CURRICULAR ASPECTS: Design, Teaching across curriculum

•Dr. Pardeep Gautam

Assistant Professor

G.D. College of Education,

Bhuna-125111(Fatehabad)

Introduction

The development and implementation of language teaching programs can be approached in several different ways, each of which has different implications for curriculum design, Three curriculum approaches are described and compared. Each differs with respect to when issues related to input, process, and outcomes, are addressed. Forward design starts with syllabus planning, moves to methodology, and is followed by assessment of learning outcomes. Resolving issues of syllabus content and sequencing are essential starting points with forward design, which as been the major tradition in language curriculum development. Central design begins with classroom processes and methodology. Issues of syllabus and learning outcomes are not specified in detail in advance and are addressed as the curriculum is implemented. Backward design starts from a specification of learning outcomes and decisions on methodology and syllabus are developed from the learning outcomes. The common European framework of reference is recent example of backward design. Examples will be given to suggest how the distinction between forward, central and backward design can clarify the nature of issues and trends that have emerged in language teaching in recent years.

Keywords: Curriculum development, methods methodology, assessment, syllabus design, course design.

Introduction:

Language teaching has reflected a seemingly bewildering array of influences and directions in its recent history, what is it that links diverse aspects of language teaching such as these and which similarly establishes connections between such aspects of teaching and learning as notional syllabuses, content and language integrated learning and the standards movement? This paper seeks to answer mm these questions by examining the assumptions and practices underlying three different curriculum design strategies that I will refer to as forward design, central design, and backward design. An understanding of the nature and implications of these design approaches is helpful in arriving at a big picture understanding of some past and present trends in language teaching.

The term curriculum is used here to refer to the overall plan or design for a course and how the content for a course is transformed into a blueprint for teaching and learning which enables the desired learning outcomes to be achieved.

Curriculum design:

It is a term used to describe the purposeful, deliberate, and systematic organization of curriculum (instructional blocks) witching a lass or course. in other words, it is a way for teachers to plan instruction. When teachers design curriculum they identify what will be done, who will do it and what schedule to follow:

Purpose of Curriculum Design:

Teachers design each curriculum with a specific educational purpose in mind. The ultimate goals to improve student learning, but there are other reasons to employ curriculum design as well for example, designing a curriculum for middle school students with both elementary and high school curricula in mind helps to make sure that learning goals are aligned and complement each other form one stage to the next. If a middle school curriculum is designed without taking prior knowledge form elementary school or future learning in high school into account it can create real problems for the students.

Types of Curriculum Design:

There are three basic types of curriculum design:

      * Subject-centered design

      * learner centered design

      * Problem-centered design

Subject centered curriculum Design:

Subject-centered curriculum design revolves around a particular subject matter or discipline. For example, a subject centered curriculum may focus on math or biology. This type of curriculum design tends to focus on the subject rather than the individual. It is the most common type of curriculum used in K-12 public schools in states and local districts in the United states.

Subject centered curriculum design describes what needs to be studied and how it should be studied. Core curriculum is an example of a subject centered design which can be standardized across schools, states, and the country as a whole. In standardized course curricula, teachers are provided a pre determined list of highs that they need to teach their students, along with specific examples of how these things should be taught. You can also find subject entered designs in large college classes in which teachers focus on a particular subject or discipline.

The primary drawback of subject centered curriculum design is that it is not student centered. In particular, this form of curriculum design is constructed without akin into account the specific learning styles of the students. This can course problems with student engagement and motivation and ma even cause students to fall behind in class.

Instructional plans in a learner centered curriculum are differentiated giving students the opportunity to choose assignments, learning experiences or activities. This can motivate students and help them stay engaged in the material that they are learning.

The drawback to this form of curriculum design is that it is labor intensive. Developing differentiated instruction puts pressure on the teacher to create instruction and or find materials that re conducive to each students learning needs. Teachers may not have the time or may lack the experience or skills to create such a plan. Learner centered curriculum design also requires tht teachers balance student wants and interests with student needs and required outcomes, which is not an easy balance to obtain.

Problem centered curriculum Design:

Collaborative design positively affects both professional development and curriculum implementation. Recent several studies have been published about the empirical like learner centered curriculum design, problem centered curriculum design is also a form of student centered design. Proble centered curricula focus on teaching students how to look at a problem and came up with a solution to the problem. Students are thus exposed to real life issues, which helps them develop skills that are transferable to the real world.

Problem-centered curriculum design increases the relevance of the curriculum and allows students to be creative and innovate as they are learning. The drawback to this form of curriculum design is that it does not always take learning styles into consideration.

