to the learner under the guidance of the school".
- d. Onwuka (1981) argues that the word curriculum is still used to refer to "a course which students pursue and complete for targets defined in terms of high grades, passes certificates or other forms of academic award".
- e. Beauchamp (1998) says it is the total learning, planned or unplanned, explicit or implicit, intended or unintended that learners gain from exposure to instructions.

Initially, the term 'curriculum' derives from the latin word '*currens*' meaning, "the course to be run". This notion implies a track, a set of obstacles or tasks that an individual is to overcome, something that has a beginning and an end as well as something that one aims at completing (Olaniyan and **Salami**, 2019).

The list could go on and on. However, it suffices for you to know at this level that curriculum is an organised framework that delineates (i.e. outlines) the content children are to learn, the processes through which children achieve the curricular goals, what teachers do to help children achieve these goals, and the context in which teaching and learning occur (Paris, Beeve and Springer 2019).

3.2 Definition of Some Types of Curriculum

A. Formal Curriculum

The term 'Formal Curriculum' (sometimes referred to as the Intended or Official Curriculum) describes a deliberately planned programme of activities which educational institutions provide for learners for a specified period of time to attain specified objectives. The programme of learning activities may be prescribed by certain, recognised and approved educational agencies such as the Nigerian Educational Research and Development Council (NERDC), West African Examination Council (WAEC) and Joint Admissions and Matriculations Board (JAMB) among others.

B. Informal Curriculum

This is another type of curriculum which involves other aspect of knowledge derived from other sources and used by the teachers to teach. This curriculum, unlike the formal is not written on a particular document. The teacher got the content from their experiences and use it to explain the content in the formal curriculum.

C. Hidden Curriculum

Children have been observed to be capable of learning more about values, skills, morality etc. through their informal interaction with peers, teachers, etc. than by the content of the formal or official curriculum. Hidden curriculum refers to all the various implicit values, norms and practices in the educational system. They are usually not talked about but they constitute a vital aspect of the school experience. For example, pressures arising from association with other learners and informal influences of teachers are not part of the planned curriculum, but they influence learners experience significantly.

D. Actual Curriculum

This is both the written and unwritten body of knowledge from which pupils encounter learning experiences (behavioural change). It is that part of formal, informal and/or hidden curriculum that really impacts the life of the pupils whereas other aspect might be forgotten, actual curriculum brings permanent change in the behaviour of the learner.

Hidden in Action

A primary school teacher Mrs X gives special attention and care during instruction to the learners, she receives pleasantries and gifts from their parents or guardians, while she is very impatient with those learners she never or seldom received gifts or pleasantries from their parents. One of the learners named 'K' noticed this; K belongs to the second group mentioned above. On a certain day after the close of the school K gets home and demand that his parents must give him a gift for his teacher in school, failing which he would not go to school.

What does this implies? It means the learner K has noticed that he can only receive such attention only when gift(s) are given. You may ask, how did he know this? You may know that parents give such gifts to the teachers in the presence of the learners when they come to pick, drop or check the progress of their wards; sometimes, from discussions e.g. when a teacher is sending his/her appreciation in words through the learner or directly to the parents unknown to the parties discussing, that other learners are listening. It may even be a discussion among the learners.

What is the implication? On the long run it gets into the sub conscious mind of the learners that they can only receive favour when something is exchange for it. What has the teacher just succeeded in teaching the learners? BRIBERY. Was it planned as among what the learner should learn? NO. But it has been learnt.

Therefore, a teacher needs to be conscious of what he/she does during instruction to avoid teaching of morals, values and norms which are negative in the society (Paris, Beeve and Springer 2019).

A simple example of hidden curriculum is when a teacher observes an abnormal situation in a learner and corrects it; e.g. being dirty, the teacher could find ways of educating both the learner and the parents on the importance of cleanliness. Henceforth, that learner will always appear in school neat.

Curriculum Design

Curriculum design is concerned with the form and arrangement of all planned programmes or activities of the school. There are several views about curriculum designs by experts. While Beauchamp defines curriculum design as "the substance and organisation of goals and content so arranged as to reveal potential progression through levels of schooling"; Taba defines it as "a statement which identifies the elements of curriculum, states what their relationship are to each other and indicates the principles of organisation, requirement of that organisation and the administrative conditions under which it is to operate".

There are four major curriculum design, these are:

A. Core Curriculum

Core curriculum refers to those aspects of curriculum required of all the students as opposed to those which are electives. For example, in Nigeria, English Language and Mathematics are aspects of the Core Curriculum. This is because these subjects form the foundation for all other subjects or courses in the education system.

B. Subject-Centred Curriculum

The school curriculum which perhaps is the most popular form of formal curriculum refers to all the subjects offered by an educational institution.

C. Activity Curriculum

This design has no set subject- matter for study. It consists of things to be done and not things to be known. The primary objective is to develop the whole in the integration of the child's personality on activity which embodies the processes employed in living. It is the wish of activity curriculum that the child be more self-directed, with the belief that as he practices, the best on his stage of intelligence self-direction can be learned so as to be more intelligently self-directed. For this reason,

children are engaged in desirable and purposeful activity where the ends set up are the pupils' own and are felt and pursued as such, study is therefore the personal efforts to deal intelligently with situation at hand.

D. The Broad Fields Curriculum

The many objections to separate subject organisation have resulted in attempts to broaden the subject fields by introducing generalization which go beyond subject boundaries. The primary objective of the broad field curriculum is to promote unity among the fragmentation of knowledge in different subject matter and lack of support of one subject by another. The purpose of this design is more than just bringing the facts and principles of related fields into juxtaposition, but also entails choosing the themes as the basis and activity of the learners as the unifying factor.

SELF-ASSESSMENT EXERCISE

1. What do you understand by the term "Curriculum"?
2. Briefly explain the following terms:
 - (a) Hidden Curriculum
 - (b) Core Curriculum

3.3 Education and Curriculum

What is the relationship between Education and Curriculum? By now, you may have the conviction that the link between education and curriculum is so firm that one could almost pass for the synonym of the other.

From a causal perspective, education may be viewed as a way of life which goes on at all times in our societies. Whether planned or unplanned, directed or not, guided or otherwise (Olaniyan and **Salami**, 2019).

At its formal level however, education may be regarded as a rational activity which involves an orderly, deliberate and sustained efforts to develop knowledge, concepts, skills, attitudes or habits. For this reason, it becomes imperative to have some plan if only to guide this effort. The term curriculum broadly refers to this plan.

Thus, curriculum is viewed as an instrument on a plan that guides instruction and provides criteria for evaluation in education. This also explains why in curriculum is sometimes describes as an instrument par excellence in the educational process.

3.4 Early Childhood Education and Curriculum

As we gradually move into the specific area of our assignment in this course, which is curriculum development in Early Childhood Education, we need to keep within view the link between curriculum and early childhood education.

Early Childhood Education is a term that describes the education of young children from birth through age eight. As early childhood educators, we believe that from the time of birth, all children are ready to learn.

However, what we do or don't do as individuals, educators, and collectively as society can impede a child's success in learning. For example, if we fail or neglect to provide adequate health care and nutrition for our young ones in their early childhood years, they are most likely to be behind their healthier, properly fed peers when entering the schools.

Early Childhood Education like any other educational programmes requires to be run on a well-defined framework, to be built upon a curriculum structure that will be appropriated in every respect. Thus, a developmentally appropriate early childhood curriculum should guide (Paris, Beeve and Springer 2019) decisions about what to teach and when, and how to best assess that learning has taken place.

SELF-ASSESSMENT EXERCISE

Briefly explain the relationship between curriculum and education.

4.0 CONCLUSION

Curriculum is therefore a vital instrument that guides educational practices at the preschool and other levels of the education system.

5.0 SUMMARY

In this unit we have learnt that:

- Curriculum is a framework that guides educational practices.
- There are different aspects of the curriculum.
- There is a strong relationship between curriculum and education.
- Early childhood education requires curriculum that is appropriate in all aspects.

6.0 TUTOR-MARKED ASSIGNMENT

Explain the term ‘curriculum’ and the relationship between curriculum and early childhood education.

7.0 REFERENCES/FURTHER READINGS

Paris J., Beeve K and Springer C. (2019). *Introduction to Curriculum for Early Childhood Education*. Retrived on 14 June, 2020 from <https://drive.google.com/file/d/1CG-nXzs4xzTMBI32HbYcdtbRhiW1Z1YD/view>

Olaniyan A. O. & Salami I. A. (2019). Availability and implementation of one year pre-primary school curriculum in Ibadan Metropolis, Nigeria. *Journal of Early Childhood Education* Vol. 8, No. 2, 381-392.

UNIT 2 AIMS OF SCHOOL CURRICULUM

CONTENTS

- 1.0 Introduction
- 2.0 Intended Learning Outcomes
- 3.0 Main Content
 - 3.1 Aims
 - 3.2 Goal
 - 3.3 Behavioural Objectives
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Readings

1.0 INTRODUCTION

This lecture is concerned with the general statements of the aims of school curriculum as embodied in national educational policies. This related terms associated with aims will be examined in relation to curriculum development

2.0 INTENDED LEARNING OUTCOMES

By the end of this unit, you should be able to:

- succinctly differentiate among aims, goals and objectives
- describe the aspects of educational goals
- highlight the stages of behavioural objectives.

3.0 MAIN CONTENT

Educational aims are statements of what is expected to be achieved at the end of exposure to a given educational system of a nation as contained in the educational policy of a country. According to Tyler, one of the earlier scholars in curriculum, "If we are to study an educational programme systematically and intelligently, we must first be sure as to the intentions of educational programme". This is very important because aims serve as guide to further action and also they are means of determining the extent to which the envisaged changes are to be brought about by an educational policy. Curriculums also give direction to educational enterprise at different levels during curriculum planning and development. The aims are also the criteria by which materials for the curriculum are selected, content is outlined, instructional procedures are developed and texts and examinations are prepared.

It is important to distinguish between the terms that are associated with the curriculum aims. These terms are sometimes used synonymously to mean the same thing though there are differences in their meanings. These terms are aims, goals and objectives.

3.1 Aims

This is a broad general statement that reflects the nation's philosophy of education (Salami, 2016). Aim is the broadest of all educational outcomes; it takes a long time to attain and cannot be easily measured. This is too big for the classroom or one particular school rather it can only be realised after going through the whole educational system. Example is the aims or philosophy of Nigerian educational system. Aims serve as guidelines. Some of them are helpful in spelling out why schools exist in a very general philosophical course while others are too vague to be of any help for the purpose of classroom instruction. We normally use broad terms while starting, for example, to understand, know, inculcate, acquire and so on. Aims are usually broken down to give goals. Wheeler, one the students of Tyler, suggests that statement of aims must be checked against the criteria. That educational aims should be consistent of human rights and they should be socially relevant to satisfy human needs.

3.2 Goals

These are expected or intended outcomes. They are often stated in general terms. The Longman Dictionary defines goal as "one's aim or purpose: a place or object one wishes to obtain or reach." From this definition educational goals imply what should be attained at the end of an educational process. Goal can be regarded as the essence and scope of curriculum. The difference between goals and objectives is made clearer by (Salami, 2016). He describes goal as the general intention and the objective as specific desired change in behaviour goals are used in curriculum development and planning while objectives are the most appropriate for classroom instructional procedures. Goals provide rational basis for determining what to teach, how to teach and what to emphasise during teaching procedures. They also provide orientation for what should be emphasised in a particular educational programme.

The sources of educational goals are the values and needs of the society where the educational programme will take place. It is to be noted that the statements of intention, that is, goals on their own are insufficient to guide in making specific decisions on selection of content or organisation of learning experience of the curriculum. Goals have to be broken down to the specific in order to be of use.

Goals have different degree of specificity, that is, some are more specific than others. Wheeler, identifies three types of goals namely:

- ultimate goal;
- mediate goal; and
- proximate goal.

Ultimate Goals: These are the expected and products of an educational procedure carried out over time. They are the kinds of behaviour that educators hope learners will exhibit as a result of the education they have received. They are also statement of desirable acts, feelings and attitudes and knowledge, integrated in a pattern and exhibited in appropriate situation.

The ultimate goals are stated in broad terms and often difficult to measure or observe. The ultimate goals are derived from aims. An example is the goals of a level of education say, preschool education, primary education.

Mediate Goals: These goals are derived from ultimate goals by breaking down the ultimate goals into smaller components. Mediate goals are statements of intended behaviours in classes of situation at given stages of educational programme. It is after the learner has achieved the mediate goals of different stages within the educational system that he can demonstrate those behaviours included in the ultimate goal. Examples of this are the goals set for a year or a term activities.

Proximate Goals: These are expected behaviours which are more specific, though they are not as specific as the behavioural objectives. Proximate goals state the behaviours that should be demonstrated at various periods as we proceed towards the attainment of the ultimate goal. The period of attaining these goals is shorter than that of the mediate goals. Proximate goals can be gotten from breaking down the mediate goal to its smaller components. For instance, the goals set for weekly activities, for different school subjects and so on.

3.3 Behavioural Objectives

Objectives refer to more specific, narrow, precise observable outcomes of teaching and learning activity. These indicate the intended specific behaviour of the learners as a result of his interaction with a particular curriculum. The importance of behavioural objectives cannot be overstressed. They help the teacher to plan instruction, they guide the learner's learning and provide criteria for evaluating the learner's outcomes. Behavioural objectives tend to be specific. They specify what

is expected to be achieved. A set of action is expected to be performed and so they are often also called performance objectives (Pence and Benner, 2015).

Curriculum objectives try to pay attention to all round development of the learners, since education seeks all round development of the learner. Curriculum objectives cover the three main area of Benjamin Bloom's taxonomy of educational objectives viz, cognitive objectives which deal with the intellect of the learners: the affective objectives emphasise feelings and attitudes and the psychomotor objectives are concerned with the learners being able to coordinate their brain and their physical powers.

It is important to state behavioural objectives in a form which make them most helpful in selecting learning experiences and in guiding' teaching process. Unfortunately, objectives are sometimes stated as things which instructor is to do, for example to demonstrate how kites are made. This type of statement indicates what the teacher plans to do but only really statement of educational ends. The real purpose of an educator is not to have the teacher to perform certain activities but to bring about significant changes in the learners patterns of behaviour. It is important to recognise that any statement of objective of the school curriculum should be a statement for changes to take place in learning. The most useful form for stating objectives is to explain them in forms which identify both the kind of behaviour to be developed in the learner and the content or area of life in which this behaviour is to operate.

Salami notes that a behavioural objective should consist of three aspects namely:

- i. It should be stated as learning product not as learning proceeds. It should have an action verb which indicates what student should do as an evidence of having achieved the objective. Verbs like mention, draw, identify, list, define, construct add, narrate, compare, measure and the like should be used. Behavioural objectives should indicate terminal behaviours and not the teaching method or subject matter used during instruction.
- ii. A good objective must indicate level of acceptable performance, for example, whether the learners should be able to list ten words that has 'O' sound or whether he is expected to list at least five of such words.
- iii. Lastly, behavioural objective is a statement that specifies what observable performance the learner will be engaged in when we evaluate whether or not he has achieved the objective.

SELF-ASSESSMENT EXERCISE

In this material, there is a set of ‘course objectives’ and there are ‘learning outcomes’ for each study session. Do you think appropriate terms are used here? Justify your answer.

