



JARAMOGI OGINGA ODINGA UNIVERSITY OF SCIENCE AND TECHNOLOGY

SCHOOL OF EDUCATION, HUMANITIES AND SOCIAL SCIENCES

**UNIVERSITY EXAMINATION FOR THE DEGREE OF BACHELOR OF EDUCATION
(ARTS/SCIENCE/SNE/ECDE)**

2ND YEAR 2ND SEMESTER 2023/2024 ACADEMIC YEAR

REGULAR PROGRAMME

MAIN CAMPUS/SIAYA CAMPUS

COURSE CODE: ECB 2204

COURSE TITLE: CURRICULUM DEVELOPMENT

EXAM VENUE:

STREAM:

DATE:

EXAM SESSION:

TIME: 2 HOURS

INSTRUCTIONS

- 1. Answer Question ONE (COMPULSORY) and any other TWO questions.**
- 2. Candidates are advised not to write on the question paper.**
- 3. Candidates must hand in their answer booklets to the invigilator while in the examination room.**

QUESTION ONE

- a. Outline five ways by which authentic assessment is achieved in the CBC curriculum. (4 marks)
- b. Distinguish between:
- i. Learner-centered curriculum design and spiral curriculum design. (2 marks)
 - ii. Broad fields and correlation curriculum designs. (2 marks)
- c. Briefly explain how the Teachers Service Commission (TSC) is involved in curriculum implementation in Kenya. (2 marks)
- d. Identify any four models of curriculum development (2 marks)
- e. Identify the four core foundations of curriculum development (4 marks)
- f. What are the four basic *questions* raised by Ralph Tyler for *curriculum* planning? (4 marks)
- g. Modern concept of education is learner-centred. Explain four areas associated to this statement as opposed to teacher-centred education. (4 marks)
- h. Explain any Four stages of curriculum development process (4 marks)
- i. Explain any Two elements of curriculum development (2 marks)

QUESTION TWO

- (a) Discuss Five factors that have hindered Kenya from achieving 100% universal primary education. (10 marks)
- (b) Explain how teachers take part in curriculum development process in Kenya. (10 marks)

QUESTION THREE

- (a) Discuss any Five competencies associated with Competency Based Curriculum (10 marks)
- (b) Compare and contrast Philosophical and Sociological foundations of curriculum development (10 marks)

QUESTION FOUR

Discuss KICD curriculum development process leading to roll out of the curriculum (20 marks)

QUESTION 5

- a.) Identify and explain any Five types of curriculum changes (10 marks)
- b.) Explain Five reasons why curriculum changes are important (10 marks)

Jaramogi Oginga Odinga University of Science and Technology

Course outline School of Education, Humanities and Social Sciences
Bachelor of Education Arts/Science/SNE/ECDE
ECB 2204 Curriculum Development

Lecturers: Professor Okwara, Dr. Ruth, Dr. Kevogo, Dr. Odindo and Dr. Kilplagat

Purpose of the Course

This course is designed to enable students of education to have a basic understanding in the theory and practice of curriculum development and to appreciate the role of curriculum development in education and society.

Learning Outcomes

- Define and explain the common concepts and principles of curriculum development
- Explain the bases of curriculum theory
- Analyse curriculum development process
- Explain and analyze curriculum development patterns
- Conceptualize Kenya's curriculum development process
- Examine the role of the teacher in curriculum development process
- Explain and analyze the dynamics of curriculum development and change
- Explain the role of curriculum evaluation

Course Content

Definition of concepts: the meaning of educational goals and purpose of education: curriculum as a field of study and as a programme of instruction; curriculum development process, models of curriculum development; patterns of curriculum organisation; stages of curriculum development; principles of curriculum implementation; curriculum evaluation; the teacher and the curriculum; curriculum development in Kenya; issues in curriculum development in Kenya; Relevance, Strategies and processes, issues of teacher education and the teaching profession; Universal primary education; subsidized secondary education.

Content Outline

1. Concepts and Meanings of Educational goals and purpose

General Introduction

Meaning and types of education

Purposes/goals of education

Meaning of education goals in the 21st century teacher competencies and competency based education

Introduction to Curriculum Development

Meaning of curriculum

Curriculum perspectives

Types of curriculum design

Basic elements of curriculum/Components of curriculum

Curriculum Orientations

2. Elements and dimensions of the curriculum

- Aims, goals and objectives of the curriculum
- Sources/determination of curriculum objectives including community based learning
- Taxonomy of educational objectives
- Relationship between the elements of the curriculum

3. The curriculum Development Process-

- Stages/components of curriculum development
- Factors affecting curriculum development
- The Kenya Institute of Curriculum Development (formerly KIE): History, roles and structure
- The process of curriculum development in Kenya
- Issues of curriculum development in Kenya (Historical and Contemporary)

4. Curriculum design models-

- Tyler
- Taba
- Kerr;
- Hooper;
- Oluoch;
- Shiundu

5. The Dynamics of Curriculum Change-

- Definitions of curriculum innovation and change
- Sources of curriculum innovation
- Curriculum Changes since Independence in Kenya including CBC
- Purpose of curriculum change include global citizenship, IT skills community service learning
- Types and strategies of curriculum innovation
- Agents of curriculum change integrate community needs

6. Foundations/Screens of curriculum Development –

- Historical foundation
 - i) Early Christian Education
 - ii) The Renaissance
 - iii) The Reformation
 - iv) The scientific movement
 - v) The progressive Education Movement including CBC
- Sociological foundation
- Psychological foundation
- Philosophical foundation
 - Perennialism
 - Essentialism
 - Idealism,
 - Realism and
 - Pragmatism
- Economical foundation

7. Curriculum Design patterns-

1. Subject centered designs
 - Subject design
 - Discipline designs

- Broad fields designs
- Correlations designs
- 2. Child/learner centered+ designs
- 3. Problem centered designs
- 4. Competency based curriculum (CBC)

8. Curriculum Implementation-

- Principles and strategies for implementation
- Agencies of curriculum implementation
- The role of the teacher in curriculum implementation
- Issues in teacher education and the teaching profession
- Universal primary education/subsidized secondary education
- Problems of curriculum implementation

9. Curriculum Evaluation/Assessment

- Definition of evaluation
- Functions of Evaluation in Education
- Approaches to Curriculum Evaluation:
 - i. Formative evaluation
 - ii. Summative evaluation
- The effect of evaluation on the curriculum

Methods of Delivery

Lectures- using power point presentation

Interactive lectures

Blended face to face and online learning

Discussions

Semester Examinations

1. Two Continuous Assessment tests (CAT)- out of 20%
2. One Research Assignment Paper (RAP)- out of 10%
3. Final examinations- out of 70%
4. Pass mark- 40%

References

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- Hopkins. D. (2001) School Improvement for Real London: RoutledgeFalmer

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Nairobi: KIE Kie.ac.ke/services-offered.html,
Moe.gov.H/curriculum_process.htm
- Lawton, D. (1980) The Politics of the school curriculum London: Hodder and Stoughton
- Oluoch, G. P. (1992) Essentials of Curriculum Development. Nairobi. Elimu Publishers