

THE UNIVERSITY OF ILORIN, ILORIN, P.M.B. 1515, ILORIN,  
NIGERIA

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**COURSE: PES 202- INTRODUCTION TO NURSERY EDUCATION CURRICULUM  
(2CR. REQUIRED)**

**Lecturers:**

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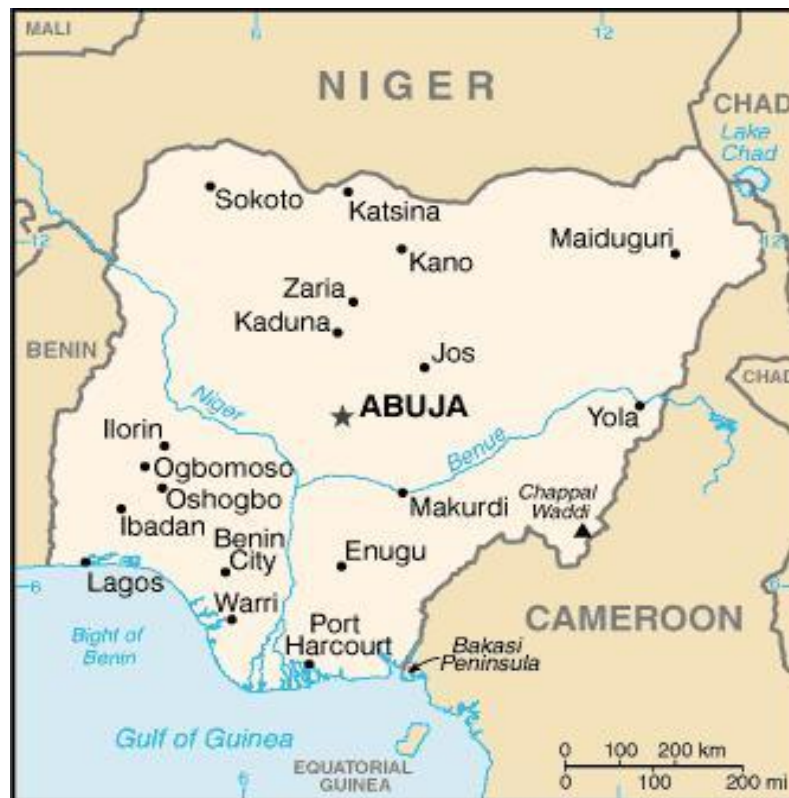
## **COURSE DETAIL**

### **Course Content**

#### **Introduction to the Nursery Education Curriculum**

Overview of Nursery education curriculum in Nigeria. Analysis of different approaches to curriculum planning vis-à-vis changing concepts of nursery education.

#### **Course Description:**



The course introduces students to nursery education curriculum in Nigeria. In view of the fact that the curriculum is an indispensable instrument in the educational programme, it is therefore important to introduce the students to nursery education curriculum development. Knowledge of the various notions and the approaches to curriculum development is essential. Discussion of the roles of the teacher, the care givers, the content and context of nursery education curriculum is done. In addition, the course will appraise the National curriculum for early childhood education, National curriculum for early childhood education for age 0-3years, its content, and the National curriculum for early childhood education for ages 3-5 years. The course also notable features of the National curriculum for early childhood education for ages 0-5 years.in addition, the focus will be on the national early childhood curriculum document and then considers the implementation of the National curriculum for early childhood

education . Issues emerging from the implementation will be treated. The focus will also be on the agencies of National curriculum for early childhood education and resources and constraints militating against its effective implementation.