4.0 CONCLUSION

Educational aims are statements of what is expected to be achieved at the end of exposure to a given educational system of a nation as contained in the educational policy of a country. This is very important because aims serve as guide to further action and also they are means of determining the extent to which the envisaged changes are to be brought about by an educational policy.

5.0 SUMMARY

The process of curriculum development cannot be complete without the statements of intentions or expected outcomes. These statements of intentions are referred to as aims, goals and objectives. These concepts have been highlighted to distinguish among them in relation to curriculum development. While aims are global, policy statements that reflect the philosophy of the nation, goals are broad statements that guide educational system and objectives are statements written in clear, specific, measurable and observable terms which the teacher uses for his instructional process in the school (Salami, 2016).

6.0 TUTOR MARKED ASSIGNMENT

1. What do you understand by the terms aims, goals and objectives?
2. How do the aspects of educational goals relate to primary education?
3. Explain how these aims could be achieved at the primary level
4. What are the stages of behavioural objectives?
5. Relate the pre-primary objectives to the Philosophy of Nigerian Education system.

7.0 REFERENCES/FURTHER READING

Pence, A. & Benner, A. (2015). *Complexities, Capacities, Communities: Changing Development Narratives in Early Childhood Education, Care and Development*. Retrived 14 June, 2020 from <file:///C:/Users/user/Desktop/Complexities%20Capacities%20Communities%20-%20Alan%20Pence.pdf>

Salami, I.A. (2016). Towards the holistic development of children in Oyo State: the scope of the behavioural objectives in preschool teachers' lesson plan. *Journal of Emerging Trends in Educational Research and Policy Studies*. Vol. 7 No 1. 1-7.

UNIT 3 SOURCES OF EDUCATIONAL GOALS

CONTENTS

- 1.0 Introduction
- 2.0 Intended Learning Outcomes
- 3.0 Main Content
 - 3.1 Studies of the Learners
 - 3.2 Studies of Contemporary Life Outside the School
 - 3.3 Suggestions about goals from Subject Specialists
 - 3.4 Activity
 - 3.4.1 Activity Feedback
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Readings

1.0 INTRODUCTION

In this session, you will be exposed to what the sources of educational goals are and how goals are derived from these sources.

2.0 INTENDED LEARNING OUTCOMES

By the end of this unit, you should be able to:

- identify the sources of educational goals
- examine how these goals are derived from identified sources
- determine if a set of educational goals is sufficiently adequate or ripe for review.

3.0 MAIN CONTENT

The goals of a given curriculum are usually derived from the national aims of education. This, in Nigeria is found in the National Policy on Education. As there are many scholars in the field of education so are many perspectives to sources of educational goals. Irrespective of the various classifications, generally, these aims and goals are derived, according to Paris, Beeve and Springer (2019), from:

- i. Societal culture, norms, believes and ways of life
- ii. Societal needs
- iii. The needs of the recipients
- iv. At times, societal problems

Case Study

There are three sources of educational goals. These are: studies of learners, studies of contemporary life and suggestions from subject specialists. These sources shall be discussed in turn in the following paragraph.

3.1 Studies of the Learners

Education was described as a process of changing behaviour patterns of people. When education is viewed in this way, it is clear that educational objectives then represent the kinds of changes in behaviour which education system seeks to bring about in the learner.

A study of the learners themselves would seek to identify the needed changes in behaviour patterns of the learners which the education system should seek to produce. In other words, a school curriculum should be designed to suit the learners. In the first place, the characteristics of the learner should be a strong factor to be considered when stating goals and objectives. We have to consider the needs and interest of the learners. The reasons for this fact cannot be underestimated for the following reasons:

The day by day environment of the learner in the home and in the community generally provides a considerable point of educational development of the learner. It is unnecessary for the school to duplicate educational experiences already adequately provided outside the school. The school's efforts should be focused particularly upon serious gaps in the present developmental stage of the learners, that is, their educational needs. Studies of these needs are basic to provide the basis for the selection of objectives with which the school should be pursuing its educational programmes. In order to ease this task, life generally is analysed into some major aspects viz: physical, social, emotional and intellectual investigation is carried out in each of these aspects of the learner's life.

It is Important to consider the interests of the learner. Learner's interests must be identified so that they can serve as the focus of educational attention (Salami, 2016). This is not to say that learners should be taught only the thing in which they are interested at a particular time. Since education is an active process which should involve the active efforts of the learners themselves, learner's active participation is thus secured. The learners learn only those things which they do. If the school situation deals with matters of interest to him, he will actively participate in them. The increased effectiveness with which the learner handles what interest him will guarantee his ability to meet new

situation as they arise. Hence, it is essential to see that educational programmes provide opportunities for the learners to enter actively into and to deal whole heartedly with the things which interest them. The learner is found to be deeply involved and learn particularly how to carry on such activities effectively. Where what interest learners are desirable, they provide the starting point for effective instruction for the learners. Moreover, studies have been made of children's interests in reading and the curriculum in literature has sometimes been developed in terms of children's reading interests. A sound of warning is pertinent here that the possible interests of children are so varied that it is usually necessary to plan a series of investigation into the various phases of learners' interest rather than to make a single study which attempts to cover all the aspects of life in which students may have interest. We have to consider the learners' age, maturation, level of development and capabilities gifted, average or ability, learner's readiness, intelligence and self-concept. It is also important to consider it from the perspective of health, family background, social relationship, recreational, and so on (Paris, Beeve and Springer 2019).

It is equally important to analyse the data collected from the sources pointed out above to distinguish between the needs and interest that can appropriately be met by education and those that can properly be met through other social agencies.

3.2 Studies of Contemporary Life outside the School

The effort to derive objectives from studies of contemporary life outside the school is well supported by educators. To some people, these efforts are desirable because contemporary life is so complex and because life is continually changing. It is necessary to focus educational intentions upon the critical aspects of this complex life today, so that we do not waste the time of the learners in learning things that no longer have significance (Salami, 2016). At the same time, that we are neglecting areas of life that are important and for which the schools make no preparation.

Moreover, educators' belief that it is possible for learners to train their minds and the various faculties of the mind in general. They could use these various faculties under whatever conditions might be appropriate. There critics of this view, that is, using studies of contemporary life as a basis for deriving educational goals are of the opinion that the identification of contemporary activities does not in itself indicate their desirability. Again, life is continually changing. Preparing learners to solve future problems will make them incapable of dealing with those they now encounter. Moreover, some of the common activities engaged in by adults are not in themselves interesting to children and of concern

to children. To assume that contemporary life issues should become the focus of educational goals for children of a given age neglects the importance of considering children's needs and interest.

Nevertheless, there is no doubt in the fact that it is worthwhile to utilise data obtained from studies of contemporary life as one source for suggesting possible educational goals. Such goals can be checked against other sources. Such studies can be used as a basis for indicating important areas that have continuing importance, since efforts are to develop in learners an intelligent understanding of the basic principles involved. Such studies can be used to indicate directions in which educational goals may aim while the choice of particular objectives for 'given children takes into account the children's interests and needs (Paris, Beeve and Springer 2019).

It is very important to divide life into various phases in order to have manageable areas of investigation. Life would be analysed into functional and significant phases, for example, a detailed classification of life may include the following:

- a. Protection and conservation of life.
- b. National Resources.
- c. Production of goods and services and distribution of return of production.
- d. Communication and Transportation of goods and people.
- e. Population Education.
- f. Environmental Studies and so on.

The purpose of each phase is to get information about that aspect of contemporary life which is likely to have implication for educational goals.

3.3 Suggestions about Goals from Subject Specialists

This is the source of educational goals that is most commonly used. School textbooks are usually written by subject specialists. These largely reflect their views. In fact, courses of study prepared by schools and groups are usually worked out by subject specialists and represent their conception of goals that the schools should attempt to attain.

There had been criticisms against the use of subject specialists' suggestions in formulating educational goals. Many people have argued that the goals proposed by these specialists are too technical, too specialised and in other ways, inappropriate for a large number of learners in schools. If this is so, there may be reasons for it. Nevertheless, the fact cannot be over-emphasised that subject specialists

can make important contributions to formulating educational goals. Presumably they have a considerable knowledge of the specialised field and many of them have had opportunity both to see what the subjects have done for them and for those with whom they have worked. They therefore ought to be able to suggest possible contributions knowing the fields as well as they do.

In recent development, subject specialists do not usually list out educational goals in specific terms. Rather, they make some outline indicating their conception of the subject field itself and then move on to indicate ways in which these can be used for purposes of general education. From this type of line of reasoning, two kinds of suggestions are implied as far as educational goals are concerned. The first is the listing of suggestions regarding broad function of a particular subject and the second is with regard to particular contributions the subject can make to general education.

It should also be observed that the goals of ECE curriculum are cast out of the national aims of education; likewise, the goals of every other level of education.

3.4 Activity Iii

Examine the goals of ECCDE as stated in the National Policy on Education (FRN, 2013) and identify the source of each of the goals.

4.0 CONCLUSION

Education was described as a process of changing behaviour patterns of people. Educational objectives then represent the kinds of changes in behaviour which education system seeks to bring about in the learner. A study of the learners would seek to identify the needed changes in behaviour patterns of the learners which the education system should seek to produce. The characteristics of the learner should be a strong factor to be considered when stating goals and objectives.

5.0 SUMMARY

In this lecture, we have tried to discuss the sources of educational goals. We have been able to establish that studies of learner's interests, needs and environment can be focused to set up goals. Furthermore, studies from contemporary life and suggestions from subject specialists can also contribute to educational goals. The views of critics of these sources were also examined and the merits and demerits of these sources were highlighted in the lecture.

6.0 TUTOR MARKED ASSIGNMENT

Attempt the following questions:

1. Make a critical appraisal of making educational goals.
2. What are the contributions of studies of contemporary life to setting up educational goals?
3. Examine the merits and demerits of using suggestions from subject specialists in setting educational goals.

7.0 REFERENCES/FURTHER READING

Paris, J., Beeve, K. & Springer, C. (2019). *Introduction to Curriculum for Early Childhood Education*. Retrived on 14 June, 2020 from <https://drive.google.com/file/d/1CG-nXzs4xzTMB132HbYcdtbRhiW1Z1YD/view>

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UNIT 4 SOME CONSIDERATIONS IN DEVELOPING CURRICULUM

CONTENTS

- 1.0 Introduction
- 2.0 Intended Learning Outcomes
- 3.0 Main Content
 - 3.1 The process of Development
 - 3.2 Some Problems of Curriculum Development
 - 3.3 Activities
 - 33.1 Activities Feedback
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Readings

1.0 INTRODUCTION

Now that we have considered what curriculum planning entails and the role of the planners, it is important to examine important factors that influence curriculum planning. We shall therefore consider the society where the curriculum will be implemented, the curriculum choice, the welfare of the learners, and so on. The session will further examine the procedures of curriculum development in relation to the tasks involved, and the major problems of planning will be highlighted.

2.0 INTENDED LEARNING OUTCOMES

By the end of this unit, you should be able to:

- identify factors to be considered in curriculum planning
- discuss the procedure of curriculum planning in relation to the tasks involved.

3.0 MAIN CONTENT

In planning a curriculum for a society, the planners need to consider the main features of curriculum development. The place of the learners and the society in which the curriculum will take place are among other features to be given a pride of place. The learner has been found to be the principal determinant of curriculum enterprise. His welfare has been the main concern of all efforts of educational experiences proposed in the curriculum. In fact, the idea of curriculum planning would be meaningless if the learners who are directly involved in the educative process are not taken into consideration.

A curriculum that is worth its salt is that which considers the needs, interest and the general developmental level of the individual learners. The questions arise of what exactly are to be considered about the learner.

In the first place, learner's capability in the area of physical, intellectual, emotional, social and aesthetic is essential to be considered. No two children are alike, there is individual differences and uniqueness. This means that curriculum planners must see learners as individuals existing in groups. Their interest, level of motivation and cultural background differ very much from the others. Curriculum planners should put all these differences into consideration when planning the curriculum.

Closely related to this issue of the learner is the teacher. Curriculum planners must consider the teacher's educational background. In addition to knowing enough to impart to the learner, he must be well seasoned in professional training. His interest and his involvement in the whole programme of learning cannot be brushed aside. The teacher need not only be actively involved, there must be refresher courses to enable him to keep abreast of time.

Furthermore, the society where the curriculum will be implemented must be considered in its entire ramification. This means that the needs, the goals, values, aspiration and expectations of the society must be the rallying point in curriculum development since curriculum choices are noted in the philosophy of the people, it must be developed to meet the needs enumerated above.

3.1 The Process of Development

The most common practice in curriculum planning and development is to organise the individuals to be involved into subject committees to prepare curriculum guides for the assigned subject. Each committee has to work independently with the result that the total curriculum is an accumulation of separate subject pamphlets.

These committees are disbanded when the planning task is completed and new ones created at the time of the next revision.

Procedures in curriculum planning are specifically related to the tasks involved and relatively simple. They involve such processes as group discussion, study of relevant information and writing. These procedures will somewhat go according to the tasks involved. In other words, the procedures can be summarised as follows:

Step I: Seeking and receiving information. This could be in form of situation analysis.

- Step II: Filtering and organising information received.
- Step III: Based on the information collected, creating ideas for curriculum change, modification or adjustment.
- Step IV: Decide on the type of design desired. In other words, the forms of the design will determine the type of curriculum desired.
- Step V: Writing the curriculum. The steps are incomplete without checking for vertical and horizontal articulation and subjecting the proposed curriculum to trial test.

3.2 Some Problems of Curriculum Development

There are some peculiar problems associated with curriculum development. These include: selection of goals; selection of curriculum experiences; change in societal values; finance; changing nature of school subjects; lack of resources in terms of teaching aids; as well as political and economic problems (Paris, Beeve and Springer, 2019).

Financial problem: Curriculum involves a lot of financial commitment. Everywhere there is economic calamity, there is tendency for the curriculum development project to be inadequately financed. In such cases, the number of planners could be drastically reduced resulting to elimination of people that matter in this issue. Resources in terms of human and materials will not be adequately taken care of.

Selection of Goals: Where goals are broad and not specifically defined, it might be difficult to select those that will meet the needs, values, aspirations and expectation of learners in particular and the society in general. Goals that are too ambitious might be difficult to choose, for example, education, health, works, and accommodation for all in the year 2030.

Selection of Curriculum Content: The society has a large body of knowledge and accumulated experiences. It is from this array that those planners must select. In the first place, only a relatively small portion of the entire accumulated knowledge can be accommodated into the curriculum. Moreover, the fact of selectivity makes the exercise to be subjective.

Problem of Choice of Developers: This is a big problem in our country. Those who are usually involved in curriculum development are not experts in the field of psychology, education and the like. Sometimes, people are hand-picked without maintaining a balance between the professionals and non-professionals. In addition, teachers and learners are sometimes and at most times left out of the exercise. Such teachers may find the curriculum strange, alien and difficult to

implement.

Changing in Societal Values: The society changes from time to time in terms of needs, values and aspiration. This makes it mandatory that the curriculum be subjected to continual renewal from time to time to keep abreast of time.

As a result of these and other problems, there is need for the Federal Government, through its agencies, to release fund to the bodies concerned with curriculum development to improve and maintain a current curriculum from time to time. Researches can go on in different aspects and results of such exercise will be utilised to develop up-to-date curriculum.

Moreover, the services of experts in curriculum development should be enlisted. All those who have primary role to contribute must be involved. Lots and lots of resources are to be supplied in cash and kind (Paris, Beeve and Springer, 2019).

