

Priti Singh

Assistant Professor

Department of B. Ed.

The Graduate School College for Women, Jamshedpur

B. Ed. 4th Sem

Paper- VIII B (Knowledge and Curriculum)

Topic:

PHASES AND STEPS IN CURRICULUM DEVELOPMENT

There are four essential phases of the curriculum development process:

(I) Planning,

(II) Content and Methods,

(III) Implementation, and

(IV) Evaluation and Reporting.

Each phase has several steps or tasks to complete in logical sequence. These steps are not always separate and distinct, but may overlap and occur concurrently. For example, the curriculum development team is involved in all of the steps. Evaluations should occur in most of the steps to assess progress. The team learns what works and what does not and determines the impact of the curriculum on learners after it is implemented. Each step logically follows the previous. It would make no sense to design learning activities before learner outcomes and content

are described and identified. Similarly, content cannot be determined before learner outcomes are described.

Two types of evaluation are included in the Phases and Steps illustration:

(1) **Formative** provides feedback during the process of developing the curriculum, and

(2) **Summative** answers questions about changes (impact) that have occurred in learners because of their learning experiences. Summative evaluation provides evidence for what works, what does not work, and what needs to be improved.

In every step of the curriculum development process, the most important task is to keep the learner (in this case, youth) in mind and involve them in process. For example, the curriculum team members, who have direct knowledge of the target audience, should be involved in conducting the needs assessment. From the needs assessment process, the problem areas are identified, gaps between what youth know and what they need to know are identified, and the scope of the problem is clarified and defined.

A brief description of each of the curriculum development steps is described below:

PHASE I: PLANNING

The planning phase lays the foundation for all of the curriculum development steps. The steps in this phase include:

(1) **Identify Issue/Problem/Need**

The need for curriculum development usually emerges from a concern about a major **issue** or problem of one or more target audience. This section explores some of the questions that need to be addressed to

define the issue and to develop a statement that will guide the selection of the members of a curriculum development team. The issue statement also serves to broadly identify, the scope (what will be included) of the curriculum content.

(2) Form Curriculum Development Team

Once the nature and scope of the issue has been broadly defined, the members of the curriculum development team can be selected. Topics covered in this section include: (1) the **roles and functions** of team members,

(2) a process for **selecting members** of the curriculum development team, and

(3) principles of **collaboration and teamwork**.

The goal is to obtain expertise for the areas included in the scope of the curriculum content among the team members and develop an effective team.

(3) Conduct Needs Assessment and Analysis

There are two phases in the needs assessment process. The first is procedures for **conducting a needs assessment**. A number of techniques are aimed toward learning **what** is needed and by **whom** relative to the identified issue. Techniques covered in this section include: Knowledge, Attitude, and Practice Survey; focus groups; and environmental scanning.

Analysis, the second part of this needs assessment step, describes techniques on **how to use the data and the results** of the information gathered. Included are: ways to identify gaps between knowledge and practice; trends emerging from the data; a process to prioritize needs; and identification of the characteristics of the target audience.

PHASE II: CONTENT AND METHODS

Phase II determines intended outcomes (what learners will be able to do after participation in curriculum activities), the content (what will be taught), and the methods (how it will be taught). Steps include:

(4) State Intended Outcomes

Once the issue is defined, the curriculum team is formed, the needs assessed, analyzed and prioritized, the next step is to refine and restate the issue, if needed, and develop the **intended outcomes or educational objectives**. An intended outcome states what the learner will be able to do as a result of participating in the curriculum activities.

This section includes:

- (1) a definition of intended outcomes,
- (2) the components of intended outcomes (condition, performance, and standards),
- (3) examples of intended outcomes, and
- (4) an overview of learning behaviours.

A more complete explanation of the types and levels of learning behaviours is included in the *Addendum* as well as intended outcome examples from FAO population education materials.

(5) Select Content

The next challenge in the curriculum development process is **selecting content** that will make a real difference in the lives of the learner and ultimately society as a whole. At this point, the primary questions are: "If the intended outcome is to be attained, **what** will the learner need to

know? What knowledge, skills, attitudes, and behaviours will need to be acquired and practiced?"

The **scope** (breadth of knowledge, skills, attitudes, and behaviours) and the **sequence** (order) of the content are also discussed. Intended outcomes of population education with content topics is provided in *the Addendum* section as an example and application of how intended outcomes are linked with content.

(6) Design Experiential Methods

After the content is selected, the next step is to design activities (learning experiences) to help the learner achieve appropriate intended outcomes. An experiential learning model and its components (i.e., **experience, share, process, generalize, and apply**) are discussed in this section.

Additional topics include:

1. learning styles and activities appropriate for each style;
2. a list of types of activities (with descriptions);
3. an activity design worksheet for facilitators; and
4. brief discussions on learning environments and delivery modes.

Ten population education sample activity sheets along with tips for facilitators working with youth and dealing with sensitive topics are included in the *Addendum*.

PHASE III:IMPLEMENTATION

(7) Produce Curriculum Product

Once the content and experiential methods have been agreed upon, the actual production of curriculum materials begins. This section includes:

- 1) suggestions for finding and evaluating existing materials;
- 2) evaluation criteria; and
- 3) suggestions for producing curriculum materials.

(8) Test and Revise Curriculum

This step includes suggestions to select test sites and conduct a formative evaluation of curriculum materials during the production phase. A sample evaluation form is provided.

(9) Recruit and Train Facilitators

It is a waste of resources to develop curriculum materials if adequate training is not provided for facilitators to implement it. Suggestions for recruiting appropriate facilitators are provided with a sample three-day training program.

(10) Implement Curriculum

Effective implementation of newly developed curriculum products is unlikely to occur without planning. Strategies to promote and use the curriculum are discussed in this step.

PHASE IV: EVALUATION AND REPORTING

(11) Design Evaluation Strategies

Evaluation is a phase in the curriculum development model as well as a specific step. Two types of evaluation, formative and summative, are used during curriculum development. Formative evaluations are used during the needs assessment, product development, and testing steps. Summative evaluations are undertaken to measure and report on the outcomes of the curriculum. This step reviews evaluation strategies and suggests simple procedures to produce valid and reliable information. A series of questions are posed to guide the summative evaluation process and a sample evaluation format is suggested.

(12) Reporting and Securing Resources

The final element in an evaluation strategy is "delivering the pay off (i.e., getting the results into the hands of people who can use them). In this step, suggestions for what and how to report to key shareholders, especially funding and policy decision makers, are provided and a brief discussion on how to secure resources for additional programming.