### **Course Justification**

Introduction to nursery education curriculum is a required course in the curriculum of teacher education programmes in Nigeria because of the following reasons:

1. Nursery education curriculum in Nigeria will enable the students of primary education studies to have accurate perception of the nature and rationale for pre- primary school curriculum.
2. Nursery education curriculum in Nigeria will enable students to understand the importance of organizing learning activities that will translate into effective implementation.
3. The knowledge of Nursery education curriculum in Nigeria will enable students to understand the problems associated with the implementation of the curriculum.
4. Teachers need to know all aspects of Nursery education curriculum in Nigeria in order to increase their knowledge of their changing environment and to develop curriculum that would be suitable for balance development of the learner.
5. Knowledge of nursery education curriculum in Nigeria will enable the teacher to know the roles of the teacher in the development of nursery education curriculum in Nigeria.

### **Course Objectives**

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

1. Explain the nature and rationale for nursery education curriculum in Nigeria.
2. Explain pre-school curriculum development models and show the similarities and differences among pre-school curriculum development models.
3. The role of the teacher in curriculum development.
4. Discuss the importance in organizing some learning activities.
5. List the content of the nursery education curriculum in Nigeria.
6. Identify the agencies that are involved in the development of nursery education curriculum in Nigeria.
7. List and discuss the features of the nursery education curriculum in Nigeria.
8. List and explain the national nursery education curriculum document in Nigeria.
9. Discuss in-depth pre-school curriculum evaluation and models of pre-school curriculum evaluation.

### **Course Requirements**

Active participation of the students is essential in the classroom. Class attendance is mandatory and it will be taken at each lecture. Each student is expected to submit one assignment and does one classroom test for the continuous assessment. Students will be subjected to the end of course examination.

### **Methods of Grading**

1.	Class Attendance	70% mandatory
2.	Class Assignment	10

3.	Class Test	20
4.	End of Session Examination	70
	<b>TOTAL</b>	<b>100</b>

### Course Delivery Strategies

Jigsaw, Team- Games Tournament, Lecture, project and discussion instructional strategies would be employed. Students would be referred to some books where students will read topics ahead of the time of lessons. Students can be randomly called to explain what they have read about a topic. They should be encouraged to search the internet and find additional information on each topic.



Active participation of students in the class through questioning would be encouraged.

### Reading List:

- Anwurah, Tony, Gozie, *Curriculum Development for Responsive Education*. Kaduna: NTI, (In Press)
- Adesina, S. , Daramola, S.O. and Talabi, J.K. (1997). *Teaching Practice: A guide for students and Teachers*. Ibadan. Board Publications Ltd. Pp 60-64
- Ayet,H.O and Patel, M.M. (1981). *Instructional Methods. (General Methods)*.London. Institute of Education, University of London
- Bruce, T. (1967) *Early Childhood Education*, London: Hodder &Stoughton.
- Bredenkamp, 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.
- Nwosu, C. (1995). *Essentials of Curriculum And Instruction: A Handbook For Students, Teachers And Researchers In Education*. Lagos: Joralf Books,
- Federal Ministry of Education. (2007). *Special Teachers Upgrading Programme (STUP): National Certificate in Education (NCE) Course Book on Primary Education Studies*. Kaduna: National Teachers Institute
- Jekayinfa, A.A.(2005). *Fundamentals of Instructional Methods 1*. Ilorin. Olives Productions

- Ltd. pp. 1-12.
- Mezieobi, K. A., John-Nwosu, A. D. & Opara, J. M. (2008). *Philosophy of pre- primary and primary education in Nigeria: An introduction*. Owerri: Acadapeak Publishers
- MKPa. M.A. (1987) *Curriculum Development and Implementation*. Owerri: Totan Publishers Ltd.,.
- Onwuka, Ugo (2004). *Curriculum Development for Africa*. Onitsha: Africana Educational Publishers,.
- Oladosu, A.G.A.S (2009). Concepts in Education, In I. O. Abimbola, and A. O. Abolade, (eds). *Fundamental principles and practice of Instruction*. Ilorin: Department of Science Education and Arts and Social Science Education, University of Ilorin, Ilorin.
- Urevbu, Andrew, (2005). *Curriculum Studies*. London: Longman
- Osanyin, F. A. (2002) *Early Childhood Education in Nigeria*. Lagos: Concept Publications Ltd.
- Saylor, (1981). *Alexander and Lewis, Curriculum Planning for Better Teaching and Learning*. New York: Holt, Rinehart and Winston.
- Taylor, A. (1978). *Principles and practice of education*. Akure: Olaiya Fagbamigbe Ltd