3.3 Activity 1

Study the 5 problems of curriculum development discussed in this session, do you think these are all the problems considering the present educational situation in Nigeria? If not try to identify 3 more problems

3.3.1 Activity Feedback

For further problems, think of the reaction of the government to educational issues and how education is being implemented.

4.0 CONCLUSION

In planning a curriculum for a society, the planners need to consider the main features of curriculum development. The place of the learners and the society in which the curriculum will take place are among other features to be given a pride of place.

5.0 SUMMARY

In this unit, we have been able to establish that curriculum planners need to consider the learners, the society and the teachers in their planning and development of curriculum. We examined the procedures of development which range from organising planners and making decisions to working at various committee levels and putting together the ideas agreed upon. Finally, we examined some of the problems of curriculum development such as funding, personal, political and social

problems, changing nature of the society and the like.

6.0 TUTOR-MARKED ASSIGNMENT

1. Discuss the processes of curriculum development.
2. What are the problems that are encountered by curriculum planners?
3. How do you think these problems can be solved?

7.0 REFERENCE/FURTHER READING

Paris, J., Beeve, K. & Springer, C. (2019). *Introduction to Curriculum for Early Childhood Education*. Retrived on 14 June, 2020 from <https://drive.google.com/file/d/1CG-nXzs4xzTMB132HbYcdtbRhiW1Z1YD/view>

UNIT 5 MEETING THE NEEDS OF CHILDREN

CONTENTS

- 1.0 Introduction
- 2.0 Intended Learning Outcomes
- 3.0 Main Content
 - 3.1 Meeting Children’s Psychological Needs
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignments
- 7.0 References/Readings

1.0 INTRODUCTION

This section describes the conditions that a programme intended to enhance early childhood development should reinforce in order to facilitate optimal development. It discusses several fairly obvious but nonetheless important programmatic implications.

2.0 INTENDED LEARNING OUTCOMES

By the end of this unit, you should be able to:

- identify the psychological needs of children
- discuss the multi-dimensional implication of early childhood development programme design.

3.0 MAIN CONTENT

3.1 Meeting Children’s Psychological Needs

Programmes designed to enhance early childhood development must begin from an analysis and understanding of the conditions in which children live. The following chapter will identify and discuss conditions that place a child “at risk” of delayed or debilitated development. Here, the focus is on conditions that are optimal for responding to the psychological needs of children (Pence and Benner, 2015).

Regardless of the characteristics of the children and regardless of the location of childcare – in the home or outside in a centre – early childhood development needs will best be met if:

The child's health and nutritional as well as psychological needs are recognised and met. This implies a simple means of assessing needs.

- a. The caregiving environment is safe, sanitised and stimulating with adequate space, light, fresh air, sanitary facilities and a protected place to play.
- b. There is continuity and stability in caregiving, i.e., the caregivers and the general location of the caregiving are constant. This condition is easily met when care is at home and caregivers are members of the immediate or extended family. Sometimes, however, circumstances require a series of makeshift arrangements for child care, introducing discontinuity and instability. In such circumstances a centre-based programme may help to provide more desirable conditions.
- c. There is plentiful adult-child contact. Development is fostered when caregivers interact with children physically, orally, and emotionally, stimulating children and providing them with clear and consistent cues to desired behaviours. Sometimes this occurs naturally in the home, sometimes other demands on a mother's or caregiver's time make such interaction difficult and infrequent (Odebiyi and Salami, 2015).

Or, interaction may be limited because it is not recognised as important. In childcare centres that are purely custodial in nature, little interaction may occur. Also, a high ratio of children to caregivers may make frequent adult-child contact difficult.

- d. The caregiver is warm, empathetic, and has a genuine fondness for children. Most mothers love their young children. However, many conditions can interfere with the expression of warmth, empathy and love, sometimes without being recognized. Moreover, a sibling or relative or neighbour or teacher charged with childcare may or may not have these characteristics which, in the last analysis, can be more important than certification as a caregiver or a particular level of education.
- e. The caregiver, naturally, or as a result of training, sets activities that, for instance, encourage exploration and solving of problems, provides children with different ways of reaching a goal, and reacts to children so they know how well they are doing. In the home, it may be difficult to construct a "programme" built on a coherent child-development theory. But mothers and other family members can be helped to recognize the strengths and weaknesses or their own caregiving styles and they can help to recognise and use play materials and toys, games, and other activities in their own environment and daily life that will help respond to children's psychosocial needs. Similarly, caregivers in

centre-based programmes can be helped through regular in-service training and supervision, and provision of incentives, to improve their caregiving programme and actions.

These conditions are difficult to meet, but should not deter efforts to improve development. Rather, they should be taken as goals toward which programmers, parents and communities can work, beginning always with the positive elements that exist, even in the most “deprived” environment, because:

- Early childhood development is multi-dimensional and the several dimensions interact, programme must also be multi-dimensional in their approach to development.
- Development is sequential and cumulative, deficits also cumulate. Therefore, programmes that stress prevention and that concentrate on earlier ages (0 – 2) are extremely important.

Psychological development needs change, as a child grows older, different programmes and activities will be needed for different age levels.

To produce lasting changes in children’s development, changes must occur in the environment with which the child interacts. A basic services strategy which seeks environmental changes, provides, therefore, an appropriate framework which can be used to view child development programming.

Different physical and cultural surroundings create different needs and place different constraints on early development. Therefore, no one programme model will be adequate for all situations. The community-based approach stresses consistency in flexibility and adaptation.

Psychological development affects and is affected by physical growth, the two should be considered together, rather than sequentially as is often done. Programming for development should be developed to accompany and not follow (Pence and Benner, 2015).

Programmes, whether directed toward caregiving in the home or in centres, should reinforce continuity and stability in caregiving, plentiful adult-child contact, warm and empathetic interaction, and a “programme” of activities meaningful within the specific environment but grounded in sound principles of early childhood development (Odebiyi and Salami, 2015).

Activity

Identify the fundamental needs of the child that could enhance early childhood development.

4.0 CONCLUSION

From the study in this unit, we can see how important the knowledge and understanding of the needs of the child is, and also the relevance of the child's needs assessment for programme design.

5.0 SUMMARY

In this unit we have:

- Examined the conditions that a programme that is intended to enhance early childhood development should reinforce in order to facilitate optimal development.
- We also discussed the implication of psychological needs of children for programme design.

6.0 TUTOR-MARKED ASSIGNMENT

What are the functions of a caregiver in meeting the needs of a child?

7.0 REFERENCES/FURTHER READINGS

Pence, A. & Benner, A. (2015). *Complexities, Capacities, Communities: Changing Development Narratives in Early Childhood Education, Care and Development*. Retrived 14 June, 2020 from <file:///C:/Users/user/Desktop/Complexities%20Capacities%20Communities%20-%20Alan%20Pence.pdf>

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MODULE 2 MODELS IN PRE-SCHOOL CURRICULUM

You would be introduced to the world of models in pre-school curriculum. The meaning, types and their implication in the development of pre-school curriculum. To achieve this, the following would be looked at:

- Unit 1 Pre-School Curriculum Development Models
- Unit 2 Similarities and Differences Among Pre-School Curriculum Development Models
- Unit 3 Pre-School Evaluation Models
- Unit 4 The Role of The Teacher in Curriculum Development

UNIT 1 PRE-SCHOOL CURRICULUM DEVELOPMENT MODELS

CONTENTS

- 1.0 Introduction
- 2.0 Intended Learning Outcomes
- 3.0 Main Content
 - 3.1 Definition of Curriculum Development Model
 - 3.2 Models of Curriculum Development
 - 3.2.1 The Tyler Model
 - 3.2.2 The Taba Model
 - 3.2.3 The Saylor, Alexander and Lewis Model
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Readings

1.0 INTRODUCTION

This unit sets out to attempt a definition of the term model as used in curriculum development. It seeks also to examine some of the popular curriculum development models in current literature. Three models of curriculum development are presented in this unit.

2.0 LEARNING OUTCOMES

By the end of this unit, you should be able to:

- define the term curriculum development model
- list and discuss at least three different types of curriculum development models.

3.0 MAIN CONTENT

3.1 Definition of Curriculum Development Model

The term curriculum model refers to a conceptual framework and organizational structure for decision making about educational priorities, administrative policies, instructional methods, and evaluation criteria. Although they vary in their underlying premises, curriculum models provide well-defined frameworks to guide program implementation and evaluation (Paris, Beeve and Springer, 2019).

A wide range of early childhood curriculum models exists, but little is known about the number of early childhood curriculum models presently in use or the number of early childhood programs that use them. Early childhood curriculum models most often are used in center-based settings providing half-day and full-day programs. They are used in public schools, Head Start, and community-based programmes. Consistent with their origin, curriculum models are most often used in programmes serving low-income children.

Among the best known and most widely used early childhood curriculum models are the Creative Curriculum, the Developmental Interaction Approach (sometimes called the Bank Street approach), the High/Scope Curriculum, and the Montessori method. Descriptions of these and other early childhood curriculum models, many of which extend into the kindergarten and primary grades, can be found in (Paris, Beeve and Springer, 2019).

Theories of child development have served as the principal foundation for curriculum model development. Variations among curriculum models reflect differences in values concerning what is more or less important for young children to learn, as well as in the process by which children are believed to learn and develop. These variations inform the role of teachers, the curriculum's focus, the classroom structure, and the ways in which children participate in learning.

Early childhood curriculum models also vary in terms of the freedom granted to teachers to interpret implementation of the model's framework. Some curriculum models are highly structured and provide detailed scripts for teacher behaviours. Others emphasize guiding principles and expect teachers to determine how best to implement these principles. Curriculum models, regardless of their goals and the degree of flexibility in their implementation, however, are designed to promote uniformity across early childhood programs through the use of a prepared curriculum, consistent instructional techniques, and predictable child outcomes.

Using a model in such an activity as curriculum development can result in greater efficiency and productivity. By examining models for curriculum development, we can analyse the phases their originators conceived as essential to the process. The purpose in presenting four models is to acquaint the reader with some of the thinking that has gone on or is going on in the field. The three four chosen models were conceived by persons well known in the curriculum field: Ralph W. Tyler, Hilda Taba, and J. Galen Saylor, William M. Alexander, and Arthur J. Lewis.

Two of the models (Tyler's, Saylor, Alexander, and Lewis's) are deductive. They proceed from the general (examining the needs of society, for example) to the specific (specifying instructional objectives, for example). On the other hand, Taba's model is inductive, starting with the actual development of curriculum materials and leading to generalization.

The three models described in this unit are linear, that is, they propose a certain order or sequence of progression through the various steps. A nonlinear approach would permit planners to enter at various points of the model, skip components, reverse the order, and work on two or more components simultaneously. You might say that the ultimate in nonlinear approach is the absence of a model when curriculum planners operate intuitively. Actually, linear models should not be perceived as immutable sequences of steps. Curriculum workers would exercise judgment as to entry points and interrelationships of components of the models.

3.2 Models of Curriculum Development

Curriculum development is seen here as the process for making programmatic decisions and for revising the products of those decisions on the basis of continuous and subsequent evaluation. A model can give order to the process. As Taba stated, "If one conceives of curriculum development as a task requiring orderly thinking, one needs to examine

both the order in which decisions are made and the way in which they are made to make sure that all relevant considerations are brought to bear on these decisions”.

3.2.1 The Tyler Model

Perhaps the best or one of the best known models for curriculum development with special attention to the planning phases can be found in Ralph W. Tyler’s classic little book, *Basic Principles of Curriculum and Instruction*. “The Tyler rationale”, a process for selecting educational objectives, is widely known and practiced in curriculum circles. Although Tyler proposed a rather comprehensive model for curriculum development, the first part of his model (selection of objectives) received the greatest education recognition from other educators.

Tyler recommended that curriculum planners identify general objectives by gathering data from three sources: the learners, contemporary life outside the school, and the subject matter. After identifying numerous general objectives, the planners refine them filtering them through screens: the educational and social philosophy of the school the two screens become what are now popularly known as instructional objectives. In describing educational objectives Tyler referred to them as “goals”, “educational end”, “educational purposes” and “behavioural objectives”.

Student as Source: The curriculum worker begins his or her search for educational objectives by gathering and analyzing data relevant to student needs and interests. The total range of needs – educational, social, occupational, physical, psychological, and recreational is studied. Tyler recommended observations by teachers, interviews with students, interviews with parents, questionnaires, and tests as techniques for collecting data about students. By examining the needs and interests of students, the curriculum developer identifies a set of potential objectives.

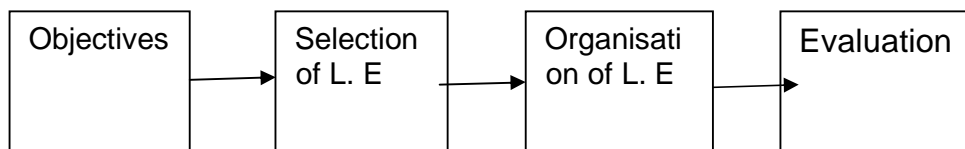
Society as Source: Analysis of contemporary life in both the local community and in society at large is the next step in the process of formulating general objectives. Tyler suggested that curriculum planners develop a classification scheme that divides life into various aspects such as health, family, recreation, vocation, religion, consumption, and civic roles. From the needs of society many potential educational objectives could be derived. The curriculum worker must be something of a sociologist to make an intelligent analysis of needs of social institutions. After considering this second source, the curriculum worker has lengthened his or her set of objectives.

Subject Matter as Source: For a third source of the curriculum planner turns to the subject matter, the disciplines themselves. Many of the curricular innovations of the 1950s – the “new math”, audio-lingual foreign language programs, and the plethora of science programs came from the subject matter specialists. From the three aforementioned sources curriculum planners derive general or broad objectives that lack precision and that we would prefer to call instructional goals. These goals may be pertinent to specific disciplines or may cut across disciplines.

The elements of a curriculum are interrelated. The relationships are depicted by various models of curriculum components as identified by scholars.

Tyler’s Linear Model of Curriculum

For instance, Tyler’s linear model shows the relationships as shown below:



Key: LE means learning experiences

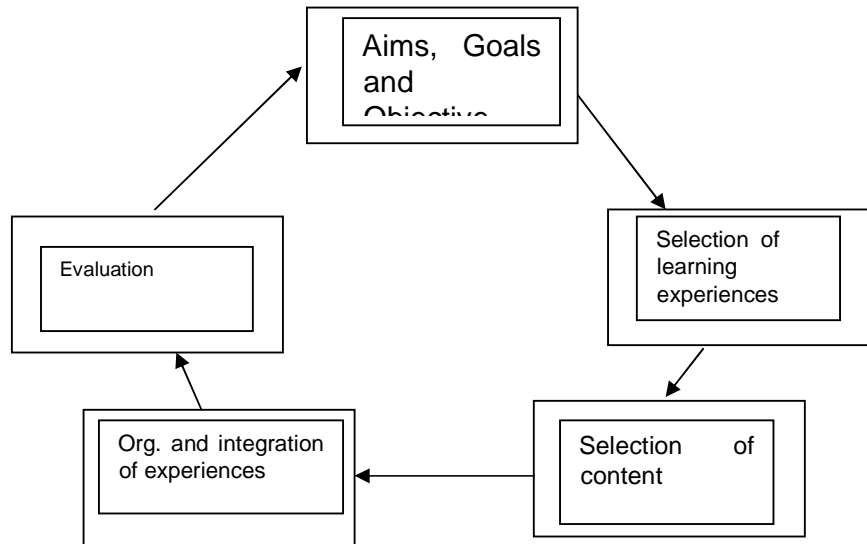
This model reveals that there are four elements in a curriculum, the curriculum objectives; the learning experiences; organization of learning experiences and evaluation technique.