Ultimately, the integrations between teachers and students in individual classrooms are the deterring factor in whether students learn science successfully. Thus teachers are the linchpin in any effort to change K-12 science education. And it stands to reason that in order to support implementation of the new standards and the curricula designed to achieve them, the initial preparation and professional development of teachers of science will need to change.

Schools, districts, intuitions of higher education, state agencies, and other entities recruit, prepare, license, and evaluate teachers and provide an array of opportunities for their continued professional learning. A coherent approach to implementing standards would require all of these entities to work toward common goals and to evaluate the effectiveness of their requirements, procedures, teaching experiences, and courses in supporting the desired.

Teacher's professional development is generally seen as supporting curriculum changes, through influencing teacher's competencies and practice a major reason is that traditional teacher development practices were found to be inadequate, not only for professional development but also for curriculum development and implementation, because of its passive nature professional development and teacher learning: Mapping the terrain.

The common premise in all these teacher and curriculum development practices is that basis of teacher's professional development and collaborative curriculum design in order to reach curriculum implementation and innovation.

In view of the increased attention for collaborative design in educational practices, the current study explored what empirical evidence is available about processes that take place when teachers co-design and how these contribute to professional development and curriculum change. In particular, the aim of our study was to determine the effects of participation of teachers in design teams on professional development and curriculum innovation processes, and their by to target at effective mechanisms that determine desiring in teams and the conditions under which these mechanisms are effective.

Teaching Across the curriculum:

This is a phrase public school administrators use all the time. It captures the idea of integrated learning which is supposed to help students retain important information and develop the ability to visualize the forest without missing the trees. In grade school, for example, a teacher might include a math problem in a health sciences class: if a candy bar has 270 calories, and you burn 95 calories each hour riding a bike, how long will it take to burn off the calories consumed by eating the candy bar? Math is a component of science, and

science requires the application of math, so integrating both into a single lesion plan makes for more effective and efficient teaching.

There are plenty of opportunities for integrated learning in law school, especially if you have been around a while and taught a variety of courses. Just this mooring I sprinkled a little Civ pro into my property course by asking students how they'd go about acquiring necessary facts for a hypothetical case. We were studying the role of "industry custom" in a case of competing property claims. I asked whether the owner of a fishing vessel that harpoons a whale had a property claims. I asked whether the owner of a fishing vessel that harpoons a whale had a viable claim against the members of Greenpeace who come along and rescue the whale or divert it from the vessel. Students need more facts before they can begin to answer the question, and importantly, they have to know how to get them. Was the vessel in open water? Did they mortally wound the whale? Who says you can hunt whales to being with, surely that's illegal, right? And if the vessel asserts an industry custom that supports their claim to the whale, might conservationists have their own custom that supports their competing interest?

In real life, a lawyer could surely find the answer to some of these questions on her own, but every case inevitable involves facts that must be gathered from someone or somewhere else. And that where we talk briefly about discovery strategies and the use of depositions and interrogatories.

It's a brief diversion, just a couple minutes at best (alas, the rule against perpetuities awaits). But the point is simply to make a connection, to create a link between doctrine and practice that students might not necessarily make on their own. Overall, I think it time well spent. It certainly makes for more interesting teaching, and hopefully more effective leering on the part of our students.

Conclusion:

The aim of our study was to determine the effects of participation of teacher in design teams on professional development and curriculum change processes and thereby to target at effective characteristics of designing tin teams.

Our findings demonstrated that collaborative design in teams helped teachers to update their knowledge, in particular (Technological) pedagogical content or subject matter knowledge, and to develop practical skills related to using technology. Furthermore, we found that teachers developed curriculum design expertise, including, in some studies, understanding the relevance and effectiveness of involving stakeholders in designing and implementing newly designed and effectiveness of involving stakeholders in designing and implementing newly designed curricula. The effects of curriculum design terms, in terms of learning outcomes for teacher in areas such as (pedagogical) content knowledge and design knowledge and skills, became manifest in the outcomes of the curriculum design process, and in the appreciation by the stakeholders.

In addition, our study showed improved curriculum design practices, that were authentic and site based, and consequently curricula with a higher quality due to teachers' involvement in collaborative design endeavors. Teachers as co-designers developed ownership, the agency principle, of the curriculum reform, and this contributed to improved teaching practices. The curriculum products that were designed also proved to be important for the sustainability of the interned curriculum change. Enactment in teachers won or college's practices resulted in positive changes in teaching practices. The design and enactment processes showed

cyclical characteristics, and therefore proved to contribute to the learning by teachers involved in the design team.

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