## **LECTURES**

### **WEEK 1: NATURE OF NURSERY EDUCATION CURRICULUM IN NIGERIA (2 hrs.)**

#### **Objectives:**

At the end of the end of the two hour lectures, the students should be able to explain the concept of curriculum. Planned curriculum, hidden curriculum, childhood education. The students should be able to discuss the nature of nursery education curriculum in Nigeria. At the end of the lesson, students should be able to explain the approaches suited to the child the child between 2 and 5 years of age.

#### **Topic Description**

Discussion of nature of the nursery education curriculum in Nigeria will be done. Definition of basic terms used in Curriculum, childhood, nursery schools will be treated. Explanation of the curriculum, its nature, and components will be looked into. In addition, approaches which guide the curricula of the nursery schools will be reviewed.

#### **Review Questions**

1. Discuss the nature of nursery school curriculum.
2. Define childhood, curriculum, and nursery school, hidden curriculum, planned curriculum.
3. Mention the approaches that guide the childhood curriculum

#### **Reading List**

- Anwurah, Tony, Gozie, *Curriculum Development for Responsive Education*. Kaduna: NTI, (In Press)
- Adesina, S. , Daramola, S.O. and Talabi, J.K. (1997). *Teaching Practice: A guide for students and Teachers*. Ibadan. Board Publications Ltd. Pp 60-64
- Ayet, H.O and Patel, M.M. (1981). *Instructional Methods. (General Methods)*. London. Institute of Education, University of London
- Federal Ministry of Education. (2007). *Special Teachers Upgrading Programme (STUP): National Certificate in Education (NCE) Course Book on Primary Education Studies*. Kaduna: National Teachers Institute

Jekayinfa, A.A.(2005). *Fundamentals of Instructional Methods 1*. Ilorin. Olives Productions Ltd. pp. 1-12.

Mezieobi, K. A., John-Nwosu, A. D. & Opara, J. M. (2008). *Philosophy of pre- primary and primary education in Nigeria: An introduction*. Owerri: Acadapeak Publishers

Onwuka, Ugo (2004). *Curriculum Development for Africa*. Onitsha: Africana Educational Publishers,.

Urevbu, Andrew, (2005). *Curriculum Studies*. London: Longman

## **Week 2: RATIONALE OF NURSERY CURRICULUM (2Hrs)**

**Objective:** The objective is for the students to be able to explain the rationale of early childhood curriculum.

**Description:** Thorough discussion of the justification of nursery school curriculum in Nigeria will be done. Students will be taken through roles the curriculum in the education of pre- primary education students, namely, enhancement of the total development of the child, acquisition of specific skills in physical, cognitive, social, emotional and language development and application of flexibility in the provision of assistance to the child.

### **Study questions:**

1. What is the justification of nursery education curriculum in Nigeria?
2. Do you think that there is the need for nursery education curriculum?

### **Reading List:**

Anwurah, Tony, Gozie, *Curriculum Development for Responsive Education*. Kaduna: NTI, (In Press)

Adesina, S. , Daramola, S.O. and Talabi, J.K. (1997). *Teaching Practice: A guide for students and Teachers*. Ibadan. Board Publications Ltd. Pp 60-64

Ayet,H.O and Patel, M.M. (1981). *Instructional Methods. (General Methods)*.London. Institute of Education, University of London

Federal Ministry of Education. (2007). *Special Teachers Upgrading Programme (STUP): National Certificate in Education (NCE) Course Book on Primary Education Studies*. Kaduna: National Teachers Institute

Jekayinfa, A.A.(2005). *Fundamentals of Instructional Methods 1*. Ilorin. Olives Productions Ltd. pp. 1-12.