Tyler suggests that educational experiences are preferred to content because experiences involve not only what is taught but the process by which the learners learn (methods/strategies). Educational experiences therefore involve both the content and the learner’s activities.

This model makes one believe that objective is the first thing to set when one is planning curriculum. After this, one should think about the course content (learning experiences) that could allow the achievement of the objectives, then, one should plan for the method to be adopted in teaching the organized content and lastly, one should plan for how to evaluate the learning of the recipients. From this, one would think that evaluation is the last stage of the curriculum process. But is this actually the case? To answer this question, let us examine the cyclical model propounded by Wheeler.

Wheeler’s cyclical curriculum model

Wheeler only improved upon Tyler’s work. Wheeler developed a cyclical model of curriculum. In his work, evaluation is not terminal because findings from evaluation are fed back into objectives and the goals which influence other elements

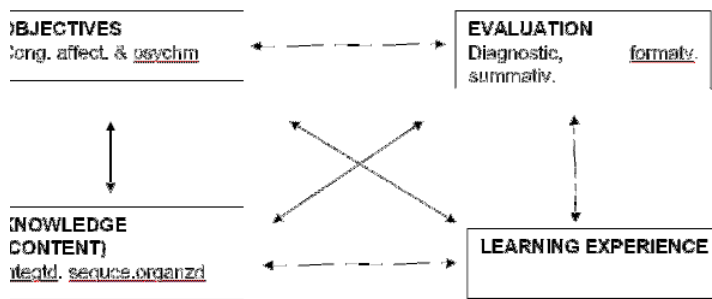


Wheeler opined that:

- Aims should be identified as behaviours expected at the end of learning (outcomes)
- Content is distinguished from the learning experiences which determined the content.

After a while, another person modified the work of Wheelers. This person is Kerr. Let us examine the work of Kerr too.

Kerr’s Cyclical Model of Curriculum



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SOURCE: pupils needs; society, disciplines test, interview, observations, examsdisciplines, selectn & organiztn

teaching method; lesson concept; readiness; individual differences; pupil/teacher relationship; school community

In Kerr's model, cyclical model of Wheeler was adopted but in addition, Kerr was able to point out the following:

1. There is dual relationship between any two elements of curriculum chosen
2. The sources and kinds of each element are pointed out

Other Types of Curriculum Model

The Taba Model

Taba took what is known as a grassroots approach to curriculum development. She believed that the curriculum should be designed by the teachers rather than handed down by higher authority. Further, she felt that teachers should begin the process by creating specific teaching-learning units for their students in their schools rather than by engaging initially in creating a general curriculum design. Taba, therefore, advocated an inductive approach to curriculum development, starting with the specifics and building up to a general design as opposed to the more traditional deductive approach of starting with the general design and working down to the specifics (Paris, Beeve and Springer, 2019).

Five- Step Sequence: Eschewing graphic exposition of her model, Taba listed a five-step sequence for accomplishing curriculum change, as follows:

1. Producing pilot units representative of the grade level or subject area. Taba saw this step as linking theory and practice. She proposed the following eight-step sequence for curriculum developers who are producing pilot units.
 - a) Diagnosis of needs. The curriculum developer begins by determining the needs of the students for whom the curriculum is being planned. Taba directed the curriculum worker to diagnose the "gaps, deficiencies, and variations in (students') backgrounds".
 - b) Formulation of objectives. After student needs have been diagnosed, the curriculum planner specifies objectives to be accomplished. Taba used the terms "goals" and "objectives" interchangeably, a point to which we will return later.
 - c) Selection of content. The subject matter or topics to be studied stem directly from the objectives. Taba pointed out that

not only must the objectives be considered in selecting content but also the “validity and significance” of the content chosen.

d) Organization of content. With the selection of content goes the task of deciding at what levels and in what sequences the subject matter will be placed. Maturity of learners, their readiness to confront the subject matter, and their levels of academic achievement are factors to be considered in the appropriate placement of content.

e) Selection of learning experiences. The curriculum planners must choose the methodologies or strategies by which the learners become involved with the content. Pupils internalise the content through the learning activities selected by the planner-teacher, based on their cognitive, affective and psychomotor disposition in a particular programme of instruction.

f) Organization of learning activities. The teacher decides how to package the learning activities and in what combinations and sequences they will be utilized. At this stage the teacher adapts the strategies to the particular students for whom he or she has responsibility using the general principles applicable to organisation of learning experience which include: □ moving from simple to complex

- moving from concrete to abstract
- moving from local to international or distant places

g) Determination of what to evaluate and of the ways and means of doing it. The planner must decide whether objectives have been accomplished. The instructor selects from a variety of techniques appropriate means for assessing achievement of students and for determining whether the objectives of the curriculum have been met.

h) Checking for balance and sequence. Taba counselled curriculum workers to look for consistency among the various parts of the teaching-learning units, for proper flow of the learning experiences, and for balance in the types of learning and forms of expression.

2. Testing experimental units. Since the goal of this process is to create a curriculum encompassing one or more grade levels or subjects areas and since teacher have written their pilot units with their own classrooms in mind, the units must now be tested “to establish their validity and teachability and to set their upper and lower limits of required abilities.

3. Revising and consolidating. The units are modified to conform to variations in student needs and abilities, available resources, and different styles of teaching so that the curriculum may suit all types of classrooms. Taba would charge supervisors, the coordinators of curricula and the curriculum specialists with the task of “stating the principles and theoretical considerations on which the structure of the units and the selection of content and learning activities are based and suggesting the limits within which modifications in the classroom can take place. Taba recommended that such “considerations and suggestions might be assembled in a handbook explaining the use of the units”.
4. Developing a framework. After a number of units have been constructed, the curriculum planners must examine them as to adequacy of scope and appropriateness of sequence. The curriculum specialist would assume the responsibility of drafting a rationale for the curriculum that has been developed through this process.
5. Installing and disseminating new units. Taba called on administrators to arrange appropriate in-service training so that teachers may effectively put the teaching-learning units into operation in their classrooms.

Taba’s inductive model may not appeal to curriculum developers who prefer to consider the more global aspects of the curriculum before proceeding to specifics. Some planners might wish to see a model that includes steps in both diagnosing the needs of society and culture and in deriving needs from subject matter, philosophy, and learning theory. Taba, however, elaborated on these points in her text.

Other planners may prefer to follow a deductive approach, starting with the general – specification of philosophy, aims and goals – and moving to the specifics – objectives, instructional techniques and evaluation. The remaining two models described in this chapter are deductive as is Tyler’s.

The Saylor, Alexander and Lewis Model

Saylor, Alexander, and Lewis conceptualised the curriculum planning process in the model. To understand this model we must first analyse their concepts of curriculum and curriculum plan. Earlier in this text you encountered their definition of curriculum: “a plan for providing sets of learning opportunities for persons to be educated”. However, the

curriculum plan is not to be conceived as a single document but rather as “many smaller plans for particular portions of the curriculum”.

Goals, Objectives, and Domains. The model indicates that the curriculum planners begin by specifying the major educational goals and specific objectives they wish to be accomplished. Saylor, Alexander, and Lewis classified sets of broad goals into four domains under which many learning experiences take place: personal development, social competence, continued learning skills, and specialization. Once the goals, objectives and domains have been established, the planners move into the process of designing the curriculum. The curriculum workers decide on the appropriate learning opportunities for each domain and how and when these opportunities will be provided. For example, will the curriculum be designed along the lines of academic disciplines, according to a pattern of social institutions, or in relation to student needs and interests?

Instructional Models. After the designs have been created – and there may be more than one – all teachers affected by a given part of the curriculum plan must create the instructional plans. They select the methods through which the curriculum will be related to the learners. At this point in the mode it would be helpful to introduce the term instructional objectives. Teachers would then specify the instructional objectives before selecting the strategies or modes of presentation.

Evaluation. Finally, the curriculum planners and teachers engage in evaluation. They must choose from a wide variety of evaluation techniques. Saylor, Alexander, and Lewis proposed a design that would permit (1) evaluation of the total educational programme, as well as (2) evaluation of the evaluation programme itself. The evaluation processes allow curriculum planners to determine whether or not the goals of the school and the objectives of instruction have been met.

Saylor, Alexander, and Lewis supplemented their model of the curriculum planning process with companion models depicting the elements of the curriculum system, the process of defining the goals and objectives of educational institutions, and curriculum evaluation. Curriculum planers might find some synthesis of the model of the curriculum planning process with its companion models desirable.

Activity

1. Attempt a definition of the term curriculum development model
2. List four contributors that helped to shape early childhood curriculum development model.

Answers

1. The definition should include: process, organized, structure and decision making.
2. Tyler, Taba, Saylor, Alexander and Lewis

4.0 CONCLUSION

A good number of the theories have emphasized the importance of curriculum development models. Driven by public demands for positive child outcomes, the sense of urgency surrounding school reform, and the prevalence of poor- quality child care, early childhood curriculum models are being promoted as a way of ensuring that children enter school ready to learn. Consistent implementation of curriculum models has the potential to raise the standards of care and education experienced by young children.

5.0 SUMMARY

In this unit we have learnt the:

- i. Meaning of the term model as used in curriculum development.
- ii. Popular curriculum development models in current literature.

6.0 TUTOR-MARKED ASSIGNMENT

Outline the five-step sequence for accomplishing curriculum change as formulated by Taba.

7.0 REFERENCE/FURTHER READING

Paris, J., Beeve, K. & Springer, C. (2019). *Introduction to Curriculum for Early Childhood Education*. Retrived on 14 June, 2020 from <https://drive.google.com/file/d/1CG-nXzs4xzTMBI32HbYcdtbRhiW1Z1YD/view>.

UNIT 2 SIMILARITIES AND DIFFERENCES AMONG CURRICULUM DEVELOPMENT MODELS

CONTENTS

- 1.0 Introduction
- 2.0 Intended Learning Outcomes
- 3.0 Main Content
 - 3.1 Similarities and Differences among Pre-School Curriculum Development Models
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Readings

1.0 INTRODUCTION

Comparative evaluations now suggest that early childhood curriculum models do affect child outcomes. Differences in child outcomes among models tend to reflect the intent of the curriculum model being evaluated. Further findings are accumulating that suggest potential negative consequences associated with highly structured, academic preschool programs.

The focus of contemporary evaluations has shifted, however, from comparisons of specific early childhood curriculum models to the differential impact of early intervention programmes defined as either academically or developmentally oriented. Yet there also is recognition of the limitations of curricular reform.

2.0 INTENDED LEARNING OUTCOMES

By the end of this unit, you should be able to:

- explain the difference in the programmes experienced by children
- identify the usefulness of each programme.

3.0 MAIN CONTENT

3.1 Similarities and Differences among Pre-School Curriculum Development Models

Driven by public demands for positive child outcomes, the sense of urgency surrounding school reform, and the prevalence of poor-quality child care, early childhood curriculum models are being promoted as a way of ensuring that public money is wisely spent and that children

enter school ready to learn (Paris, Beeve and Springer, 2019). Consistent implementation of curriculum models has the potential to raise the standards of care and education experienced by young children. In light of uneven expectations for teachers' professional preparation and variability across the states in child care licensing standards, early childhood curriculum models can improve programmatic quality through the consistent implementation of well-articulated curriculum frameworks, thereby lifting the floor of program quality in early childhood education.

Some experts, however, believe that by their design, curriculum models lower expectations for early childhood educators and diminish the professional responsibilities of early childhood teachers (Pence and Benner, 2015). To achieve consistency across sites, curriculum models operate by using predictable representations of teaching and learning, relying on fixed interpretations of the nature of children and teachers, and minimizing variation across sites. Teachers function less as reflective practitioners and more as technicians who implement others' educational ideas. The increasing use of curriculum models, therefore, challenges the early childhood profession to examine its image of teachers and deliberate how best to improve children's daily experiences in early childhood settings.

The models discussed in the last unit revealed both similarities and differences. Tyler and Taba outlined certain steps to be taken in curriculum development. Saylor, Alexander, and Lewis charted the components of the curriculum development process (design, implementation, and evaluation) as opposed to actions taken by the curriculum workers (diagnosis of need, formulation of objectives and the like). Tyler's concept of sources and screens stands out in his model.

Models are inevitably incomplete; they do not and cannot show every detail and every nuance of a process as complicated as curriculum development. In one sense the originator of a model is saying, often in graphic form, "These are the features you should not forget". To depict every detail of the curriculum development process would require an exceedingly complex drawing or several models. One task in building a model for curriculum development is to determine what the most salient components in the process are no easy task – and to limit the model to those components.

In looking at various models we cannot say that any one model is inherently superior to all other models. For example, some curriculum planners have followed the Tyler model for years with considerable success. Decker Walker spoke to the importance of Tyler's work when he said, "Ralph Tyler has had as much influence on the thought and

practice of twentieth-century American education as any other individual, with the possible exception of John Dewey”. On the other hand, this success does not mean that the Tyler’s model, for example, represents the ultimate in models for curriculum development or that any model including Tyler’s is universally accepted as a basis for curriculum development.

Before choosing a model or designing a new model – certainly a viable alternative – curriculum planners might attempt to outline the criteria or characteristics they would look for in a model for curriculum improvement. They might agree that the model should show the following:

- i. major components of the process, including stages of planning, implementation, and evaluation;
- ii. customary, but not inflexible “beginning” and “ending” points;
- iii. the relationship between curriculum and instruction;
- iv. distinctions between curriculum and instructional goals and objectives;
- v. reciprocal relationships among components;
- vi. a cyclical pattern;
- vii. feedback lines;
- viii. the possibility of entry at any point in the cycle;
- ix. an internal consistency and logic;
- x. enough simplicity to be intelligible and feasible;
- xi. components in the form of a diagram or chart;

Instead of a diagram, below is a listing of the steps for preschool curriculum development model:

1. Specify the need of students in general;
2. specify the needs of society,
3. Write a statement of philosophy and aims of education.
4. Specify the needs of students in your school (s).
5. Specify the needs of the particular community.
6. Specify the needs of the subject matter.
7. Specify the curriculum goals of your school(s).
8. Specify the curriculum objectives of your school(s).
9. Organize and implement the curriculum.
10. Specify instructional goals.
11. Select instructional objectives.
12. Select instructional strategies.
13. Begin selection of evaluation techniques.
14. Implement instructional strategies.
15. Make final selection of evaluation techniques.
16. Evaluate instruction and modify instructional components.

17. Evaluate the curriculum and modify curricular components.

Steps 1 – 9 and 17 constitute a curriculum submodel; steps 10 – 16 an instructional submodel.

Activity

- 1) On what basis would you choose a model for curriculum development?
Who should decide which model for curriculum development to follow?
- 2) In your opinion, which is better: an inductive or a deductive model for curriculum development? Why?

4.0 CONCLUSION

Models can help us to conceptualize a process by showing certain principles and procedures. Whereas some models are in the form of diagrams, others are lists of steps that are recommended to curriculum workers. Some models are linear, step-by-step approaches; others allow for departure from a fixed sequence of steps. Some models offer an inductive approach; others follow a deductive approach. Some are prescriptive while others are descriptive.

5.0 SUMMARY

In this unit we have tried to answer the two questions that have dominated the empirical comparisons of early childhood curriculum models.

- 1) To what extent are the programmes experienced by children really different from one another?
- 2) Are some programmes better than others in producing desired outcomes?

6.0 TUTOR-MARKED ASSIGNMENT

Before choosing a model or designing a new model, which outline that satisfies the criteria or characteristics would you look for in a model for curriculum improvement?

7.0 REFERENCES/FURTHER READINGS

Paris, J., Beeve, K. & Springer, C. (2019). *Introduction to Curriculum for Early Childhood Education*. Retrived on 14 June, 2020 from

<https://drive.google.com/file/d/1CG-nXzs4xzTMBI32HbYcdtbRhiW1Z1YD/view>

Pence, A. & Benner, A. (2015). *Complexities, Capacities, Communities: Changing Development Narratives in Early Childhood Education, Care and Development*. Retrieved 14 June, 2020 from <file:///C:/Users/user/Desktop/Complexities%20Capacities%20Communities%20-%20Alan%20Pence.pdf>

UNIT 3 CURRICULUM EVALUATION

CONTENTS

- 1.0 Introduction
- 2.0 Intended Learning Outcomes
- 3.0 Main Content
 - 3.1 Forms of Evaluation
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Readings

1.0 INTRODUCTION

This lecture deals with a very vast area, which is curriculum evaluation. We shall discuss briefly the concept of evaluation itself and then go on to outline what is involved in curriculum evaluation.

2.0 INTENDED LEARNING OUTCOMES

BY the end of this unit, you should be able to:

- differentiate between evaluation and assessment
- explain the various definitions given to evaluation by educators
- explain forms of evaluation common in the schools.

3.0 MAIN CONTENT

The term 'evaluation' has often been misused even by persons who appear to be well versed in the discipline of education. In most cases, people refer to assessment, measurement and evaluation as being synonymous, whereas this should not be so. Assessment and measurement are just part of what evaluation is all about.

Aluan (2018) describes measurement, assessment and evaluation as follows:

Measurement: This is *assignment of numbers* (quantity), uses variety of instrument such as test, rating scale, observation schedule. It is the process of obtaining numerical description of the degree of individual or programme possesses.

Assessment: This is a process by *which evidence of student or programme achievement is obtained for the purpose of evaluated*. The process includes testing, interpreting and placing information in context.

It is the process of gathering and organizing data for decision making (evaluation).

Evaluation: It is concerned with making *judgments* on the worth or value of a performance or progress made. It answers the question “how good, adequate, or desirable”. It is also the process of obtaining, analyzing and interpreting information to determine the extent to which school or programme achieve the stated objectives or goals. The process of getting information, analysing it and drawing a final conclusion is evaluation (Paris, Beeve and Springer, 2019).

On the other hand, curriculum evaluation goes beyond the general concept of evaluation. Curriculum evaluation employs systematic and scientific methodology in drawing information. It utilises modern technologies and various human expertise and knowledge to arrive at the best alternatives in education. In short, curriculum evaluation involves identification and provision of information, the selection of criteria, data collection, data analysis and drawing logical conclusion about a curriculum implemented for certain period for specific purposes.

Most of the definitions given by educators reflect the roles of evaluation or the goals of evaluation or a combination of the two. Curriculum evaluation was defined as the provision of information for the sake of facilitating decision making at various stages of curriculum development. This definition emphasises the role of evaluation, that is, a diagnosis of curriculum is made in order to make a decision to further improve the entire curriculum.

Another definition view curriculum evaluation as the systematic collection of evidence to determine whether, in fact, certain changes are taking place in the learners, as well as to determine the aim or degree of change in individual students. This definition focuses on the goals of evaluation. It stresses the effectiveness of the programme in bringing about the desired behaviour, changes in the learner. This means questioning the merit of the programme. It also focuses on the process of getting the evidence on learner's performance.

Staake, one of the curriculum experts, gave a definition that strikes a balance between the goals of evaluation oriented definitions and the roles of evaluation definitions. He states that "a full evaluation results in story supported perhaps with statistics and profiles by telling what happened, reveals perceptions and judgment that different groups and individuals hold. It tells merits and short-comings; as a bonus, it may offer generalisation for the guidance of subsequent educational programmes. From this definition, curriculum evaluation is seen as a continuous process which may look for the diagnosis of strengths and

weaknesses in curriculum. Tyler, another curriculum expert, defines evaluation as "the process of determining to what extent the educational objectives are actually being realised by the programme of curriculum and instruction."

3.1 Forms of Evaluation

There are three major types of curriculum evaluation. They are diagnostic, formative and summative evaluation. These three forms of evaluation perform different but complimentary role in curriculum development.

Diagnostic evaluation: Curriculum design and development takes place before the development/designing activities begins. It is carried out to identify the actual situation, weaknesses, strength of the existing curriculum or what the new curriculum should address if none is in existence. This form of evaluation is as important as other forms of evaluation.

Formative Evaluation: This is the assessment of worth of instructional programme when it can still be modified. This means that, formative evaluation is usually carried out during the process of developing curriculum programme. The feedback information that is gotten from such evaluation is used as an input to improve the programme further before its final adoption. At the very beginning, we can evaluate to know the learner's previous knowledge. This can be used to place him in the right group. This is called placement evaluation. We can also evaluate to discover learning difficulties, identity, strengths, weaknesses or personality difficulties. This is called diagnostic evaluation.

Formative evaluation builds up a strong case for a programme and reassures the users of the programme that the chances of success are more than those of failure. Formative evaluation rules out the lucky-dip approach to the decision on which instruments are likely to yield better results if given certain conditions. It provides feedback to the learners, the teacher and the curriculum experts who are concerned with learning successes and failures.

Summative Evaluation: This is the evaluation of the total programme after it has been fully developed. At this stage, the conditions under which the programme will be most profitably used are stipulated. The students' performance, the quality of teachers and the processes and strategies used by the teachers are evaluated to give the final verdict as to the usefulness of the programme.

Summative evaluation takes the form of quizzes, tests, term papers, reports, personal observation of students, class contributions or annual examinations. Some of these forms may be combined to arrive at summative evaluation.

Summative evaluation tells the real story whether the new programme is yielding better results than the old one. It shows the quality of performance of students in the programme through various forms of measurement and evaluation. The evaluation assigns tasks to the pupils to perform in order to determine whether they have achieved the objectives of the programme. He scores the performance in those tasks, analyses and interprets them. The exercise will involve statistical analysis. The interpretation of the analysis of data will depend on the goals of the evaluation.

Summative evaluation at the verification level will enable the curriculum planner to make final modifications on the programme before it is sent out for general consumption. In doing this, serious errors which could not have been detected can be identified and corrected.

It worth noticed at this juncture that classroom teaching/learning evaluation is different from programme evaluation (Paris, Beeve and Springer, 2019). While programme or curriculum evaluation assesses the effectiveness of the whole programme, classroom evaluation assesses the effectiveness of the teaching/learning activities that must have taken place in the classroom.

ACTIVITY XI

In few sentences, show that curriculum evaluation is different from classroom lesson evaluation.

ACTIVITY FEEDBACK

Read the various definitions of curriculum evaluation again to gain insight

4.0 CONCLUSION

In most cases, people refer to assessment, measurement and evaluation as being synonymous, whereas this should not be so. Assessment and measurement are just part of what evaluation is all about.

5.0 SUMMARY

In this session, we have been able to examine the various definitions of evaluation from the general point of view to what curriculum evaluation

entails. The three major forms of evaluation – diagnostic, formative and summative evaluation were examined. The diagnostic collected a baseline data as to what the to-be design or review curriculum should address; formative evaluation, placement and diagnostic provide feedback to learners, to teachers and curriculum experts on the worth of programme at its inception. Summative evaluation provides information which enables the curriculum planners to make final decisions about the effectiveness of the programme.

6.0 TUTOR-MARKED ASSIGNMENT

1. What is curriculum evaluation?
2. Discuss the three major forms of curriculum evaluation
3. Relate the significance of the forms of evaluation to Early Childhood programme.

7.0 REFERENCES/FURTHER READINGS

Aluan, B.B. (2018). *Educational Measurement, Assessment and Evaluation: A Study Guide*. Retrieved on 24 January, 2019 from <http://images.pcmac.org/Uploads/JeffersonCountySchools/JeffersonCountySchools/Departments/DocumentsCategories/Documents/Educational%20Measurement%20Assessment%20and%20Evaluation.pptx>.

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UNIT 4 THE ROLE OF THE TEACHER IN CURRICULUM DEVELOPMENT

CONTENTS

- 1.0 Introduction
- 2.0 Learning Outcomes
- 3.0 Main Body
 - 3.1 The Classroom Level
 - 3.2 Task of Teachers
 - 3.3 The Team, Grade and Department Level
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor Marked Assignment
- 7.0 References/Further Readings

1.0 INTRODUCTION

For curriculum decision making to take place, appropriate organisational structures are essential. In the following pages of this unit we will examine the location, tasks and the role of the teacher in such structures in some detail.

2.0 INTENDED LEARNING OUTCOMES

By the end of this unit, you should be able to:

- examine the role of the teacher in the school and in the classroom
- explain the tasks of the teachers in curriculum development.

3.0 MAIN CONTENT

3.1 The Classroom Level

At first glance it seems that all programmatic decisions have been made for the teacher at the time he or she is employed. A full-blown programme is already in operation at the school where the teacher is to be assigned. The school board contracts with the applicant to fill an advertised position, be it early childhood education or any other level. The principal makes the teaching assignment and informs the teacher about school policies and regulations. If the school is large enough to require the services of supervisory personnel other than the principal, the teacher may be referred to one of the supervisors for further orientation. The supervisor designated by the principal (for example, the assistant principal, a grade coordinator, or a department head) acquaints the teacher with the adopted textbooks and whatever other curriculum

materials used, such as statements of objectives, syllabi, and curriculum guides.

The new teacher begins to feel with some justification as if all the important decisions about the curriculum have already been made by others – the school, the district, the state, the nation, the public.

Perhaps the life of the teacher would be easier and less complicated if the curriculum were prescribed. On the other hand, it is safe to say that the teacher's life would be immensely duller were there are no curriculum decisions to be made. If teachers subscribe to the notion that change is inevitable and never-ending, they will come to view their role first and foremost as decision maker. The teacher then not only makes decision or participates in shared decision making but also gathers data on which to base decisions, implements decisions, and evaluates programs. In what specific curriculum endeavours, we may ask, is the individual classroom teacher likely to participate? An examination of some of the curriculum responsibilities at the classroom level reveals that the individual teacher has a rather larger task cut out for him or her (Salami and Duku, 2019). A number of tasks in curriculum development at the classroom level may be identified.

3.2 Tasks of Teachers

Teachers carry out activities in curriculum design when they write curricular goals and objectives, select subject matter (content), choose materials, identify resources in the school and community, sequence or re-sequence the subject matter, decide on the scope of the topics or course, revise the content, decide on types of instructional plans to use, construct the plans, try out new programs, create developmental and remedial programmes in reading or other subject matter, seek ways to provide for all kinds of individual differences in the classroom, incorporate content mandated by levels above the classroom, and develop their own curricular materials (Salami, Olaniyan, Bankole and Falola, 2016).

Some experts equate curriculum implementation with instruction. Some hold the view that curriculum implementation does not start until the teacher interacts with the students (Salami and Duku, 2019). Within this context teachers are occupied at the classroom level when they select appropriate emphases within the subjects, decide which students will pursue what subject matter, allot times for the various topics and units to be taught, determine if the facilities are appropriate and how they will be modified (if necessary), decide how materials and resources may best be made available to the learners, assign duties to volunteer aides, write

instructional goals and objectives, and select and carry out strategies for classroom presentation and interaction.

Teachers have the responsibility of evaluating both the curriculum and instruction. In some ways it is difficult to separate the two dimensions of evaluation and to tell where instructional evaluation ceases and curriculum evaluation begins. In a very real sense evaluating instruction is evaluating curriculum implementation. We may clarify the distinctions between the two dimensions of evaluation in the following way: Curriculum evaluation is the assessment of programmes, processes and curricular products (material, not human). Instructional evaluation is (1) the assessment of student achievement before, during and at the end of instruction and (2) the assessment of the effectiveness of the instructor. Thus, teachers work at the task of curriculum evaluation when they seek to find out if the programmes are meeting the curriculum objectives; try to learn if the programmes are valid, relevant, feasible, of interest to the learners, and in keeping with the learners' needs; review the choices of delivery systems, materials, and resources; and examine the finished curriculum products, such as guides, unit plan and lesson plans, that they have created. Teachers conduct instructional evaluation when they assess the learners' entry skills before the start of instruction; give progress tests; write, administer, score and interpret final achievement tests; and permit students to evaluate their performance as instructors.

These examples of activities transpiring at the classroom level demonstrate that curriculum planning and development are complex and demanding responsibilities of the teacher. As we discuss curriculum planning at the various levels in the following pages of this chapter, it may seem that individual teachers have little autonomy. Surely, many hold that view, and to some extent there is truth in that belief. However, many curricula and instructional decisions still remain to be made by teachers, especially in selecting delivery systems, adapting techniques to students' learning styles, diagnosing problems, and prescribing remediation.

Teachers may take comfort from the fact that they have at least as a group, if not individually, considerable opportunity to shape curricular decisions at the classroom, local school, district levels and some opportunity at the state level.

3.3 The Team, Grade and Department Level

Curriculum development is essentially a group undertaking. It calls for a cooperative effort on the part of each teacher. It is at the team, grade, or

department level that curriculum leadership begins to emerge, with leaders coming to be distinguished from followers.

In theory and in practice, groups and subgroups are formed and reformed continuously depending on their learning needs, goals, and interest and on the teachers' individual competencies.

Teachers in school organised into self-contained units participate at the grade or department level. Teachers in open-space elementary or primary schools share curriculum-planning responsibilities at both the team and grade level (Salami, Olaniyan, Bankole and Falola, 2016). With the children for whom they are especially responsible in mind, the teachers in a team, given grade, or particular department are called on to make curricular decisions like the following:

- Determining content to be presented;
- Sequencing subject matter;
- Adapting instruction for exceptionalities;
- Establishing or reviving team, grade or departmental objectives;
- Selecting materials and resources suitable to the children under their supervision;
- Creating groupings and sub-groupings of learners;
- Establishing a means of coordinating progress of students in the various sections and classrooms;
- Writing tests to be taken by all students of the team, grade, or department;
- Writing curriculum materials for use by all teachers;
- Agreeing on team-wide, grade-wide, and department-wide programmes that all students and teachers will attend
- Agreeing on ways students can learn to demonstrate socially responsible behaviour and self-discipline;
- Agreeing on or reviewing minimal standards that pupils must demonstrate in the basic skills;
- Cooperating in the establishing and use of laboratories and learning centers;
- Agreeing on implementation of the school's marking practices;
- Agreeing on the instruction of new programmes and abandonment of old programs within their jurisdiction;
- Evaluating their programmes, students, and instructors.

These are but a sampling of the many kinds of cooperative decisions that members who constitute the team, grade, or department must make. Team leaders or lead teachers, grade coordinators, are generally free to make many, though not all, decisions that affect only their own classes. When a decision is likely to have an impact on teachers other than the

individual classroom teacher, it becomes a matter for joint deliberation by the parties to be affected or, at higher levels, by their representatives.

To enable the decision making process to become more efficient, curriculum leaders will either emerge or need to be designated. Team leaders or lead teachers, grade coordinators, or chairpersons are appointed by the principal or elected by the teachers themselves. Those administrators who are inclined to a bureaucratic approach to administration prefer the former system, and those who are disposed to a collegial approach permit the latter system. In either case, if the most experienced and skilled teachers are chosen for leadership positions, they may establish themselves as curriculum specialists, key members of a cooperating group of curriculum workers.

Activity

Do you subscribe to the notion that the teacher is the custodian of all knowledge from which the student can always draw from?

4.0 CONCLUSION

We can notice that teachers carry out activities in curriculum design when they write curricular goals and objectives, select subject matter (content), choose materials, identify resources in the school and community, and sequence or re-sequence the subject matter. Teachers have the responsibility of evaluating both the curriculum and instruction. In some ways it is difficult to separate the two dimensions of evaluation and to tell where instructional evaluation ceases and curriculum evaluation begins.

5.0 SUMMARY

In this unit we learnt the:

1. Role of the teacher in the school, in the classroom, his relationship with the school authorities and fellow teachers.
2. Various tasks of the teacher.

6.0 TUTOR-MARKED ASSIGNMENT

1. Outline 10 curricular decisions that a teacher may be called upon to make.
2. What are the constituents of the essential roles of the teacher in the classroom?

7.0 REFERENCES/FURTHER READING

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MODULE 3 CONTENT AND CONTEXT IN EARLY CHILDHOOD CURRICULUM DEVELOPMENT

INTRODUCTION

This module would briefly introduce you to all that is required in early childhood curriculum. This would be discussed under the following units:

Unit 1	Early Childhood Curriculum Content and Context (Part 1)
Unit 2	Early Childhood Curriculum Content and Context (Part 2)
Unit 3	Evaluation
Unit 4	Pre-School Curriculum Evaluation
Unit 5	Quality Indicators

UNIT 1 TOPIC: EARLY CHILDHOOD CURRICULUM CONTENT AND CONTEXT (PART 1)

CONTENTS

1.0	Introduction
2.0	Intended Learning Outcomes
3.0	Main Content
3.1	Early Childhood Curriculum Content and Context
3.2	The Child in the Socio-Cultural Context
3.3	The Content of the Curriculum
3.4	The Early Childhood Curriculum in Action
4.0	Conclusion
5.0	Summary
6.0	Tutor-Marked Assignments
7.0	References/Further Readings

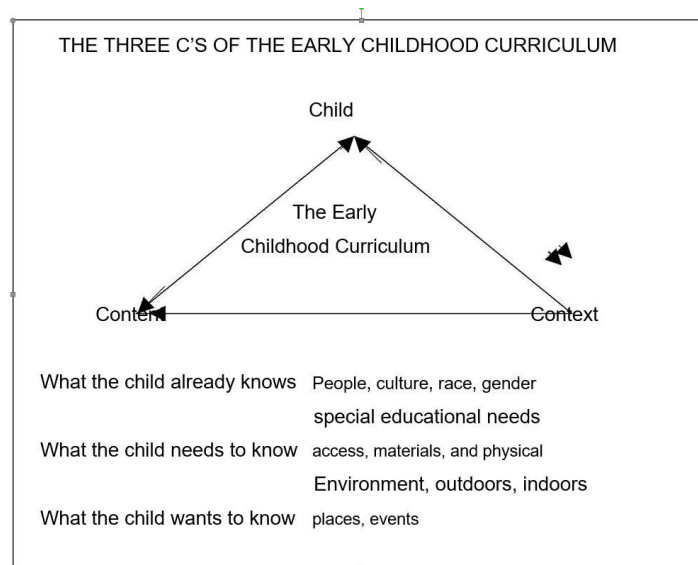
1.0 INTRODUCTION

Imagine you are standing on a hill. You are more aware of the top than the rest of it. Now imagine you are standing at the foot of the hill. You become more aware of different part of the hill. The early childhood curriculum is a bit like this. At times the emphasis will be on the processes of the child. At other times the socio-cultural context will be prominent, whilst at a different time the content (what a child is learning and understanding) will be central. Only when all three aspects are integrated and in synchrony can the early childhood curriculum be of quality. If any are over- emphasised, the whole curriculum becomes out of balance and quality is lost.

It can be argued that in the mid-1960s there was over-emphasis on the process in the child's education. In the mid-1970s there was overemphasis on the context and from the mid-1980s there has been overemphasis on the content. Achieving balance is crucial, but unless adequate care is given to the child-in-context there is little hope that children will acquire understanding and knowledge of any real or lasting depth in the content that they attempt to learn.

Understanding of the early childhood curriculum requires consideration of the processes of the child's development, the context (both the sociocultural and physical) and the content (what is offered to children).

The early childhood curriculum has three aspects, each of which interact with the others.



2.0 INTENDED LEARNING OUTCOMES

At the end of this unit, you should be able to:

- outline the features of early childhood curriculum content and context
- define the characteristics of the socio-cultural context of the child
- list the main factors necessary for the early childhood curriculum to be active.

3.0 MAIN CONTENT

3.1 Early Childhood Curriculum Content and Context

It is important to remember that children are part of the culture in which they grow up (Pence and Benner, 2015). They are also deeply connected with the people they live with and meet. It is probably best not to use the phrase ‘child-centred’ because of this. It is more helpful to refer to the child-in-context. Even two children the same family have different experiences depending on whether they are first born, boys, girls, or have a disability, are of a second marriage, are living in a reconstituted family, as well as the influences of ethnicity and cultural background.

There are important processes, which are part of a child’s development, which need to be studied meticulously and in detail by adults while working with young children in every kind of early childhood setting. These include knowledge and understanding about the development of children’s language(s), their play, and symbolic life, their spiritual and moral development, their physical development, their feelings, ideas and relationships.

3.2 The Child in the Socio-Cultural Context

Material provision: Material provision makes the bones of environment. It gives children first-hand experiences, needs to wide ranging, both indoor and outdoor with natural and manufactured objects. Frequent lack of attention to the external environment must come from some bizarre assumption that knowledge acquired indoors is superior to that gained outside. It is important not to let emphasis on material provision lead to underemphasis on the child.

The important thing for early childhood educators to remember, is how will the provision be used to serve the child, and how will it help the adult to help children develop further their ideas, feelings, or relationships (Pence and Benner, 2015). It depends on where and when children grow up, and whether or not they attend group settings before the age of six or seven years. Many children are at home during these years in many parts of the world. Where children do join early years groups, it is important to bear in mind that material provision makes the bones of the early years environment.

The environment in which children develop and learn involve the people with who the child interacts, the objects or material provision they encounter, and the places and events experienced. The way that children are helped to develop skills in using the provision, the way they are helped to develop competence and mastery and dispositions and

attitudes that aid learning, are of crucial importance. The environment is the mechanism by which the early childhood educator brings the child and different aspects of knowledge together. 'Observing, supporting and then extending' is the key to good learning (Pence and Benner, 2015).

Interest tables and displays are an aspect of material provision which require care. The central aims to give children direct experiences, to allow their initiatives and extend them, to support intrinsic motivation broadly and in depth, and to facilitate the development of dispositions and attitudes which are helpful to learning. Therefore children must be allowed to interact with the interest table and help to make the displays. They cannot be static.

Some early years educators have a wall near the drawing/writing area where children can put up their work if they wish. Sometimes an activity becomes an interest table after it has finished (for example cooking apple pie). A recipe book, utensils and ingredients are put on an interest table near the home corner, and children are likely to try to cook or to touch. In this way the children can reflect on, and use, what they have learnt, and practice and consolidate their learning free from adult domination. In this way, interest tables and activities blend towards future worthwhile knowledge.

Themes, topics and projects are another way of approaching material provision. However, most early childhood educators who use a topic, theme or project approach do not take up the children's initiatives. They simply decide on a topic, perhaps linked with the National Curriculum or with the Desirable Learning Outcomes documents (1996). This is more in keeping with the transmission model of education. It does not support the principles of the early childhood tradition.

When adults use observation as the base of their record-keeping system, a topic or theme can be added to source of interest and learning for children (Pence and Benner, 2015). However, it is by no means necessary and many early childhood educators prefer to work entirely from observation without introducing a theme which seems to them contrived.

Disposition towards learning: Developing mastery and skills is considered at some length here because it is not considered as an entity elsewhere in the book. The key message is that the early childhood educator should introduce skills which the child needs in order to become increasingly competent and be in a position to use.

This approach is very different from one in which the adult sits each child down in turn and 'teaches' him or her to cut, and then ticks the

skill off on a check-list. Such an activity lacks function, purpose or meaning for the child. It does not build on what the child initiates, or is implicitly trying to do. It makes an error into something to be avoided, and there is a complete absence of any negotiations of shared contexts and meanings with the adult. In fact, this approach is totally at odds with the early childhood tradition.

Skills need to be taught and mastery encouraged, but in an embedded context which relates to what children strive to do. The same principles apply when children are learning to tie their shoelaces, cut their food at meals, swim, draw or write their name. Having sense of control of mastery is deeply linked with self-confidence and feelings of self-esteem.

For instance, the moment to introduce correct letter formation is at the level Ferreiro (1983; 1987) describes when children try to write their names, or their first 'fixed string'. In chapter 6 on language, it is suggested that the first fixed string is the moment when children resolve the conflict between their own personal symbols and those which can be shared with others. At this point, the children can see the purpose of legibility, speed, formation and aesthetic quality. He or she begins to use clear semi-circles in drawing and to use emergent writing. This behaviour is an indication of readiness to tackle lower case letter formations, provided the understanding that written forms are made out of fixed strings is also emerging. At this point, tuition will give the child the skill needed to undertake legible, speedy and well-formed handwriting, which will usefully serve the writing process. It will also help children to present work well.

Tracing, using templates or stencils, completely cuts across this process and is contrary to the principles of early childhood education. It is more in keeping with the transmission model of education. Being able to represent someone else's idea of a cat by means of a stencil is low level work. It keeps children busy, but it has little to do with education.

Helping children to use what they can do – draw circles and lines – tells them that they can draw their own cat, which is unique and imaginative. This is a higher level skill in the child and needs careful encouragement from adults.

A class of six years-olds had fully established the repertoire of marks on paper which are needed to form letters in the English language. (Some languages use lines predominantly, some curves, in the written form. Written English uses mainly lines for capitals and a mixture of lines and curves in lower case). This class was involved in a project on the Middle Ages, stemming from an interest in castles by a group of children in the class. Each child wrote his or her name and decorated the first letter.

Some moved on from this to write poems which they later presented beautifully. The aesthetic possibilities of handwriting were highlighted in this way. Mastery and skills in presenting work and sharing it with others became appreciated.

Three year-old Paul sat in the book corner. He picked up a book and ruffled in dropped it and opened it in the middle. The early childhood worker sat with him and opened it, explaining about beginning where the story starts. She helped him to look at it so that he could benefit from the experience. At storytime she used a book with an enlarged text with a group of children. She asked Paul to show her how to begin and he was pleased with his success. He liked becoming skilled in the use of books. Lack of skills brings lack of confidence.

Eight year-old Hannah and six-year old William went with their parents to a Barn Dance in the local park. Hannah joined in with gusto after initial hesitation. She had in fact learn to do-si-do at school during country dancing. The following week the family went again, and this time William joined in. he was meticulous in getting the do-si-do exactly right and would only take part in partner dances with family, so that he could get it correct.

A few days later Hannah made up a dance at home using a pop song. In it she used some of the steps she had learned when Barn Dancing. The newly acquired skills were being used in a new dance context, choreography.

It is important that equipment is readily available for children to practice their newly acquired skills. If the woodwork bench is only put out once a week, this is not possible. Children need opportunities in becoming proficient when they are ready, now when educators are ready. If children only use climbing frames once a week, the 'ripening structures' Vygosky talks about are not adequately catered for in the environment. In this situation, where skills and the dispositions towards learning are not encouraged, accidents are more likely (Pence and Benner, 2015).

This is another reason why it is important that children have access to outdoor play every day. The clumsy child needs to become more proficient in using the shoulder, because the shoulder affects movement of the arms and hands. The woodwork bench, climbing frames and dancing are excellent provision for this need.

Places, events and culture: Places and events which are part of the cultural background are also important aspects of the context of the curriculum. For example, visiting the police station, the mosque, museums, the train guard's van, or the park and shops, being visited by a

puppet group are all important. The context can be both indoors and outdoors beyond the school. Places, events and culture cannot be separated from people.

People: People are the most important part of a child's education. The contribution made by both adults and other children is stressed throughout this book. The child's family and socio-cultural background are deeply influential. Children do not leave the socio-cultural aspects of their lives behind when attending a group or school. Their culture and the people they live with are a part of them.

3.3 The Content of the Curriculum

The content of the curriculum, what is considered worthwhile for children to know about and understand, is culturally defined. There are stark contrasts between the content of the National Curriculum in, for example, Nigeria and Ghana. Early childhood workers need to be informed about the culture in which they work and its curriculum emphasis, but thinking about the knowledge children acquire is also enhanced. By knowing how other cultures approach the growth of knowledge and understanding and how narrowly or holistically the concept of curriculum is viewed. Some cultures emphasise performance according to teacher-led tasks, whilst others place more emphasis on reflective, critical, imaginative and creative aspects (Paris, Beeve and Springer, 2019).

3.4 The Early Childhood Curriculum in Action

This unit so far has given a broad framework for approaching the three 'C's' of the curriculum

- the child;
- the context;
- the content

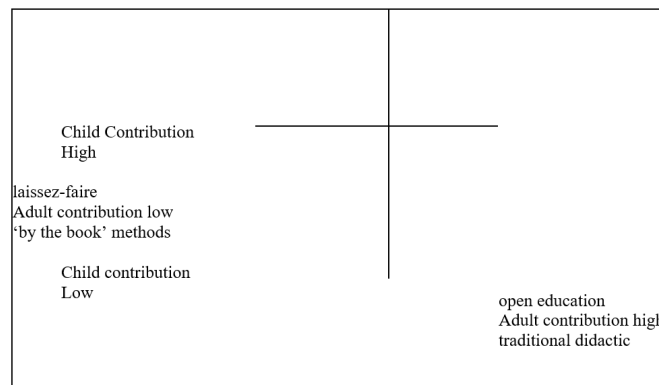
In addition, certain basic elements in the learning process need to be built in, namely the breadth and depth of knowledge and the pursuit of excellence, with high expectation for each child. The curriculum needs to be relevant to have meaning for the child as it is experienced.

The remaining part of this chapter gives a series of examples of the early childhood curriculum in action which brings out the points made so far. Early childhood setting, where both adults and children are active learners together, are likely to create a curriculum of quality. Where the early childhood worker dominates, or has stopped learning, or the child is given the lead most of the time, then quality is likely to be diminished.

When children are taught, mainly by worksheet, the learning of which children are capable is seriously constrained (Paris, Beeve and Springer, 2019).

A good curriculum with quality:

- Sees adults and children as active learner;
- Engages children both broadly and deeply with the content of the curriculum;
- Has high expectations of what children do and high expectations of the learning opportunities adults provide for children;
- Is based on narrative observation of children;
- Emphasizes adults knowing and understanding how children develop and learn, as well as being informed about the subject to be studied (the content);
- Emphasises the need for adults to be informed also about the context in which learning takes place so that children are given access in which their learning is both supported and extended: this is particularly important in relation to equality of opportunity;
- Uses observation (assessment and evaluation) to inform the planning of the curriculum so that adults begin with observation and move to support and consolidate what they learn, and also extend the learning into less familiar aspects of knowledge and understanding;
- Depth of knowledge is important to the teacher as he/she is to respond flexibly to the child's interest: every area of the curriculum has a particular pattern, order, set of relationships within it.



ACTIVITY

Identify the context of a good curriculum quality.

Answer

For the correctness of your answer, compare your points with the points given above.

4.0 CONCLUSION

The early childhood curriculum is constructed from three different elements. First it concerns the child and the processes and structures operating within the child. Secondly the curriculum deals with the context in which the child learns, whether or not the situation is conducive to learning, and whether it provides access to learning. Thirdly, the curriculum involves knowledge and understanding. A quality curriculum brings the child, knowledge and understanding together in an integrated form, appropriately and relatively using the environment which is made up of people, objects and material provision, places and events.

The key to the early childhood curriculum is that adults should observe the child, support the child in developing and learning and extend the child's development and learning.

5.0 SUMMARY

In this unit, we have learnt the:

- Features of early childhood curriculum content and context
- Characteristics of the socio-cultural context of the child.
- Main factors necessary for the early childhood curriculum to be active.

6.0 TUTOR-MARKED ASSIGNMENT

Highlight 7 attributes of a good curriculum.

7.0 REFERENCES/FURTHER READINGS

Paris, J., Beeve, K. & Springer, C. (2019). *Introduction to Curriculum for Early Childhood Education*. Retrived on 14 June, 2020 from <https://drive.google.com/file/d/1CG-nXzs4xzTMB132HbYcdtbRhiW1Z1YD/view>

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UNIT 2 EARLY CHILDHOOD CURRICULUM CONTENT AND CONTEXT (PART 2)

CONTENTS

- 1.0 Introduction
- 2.0 Learning Outcomes
- 3.0 Main Body
 - 3.1 Selecting Appropriate Pre-School Curriculum Content
 - 3.2 Principles of Child Development and Learning that Determine the Content
 - 3.3 Determining Appropriate Content
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor Marked Assignments
- 7.0 References/Further Readings

1.0 INTRODUCTION

The decade of the 1980s saw numerous calls for widespread school reform, with changes recommended in teacher education, graduation requirements, school structure, and accountability measures. With the advent of the 1990s, school reform finally took on the essential question: what to teach? There were criticisms on the prevailing curriculum content and methods, and hence trident calls for sweeping changes were made by such national organisations as the National Council of Teachers of Mathematics in America, the American

Association for the Advancement of Science, and the International Reading Association to mention but a few. The early childhood profession, represented by the National Association for the Education of Young Children (NAEYC), entered the educational reform debate by issuing influential position statements defining developmentally appropriate practices for young children. Specifically, these national organizations call for schooling to place greater emphasis on:

Active, hands-on learning;

- Conceptual learning that leads to understanding along with acquisition of basic skills;
- Meaningful, relevant learning experiences;
- Interactive teaching and cooperative learning;
- A broad range of relevant content, integrated across traditional subject matter divisions.

2.0 INTENDED LEARNING OUTCOMES

By the end of this unit, you should be able to:

- identify various sources of curriculum content
- list and discuss appropriate preschool curriculum content.

3.0 MAIN CONTENT

3.1 Appropriate Pre-School Curriculum Content

In implementing developmentally appropriate practice, teachers and administrators must make decisions about what to teach and when, and how to best assess that learning has taken place (Paris, Beeve and Springer, 2019).

Curriculum development should take into account the many sources of curriculum:

- Child development knowledge
- Individual characteristics of children
- Knowledge base of various disciplines
- Values of our culture
- Parents' desires
- Knowledge children need to function competently in our society

The task of developing curriculum is made more difficult by the fact that these diverse sources of curriculum may be in conflict with one another. For example, the values and priorities of parents and the community are significant factors to be considered in determining what should be learned; however, parents and community will not necessarily agree on all goals. The expertise of early childhood professionals should also influence decisions about appropriate goals for children. To some extent, curriculum decisions should represent a negotiation process with parent and community expectations about what is taught influenced by professional expertise about how to teach and when content is appropriate (Paris, Beeve and Springer, 2019).

3.2 Principles of Child Development and Learning that Determine the Content

The following are theoretical principles of child development and learning that are very important in determining the appropriate preschool content.

Principle

Practice

Children learn best when DAP respects children's biological needs. For their physical needs are example, children are not made to sit and attend met and they feel to paperwork or listen to adult lectures for long psychologically safe and periods of time. DAP calls for active play and secure.

periods of quiet, restful activity. The environment is safe and secure where everyone is accepted.

Children construct knowledge.

Knowledge is constructed as a result of dynamic interactions between the individual and the physical and social environments. In a sense the child discovers knowledge through active experimentation. Central to experimentation is making "constructive errors" that are necessary to mental development. Children need to form their own hypotheses and keep trying them out through mental actions and physical manipulations - observing what happens, comparing their findings, asking questions, and discovering answers - and adjust the model or alter the mental structures to account for the new information.

Children learn through social interaction with other adults and other children.

A prime example is the parent-child relationship. The teacher encourages and fosters this relationship as well as relationships with peers and other adults by supporting the child in his or her efforts and later allowing the child to function independently. The teacher's role is one of supporting, guiding, and facilitating development and learning.

Children learn through play.

Play provides opportunities for exploration, experimentation, and manipulation that are essential for constructing knowledge and contributes to the development of representational thought. During play, children examine and refine their learning in light of the feedback they receive from the environment and other people. It is through play that children develop their imaginations and creativity. During the primary grades, children's play

becomes more rule-oriented and promotes the development of autonomy and cooperation which contributes to social, emotional, and intellectual development. Children's interests and Children have a need to make sense of their "need to know" motivate

experiences. In a developmentally appropriate learning. Classroom, teachers identify what intrigues their children and then allow the students to solve problems together. Activities that are based on children's interests provide motivation for learning. This fosters a love of learning, curiosity, attention, and self-direction.

Human development and A wide range of individual variation is normal learning and are and to be expected. Each human being has an characterized by individual individual pattern and timing of growth variation development as well as individual styles of learning. Personal family experiences and cultural backgrounds also vary.

3.3 Determining Appropriate Content

Learning and development are so individualised, it is neither possible nor desirable to establish uniform age-appropriate expectations. However, it is possible to identify parameters to guide decisions about the appropriateness of curriculum expectations.

The framework that follows is useful for determining age-appropriate curriculum content. This framework reflects the cycle of human learning movement from awareness, to exploration, to inquiry, to utilization.

- Awareness is broad recognition of the parameters of the learning- events, objects, people, or concepts.
- Exploration is the process of figuring out the components or attributes of events, objects, people, or concepts by whatever means available; it also is the process whereby children bring their own personal meaning to their experiences.
- Inquiry is the process of developing understanding of commonalities across events, objects, people, or concepts. At this point, children begin to generalize their personal concepts and adapt them to more adult ways of thinking and behaving.
- Utilisation is the functional level of learning, at which children can apply or make use of their understanding of events, objects, people, or concepts.

To learn something new, children must become aware, explore, inquire, use, and apply. This process occurs over time and reflects movement from learning that is informal and incidental, spontaneous, concrete-referenced, and governed by the child's own rules to learning that is more formal, refined, extended, enriched, more removed in time and space from concrete references and more reflective of conventional rule systems.

What Children Do

Awareness Experience Acquire an interest Recognise broad
parameters
Attend
Perceive

Exploration

Observe
Explore materials
Collect information
Discover Represent
Figure out components
Construct own understanding
Apply own rules
Create personal meaning

Inquiry

Examine
Investigate
Propose explanations
Focus Compare own thinking with that of others Generalize
Relate to prior learning Adjust to conventional rule
systems

Utilisation

Use the learning in many ways; learning becomes functional

What Teachers Do

Pence and Benner (2015) is of the opinion that teacher create the environment, provide the opportunities by introducing new objects, events, people; invite interest by posing problem or question; respond to child's interest or shared experience Show interest, enthusiasm; facilitate, Support and enhance exploration, extend play, describe child's activity, ask open-ended questions, such as

"What else could you do?" ; respect child's thinking and rule systems; allow for constructive error

Help children refine understanding Guide children, focus attention
Ask more focused questions, such as "What else works like this? What happens if?"

Provide information when requested Help children make connections
Allow time for sustained inquiry

Create vehicles for application in real world Help children apply to new situations

Represent learning in various ways
 Apply to new situations Provide meaningful situations to
 Formulate new hypotheses use learning
 and repeat cycle

Activity

Outline four principles of learning and child development that determine the appropriate content of preschool curriculum.

Answer

Cross check your answer with the content in 3.2 above.

4.0 CONCLUSION

We have seen that learning and development are so individualised that it is neither possible nor desirable to establish uniform age-appropriate expectations. However, it is possible to identify parameters to guide decisions about the appropriateness of curriculum contents.

5.0 SUMMARY

In this unit we have identified various sources of curriculum content, listed and discussed the appropriate preschool curriculum content

6.0 TUTOR-MARKED ASSIGNMENT

1. What four factors will you consider in determining appropriate preschool curriculum content?
2. List and explain five sources of pre-school curriculum content

7.0 REFERENCES/FURTHER READINGS

Paris, J., Beeve, K. & Springer, C. (2019). *Introduction to Curriculum for Early Childhood Education*. Retrived on 14 June, 2020 from <https://drive.google.com/file/d/1CG-nXzs4xzTMBI32HbYcdtbRhiW1Z1YD/view>

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UNIT 3 PRE-SCHOOL CURRICULUM EVALUATION

CONTENTS

- 1.0 Introduction
- 2.0 Intended Learning Outcomes
- 3.0 Main Content
 - 3.1 Pre School Curriculum Evaluation
 - 3.2 Curriculum Evaluation Guide
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor Marked Assignment
- 7.0 References/Further Readings

1.0 INTRODUCTION

Once a curriculum is designed, it may be evaluated by internal evaluation, expert appraisal, and confidential review. The next step is small-scale pilot testing, followed by typical- use field-testing. Testing and implementation of a curriculum should be accompanied by programme evaluation. Programme evaluation may be pre-ordinate, aiming to compare effects with intentions; or non-pre-ordinate interested in all of the effects of the programme. Programme evaluations should draw on as wide an array of information sources and measures as possible. Completing the design of a curriculum ends one phase of the curriculum process and begins another. Some would argue that the most difficult stage now begins. We have so far only drawn the blueprints, now we must evaluate them and then submit them to the test of reality by constructing the building itself. It is important that, if possible, the team that planned the curriculum continue to oversee its evaluation and installation. The designers are the people with the most intimate knowledge of the curriculum and the greatest commitment to it. They are best placed to see that its integrity is maintained.

2.0 INTENDED LEARNING OUTCOMES

By the end of this unit, you should be able to:

- explain the term pre-school curriculum evaluation
- list and discuss the pre-school curriculum evaluation guide.

3.1 MAIN CONTENT

3.1 Preschool Curriculum Evaluation

Before the curriculum is ready even to be tested, it needs to be “debugged”. This is the purpose of curriculum evaluation. Evaluation can be defined most simply as the determination of the worth of a thing (Paris, Beeve and Springer, 2019). Curriculum evaluation involves determining the worth of a document, as compared with programme evaluation, which involves evaluating the activities that occur when a curriculum is implemented in classrooms.

The first step might be called internal evaluation. Allow an interval to elapse, perhaps two or three weeks, after the curriculum document is completed. Then return to it and reread it carefully. Almost inevitably, you will want to make corrections, deletions and additions. It is the same principle as not mailing an important letter the same day you write it. Out of this process comes a revised draft.

The revised draft can now be submitted for expert appraisal. You need to get the opinion of one or more people who are experts in curriculum development, and one or more who are experts on the subject of the curriculum. In rare instances, these competences may be combined in one person. Each evaluator will bring different criteria to bear on the curriculum being judged. The authors of a curriculum are obviously committed to their document; so as far as possible the expert should be independent of them. As Scriven comments, “Crude measurements are not as good as refined measurement, but they beat the hell out of judgments of those with vested interests”. Some of the most basic criteria that may be used to evaluate a curriculum are presented below in the form of a checklist.

3.2 Curriculum Evaluation Guide

The following questions are usually raised to provide a guide to curriculum evaluation. The assumption is that realistic and truthful answers to these questions will lead to acceptable curriculum evaluation.

1. Needs Assessment

- Was a need assessment conducted?
- Are the methodology and results described?
- Are the results used appropriately in the design of the curriculum?

2. **Aim**

- Is the aim of the curriculum stated?
- Does it express the overall intent of the curriculum?
- Does it match the objectives and the curriculum content?
- Is it clear and concise?
- Is it worthwhile?
- Would it be meaningful and significant to the learners?

3. **Rationale**

- Is the justification for the program given?
- Are all the important arguments for the program included?
- Does the rationale document evidence on which the curriculum is based?
- Are the arguments valid and rigorous?
- Is the rationale eloquently written and convincing?
- Are the main objections anticipated and dealt with?
- Does the rationale deal appropriately with the social and personal significance of the curriculum?

4. **Learning Outcomes**

- Are all the main intentions of the curriculum identified?
- Do the objectives reflect student needs?
- Do the objectives go beyond the cognitive?
- Are social and personal objectives included?
- Are priorities particularly the critical objectives identified?
- Are the objectives written in a clear and consistent style?
- Are the objectives relevant to the aim?
- Do the objectives collectively exhaust the meaning of the aim?
- If all the objectives were achieved, would the aim be realized?

5. **Assessment**

- Are appropriate means suggested to assess attainment of each objective?
- Are measures valid, reliable, an efficient?
- Are measures low in anxiety for less able learners?
- Are assessment measures intrinsic to the curriculum, rather than formal or artificial?
- Is there adequate diagnostic formative assessment?
- Where appropriate, are standards of mastery clearly indicated?
- Do mastery standards set high expectations?

- Could students make valid judgments about their own proficiency?
- Is the grading system clearly described?
- Is the grading system aligned with the objectives?
- Does the grading system ensure that critical objectives are mastered?

6. **Context**

- Are the social, community, and institutional contexts described?
- Is it clear how this curriculum fits with other programs?
- Is linkage clear with preceding and following courses or units?
- Is the relationship of the curriculum to state or district guidelines shown?

7. **Entry characteristics**

- Are the learners adequately described?
- Is the cultural background of students acknowledged and respected?
- Is the selection process clear?
- Are the necessary prerequisites identified?
- Is provision made for students who lack prerequisites?
- Is provision made for students who have already mastered the objectives?
- Is there guidance for design and use of preassessment?

8. **Instruction**

- Does the instruction match student needs?
- Does the instruction match the curriculum objectives?
- Is instructional content appropriate and interesting?
- Does the instruction ensure early significant success?
- Is the sequence and pacing of instruction appropriate?
- Are teaching strategies varied, interesting and challenging?
- Are there appropriate strategies for students with different learning styles?
- Do strategies involve active and cooperative learning?
- Is there provision for regular, interesting, and monitored homework?

9. **Individual differences**

- Is there provision for identifying individual difference in aptitude and motivation?

- Are there plans for effective remediation?
- Is there appropriate use of tutoring and peer tutoring?
- Is there adequate provision for faster and more motivated learners?
- Is there provision for cultural differences?
- Is there provision for students with special needs?

10. **Resources**

- Are consumables and communication materials described?
- Are High-Quality materials included in the curriculum or readily available to teachers?
- Is relevant instructional software listed?
- Is the required equipment described?
- Are there recommendations for classroom layout?
- Are uses of facilities outside the classroom suggested?
- Are instructor qualities and responsibilities defined?
- Are the roles of parents, guests, administrators, indicated?
- Is total time consumption calculated?
- Is the budget complete?

11. **Tryout**

- Is there provision for pilot and field testing?
- Are the results of the pilot and field tests described?

12. **Program evaluation**

- Are criteria suggested for evaluation of all aspects of the program?
- Are multiple measures and data sources suggested?
- Is there provision for feedback on the curriculum from users?
Is there provision for ongoing revision of the curriculum?

13. **Implementation**

- Were significant groups involved throughout development of the curriculum?
- Are the names of affiliations of the curriculum planners shown?
- Are they credible?
- Do they include people other than educators?
- Is there a realistic adoption and implementation plan?
- Is there sufficient for in-service training.

14. Production qualities

- Is the curriculum professional in appearance?
- Is it printed and illustrated?
- Are the binding and cover attractive?
- Is it well written and easy to follow and read?
- Is it free of jargon, vagueness, and pretentiousness?

Activity

Attempt to change the evaluation checklist from questions to straightforward statements. Try and put some flesh into the framework by thinking through sentence by sentence, and discuss your new statements with a group of students in your class.

4.0 CONCLUSION

Some of the most basic criteria that may be used to evaluate a preschool curriculum have been presented in form of a checklist.

5.0 SUMMARY

In this unit we attempted an explanation of the term pre-school curriculum evaluation and listed the pre -school curriculum evaluation guide. The rationale or assumption of the evaluation guide is also explained.

6.0 TUTOR-MARKED ASSIGNMENT

The pre-school curriculum evaluation guide has 14 headings, attempt listing them with at least two questions on each heading.

7.0 REFERENCES/FURTHER READING

Paris, J., Beeve, K. & Springer, C. (2019). *Introduction to Curriculum for Early Childhood Education*. Retrieved on 14 June, 2020 from <https://drive.google.com/file/d/1CG-nXzs4xzTMB132HbYcdtbRhiW1Z1YD/view>.

UNIT 4 INTRODUCTION TO NIGERIAN EARLY CHILDHOOD EDUCATION CURRICULUM

CONTENTS

- 1.0 Introduction
- 2.0 Intended Learning Outcomes
- 3.0 Main Content
 - 3.1 Elements of a Curriculum and What They Stand For
 - 3.2 General Skills of Using all the Elements of a Curriculum by the Implementers
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Readings

1.0 INTRODUCTION

In this lecture, we will examine nature and structure of Nigeria Integrated Early Childhood Development Curriculum (IECDC) with the aim of critical analysis of the document and how it differs from the general curriculum.

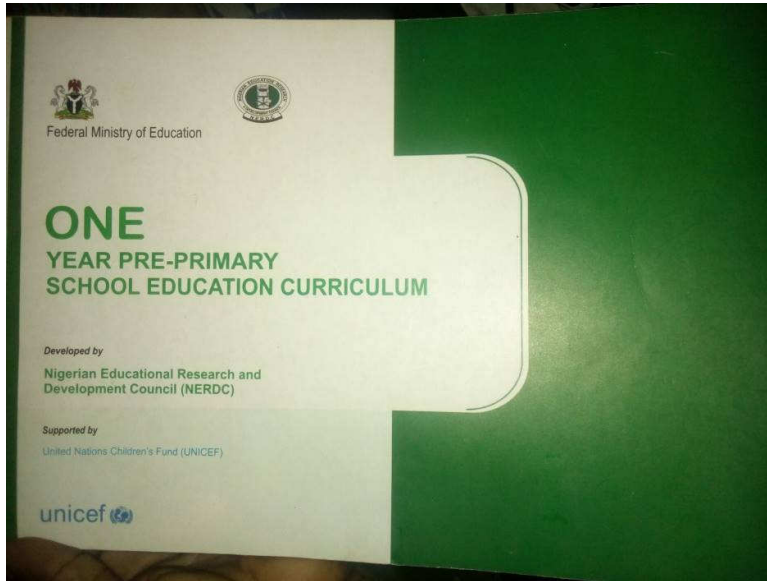
2.0 INTENDED LEARNING OUTCOMES

By the end of this unit, you should be able to:

- discuss the nature and structure of Integrated Early Childhood Development Curriculum (IECDC)
- explain the general skills required of Nigerian curriculum implementer
- discuss in details the step-by-step approaches to implementing integrated curriculum.

3.0 MAIN CONTENT

Curriculum is taken to be the total package of the objectives, the contents, the methods and the evaluation strategies used in classroom teaching/learning.



The Integrated Early Childhood Development Curriculum (IECDC) involves more than this (FME, 2014). It takes into consideration the following:

- health related issues,
- food and nutrition intake of the children,
- water and environmental sanitation around the children so as to enhance whole child development

3.1 Elements of a Curriculum and What They Stand For

A good curriculum, irrespective of nomenclature, arrangement and language, should have the following elements:

Aims/objectives (**The why:** this is what the curriculum tends to achieve).

Content (**The what:** this is what to be delivered in order to achieve the objectives).

Methodology (**The how:** this is what methods or strategies are to be used in the delivering process) and

Evaluation (**The when is achievement:** how to determine if the aims and/or objectives have been achieved)

A critical analysis how teaching-learning process can be organised as depict that if a typical classroom teaching-learning process follows this model, the teacher work to achievement learning goals is half done.

General Skills of Using all the Elements of a Curriculum by the Implementers

DOMAIN: COGNITIVE DEVELOPMENT					
THEME: LANGUAGE DEVELOPMENT					
TOPIC	CHILD'S KNOWLEDGE/ SKILLS	TEACHERS/ PARENTS/ CAREGIVERS' ACTIVITIES	STRATEGIES	RESOURCES	STANDARDS AND ASSESSMENT
Listening and speaking	i. Dialogue ii. Conversation iii. Tell iv. Re-tell v. Comprehension	i. Initiate conversation ii. Encourage dialogue and discussion iii. Ask and answer questions iv. Observe classroom interaction patterns	i. Storytelling ii. Reading aloud iii. Group work on conversations - word games iv. Completion of sentences v. Completion of story vi. Listening to recorded tape	i. Musical instruments ii. Tape recorder iii. Story books iv. Word cards v. Video clips	Children should i. engage in dialogues, conversations and discussions ii. complete sentences iii. tell and re-tell stories
Speech	i. Phonological skills ii. Phonemic awareness iii. Letter-sound relationships	i. Play word games ii. Play recorded speech and stories iii. Produce letter-sound album	i. Modeling ii. Use of word games iii. Matching iv. Sorting v. Word puzzles vi. Repetition vii. Imitation viii. Play tape recorder	i. Tape recorder ii. Phonics chart iii. Ear piece iv. Audio clips v. Word puzzle vi. Mirror	Children should i. pronounce words correctly ii. speak voluntarily iii. repeat words and sentences correctly iv. recall rhymes correctly
Reading	i. Correct posture for reading ii. Concept about prints - Left to right - Top to bottom - Front page - Back page - Title	i. Provide varied printed materials to children ii. Guide children to interact with printed materials iii. Read aloud to	i. Demonstration of the correct posture for reading ii. Discussion on the direction of reading iii. Labeling iv. Modeling reading	i. Picture books ii. Posters iii. Games iv. Charts v. Story books vi. Banners vii. Newspapers	Children should i. sit correctly when reading ii. read letters and numbers correctly iii. spell few words iv. read fluently

How to use aims:

Salami (2016a) reveals that aim dictates what the objectives of a given lesson should be (e.g. **Theme:** Health; **Sub-theme:** childhood diseases, ailment and prevention; **Objective:** ...state and recognize different childhood illnesses).

During our teaching the caregiver, the objective could be broken down to:

- recognize the symptoms of the common illness.
- list the names of the common childhood illness.
- describe ways of preventing the common illness

The four learning areas (domains), that is, intellectual, social, emotional and physical should be covered in the lesson objectives. Can you explain how the learning domains are covered in the above examples?

The wordings of the aim could be altered, but the intension must not be lost

How to use the content:

The content dictates the theme, sub-theme to be delivered per week/per lesson

Example:

Theme: Health

Sub-theme: childhood diseases, ailment and prevention

Content: the following are to be discussed:

- childhood diseases
- signs/symptoms of childhood diseases.
- preventing measures.

In IECD, the contents are suggestions

It could be re-arranged, restructured, add to, but the intension must not be lost

How to use the methods

If you are to teach childhood diseases, how will you go about it? (Allow 2 responses)

Let us examine what the curriculum says:

The suggested methods (usually under activities) dictate which instructional strategies are to be used for the given topics.

Example: For childhood diseases, ailment and prevention, the following are suggested:

1. Discussion
2. Film show
3. Preparation of ORT/SS
4. Observation
5. Food preparation
6. Advice parents
7. First aid administration

Question: how many strategies were suggested for just a sub-theme? Why?

This makes the method thematic and integrated.

This stage also suggests instructional resources that could be used to enhance the delivery of the lessons.

Example: **Pictures** and **Real Objects** are suggested as instructional materials.

Both the methods and the instructional resources could be change for better

It should be emphasized that the general method in pre-school is thematic.

How to use the evaluation

The items under evaluation dictate what exercises and activities to be given to the learners after teaching process which must be in-line with the stated objectives.

Example: the following could be used as exercises for the caregivers:

1. Mention and describe common childhood diseases?
2. With materials provided, demonstrate preparation of ORT/SS solution
3. How would you prevent common diseases and ailment?

The suggested items could be used as diagnostic, formative and summative evaluation.

ACTIVITY XII

From the hard copy of the curriculum described in this session, open to the physical domain and examine the objectives and the evaluation items. Is there any relationship? If yes discuss what you observe with your colleague

ACTIVITY FEEDBACK

Study how to use objectives and evaluation items again in this session.

4.0 CONCLUSION

Curriculum is taken to be the total package of the objectives, the contents, the methods and the evaluation strategies used in classroom teaching/learning.

5.0 SUMMARY

In this lecture, we have described the features of Nigerian Integrated Early Childhood Development Curriculum (IECDC) in comparison with the general curriculum. We identified its elements as: Aims/objectives, content, methodology and evaluation. We further examined what each of the elements stands for as well as how they can be used in steps.

6.0 TUTOR-MARKED ASSIGNMENT

1. What is the nature and structure of Integrated Early Childhood Development Curriculum (IECDC)?
2. Highlight the general skills required of Nigerian curriculum

- implementer.
3. Discuss objectives you will set for a chosen sub-theme in the IECD.

7.0 REFERENCES/FURTHER READINGS

Federal Ministry of Education (2014). One Year Pre-primary School Education Curriculum. NERDC Abuja.

Salami, I. A., Olaniyan A. O., Bankole O. T. & Falola O. I. (2016). "Preschool education practices in Nigeria: What obtains in public and private schools in Ibadan." In M. K. Akinsola, O. A. Moronkola, J. A. Ademokoya & I. A. Salami (Eds). *Revitalisation of Nigerian Educational System for Relevance and Development*. Pp. 431 – 450.

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UNIT 5 LEARNING DOMAINS IN PRE-PRIMARY AND PRIMARY SCHOOL

CONTENTS

- 1.0 Introduction
- 2.0 Learning Outcomes
- 3.0 Main Content
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor Marked Assignment
- 7.0 References/Further Readings

1.0 INTRODUCTION

For a total development of the children to take place, the stimulations and the activities exposed to the children must cut across all the domains of learning/development. In this session, we shall examine specific domains in pre-primary and primary education and how curriculum can be organized and design to suite this purpose.

2.0 INTENDED LEARNING OUTCOMES

By the end of the unit, you should be able to:

- identify the domains of learning in early childhood education
- attempt an analysis of various levels of the domains identified above
- differentiate between learning domain and developmental domain.

3.0 MAIN CONTENT

Bloom Benjamin identified some levels of objectives in the cognitive, affective and psychomotor domains. In the cognitive domain, there are six (6) levels of objectives as pointed out by Salami (2016a):

- a) **Knowledge:** this emphasis process which require recall of specific fact, terminology, convention and generalization. Without this level of cognitive domain, no one could operate cognitively.
- b) **Comprehension:** this is a low level of understanding which is enough to grasp the translation and meaning of a concept like mathematical, verbal theoretical etc materials for the purpose of interpretation.

- c) **Application:** this makes use of remembering and combines materials to give generalization for use in concrete situations.
- d) **Analysis:** the breakdown of materials, concept into its components in order to find out the relationship between them. All lessons are required before analysis is possible.
- e) **Synthesis:** this is the putting together of the components by re-arranging and combine them to give another form not apparent before.
- f) **Evaluation:** this requires value judgement about materials, ideas, methods and so on.

All these levels of objectives cannot be attained using a single method or strategy. The methods that will lead to the attainment of the divers objectives must include detailed description of teacher's and students' roles, activities, learning environment, materials and procedures for learners to reach various instructional objectives in interesting, stress-free and useful ways to the pupils.

The affective domain (in ECE embraces social and emotional development) also has the following levels:

- Awareness
- Active participation
- Valuing
- Organization
- Internalizing value

While psychomotor (physical) domain levels are:

- Perception (sensory cue to guide motor movement)
- Set (readiness to act)
- Guided response (imitation and trial an error)
- Mechanism (movement can be performed with some confidence)
- Complex overt response (skillful performance of movement)
- Adaptation (ability to modify movement)
- Origination (creating new movement)

Learning Domain and Developmental Domain

It is observed among educators and educationists to use some terms in education interchangeably. For instance learning domain/developmental domain; cognitive/intellectual. These terms are closely related but are not exactly the same.

While learning domains refer to the 3 areas of life an individual can learn after 8 years of age (cognitive, affective and psychomotor);

developmental domains refer to the same thing during the formative years (0-8years) but now at 4 areas namely social, emotional, physical and intellectual.

While cognitive domain refers to the ability to involve the well-developed brain in critical thinking activities; intellectual domain refers to the mental development which will eventually leads to brain development.

ACTIVITY XIII

Browse and see if you can explain the 5 levels of affective domains

ACTIVITY FEEDBACK

The 5 levels are given in this session.

4.0 CONCLUSION

For a total development of the children to take place, the stimulations and the activities exposed to the children must cut across all the domains of learning/development.

5.0 SUMMARY

In this lecture, we have been able to examine the various learning domains in early childhood education. Besides, we have examined various level of the domains identified. Also, we discussed the differences between learning and developmental domains.

6.0 TUTOR-MARKED ASSIGNMENT

1. What are the domains of learning in Early Childhood Education?
2. What are the various levels of the domains identified above?
3. What are the distinctions between learning domain and developmental domain?

7.0 REFERENCES/FURTHER READINGS

Salami, I. A., Olaniyan A. O., Bankole O. T. & Falola O. I. (2016). "Preschool education practices in Nigeria: What obtains in public and private schools in Ibadan." In M. K. Akinsola, O. A. Moronkola, J. A. Ademokoya & I. A. Salami (Eds). *Revitalisation of Nigerian Educational System for Relevance and Development*. Pp. 431 – 450.

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