Mezieobi, K. A., John-Nwosu, A. D. & Opara, J. M. (2008). *Philosophy of pre- primary and primary education in Nigeria: An introduction*. Owerri: Acadapeak Publishers

Onwuka, Ugo (2004). *Curriculum Development for Africa*. Onitsha: Africana Educational Publishers,.

Urevbu, Andrew, (2005). *Curriculum Studies*. London: Longman

## **Week 3: THEORETICAL FOUNDATIONS OF THE PRE-PRIMARY SCHOOL CURRICULUM (2Hrs)**

### **Objectives**

At the end of the lesson, students should be able to:

explain the contributions of some eminent curriculum educators of early childhood education; identify the type of curriculum advocated by each of the educators.

### **Topic Description**

Discussion of the curriculum educators of early childhood education such as Martin Luther (German: 1483 – 1546), John Amos Comenius (Czech: 1592 – 1670), Jean Jacques Rosseau (French: 1712 – 1778), John Heinrich Pestalozzi (Swiss: 1746 – 1827), Sigmund Freud (Austrian: 1856 – 1939), Maria Montessori (Italian: 1870 – 1952), Friedrich Wilhelm Froebel (German: 1782 – 1852) and their contributions to the development of pre- primary education will be done.

### **Study Questions**

1. Critically examine the contributions of Freud, to the development of early childhood curriculum.
2. Appraise the contributions of Rosseau, to the development of early childhood curriculum.
3. Discuss the contributions of Pestalozzi to the development of early childhood curriculum.
4. Examine the contributions of Luther to the development of early childhood curriculum.

### **Reading List:**

- Anwurah, Tony, Gozie, *Curriculum Development for Responsive Education*. Kaduna: NTI, (In Press)
- Adesina, S. , Daramola, S.O. and Talabi, J.K. (1997). *Teaching Practice: A guide for students and Teachers*. Ibadan. Board Publications Ltd. Pp 60-64
- Ayet,H.O and Patel, M.M. (1981). *Instructional Methods. (General Methods)*.London. Institute of Education, University of London
- Federal Ministry of Education. (2007). *Special Teachers Upgrading Programme (STUP): National Certificate in Education (NCE) Course Book on Primary Education Studies*. Kaduna: National Teachers Institute
- Jekayinfa, A.A.(2005). *Fundamentals of Instructional Methods 1*. Ilorin. Olives Productions Ltd. pp. 1-12.
- Mezieobi, K. A., John-Nwosu, A. D. & Opara, J. M. (2008). *Philosophy of pre- primary and primary education in Nigeria: An introduction*. Owerri: Acadapeak Publishers
- Onwuka, Ugo (2004). *Curriculum Development for Africa*. Onitsha: Africana Educational Publishers,.
- Urevbu, Andrew, (2005). *Curriculum Studies*. London: Longman

## **Week 4: MEETING THE NEEDS OF THE CHILD**

### **Objectives**

At the end of this lesson, students should be able to:

1. Identify the psychological needs of children.
2. Discuss the multi-dimensional implication of early childhood development programmed design.

### **Topic Description**

In this lesson, the needs of the nursery education pupils will be analysed. The class will identify and discuss conditions that make a child to become under developed. Attention will be focused on conditions that are required to respond to the needs of children and as a consequence, promote all round development.

### **Study Questions**

1. Identify and discuss the basic needs of the child that could enhance early childhood development.
2. What are the consequence of the failure to meet the basic needs of a child?

### **Reading List**

Early Childhood Association of Nigeria (2004). Journal of Early Childhood Association of Nigeria. Deocraft Communications, Lagos, Nigeria. Vol. 2., No. 2.

Regional Pre-school Child Development Centre (1985). Philosophy of Early Childhood Education: Some Major Contributions. Pp. 6 – 8.

Osanyin, F. A. (2002). Early Childhood Education in Nigeria. Lagos: Concept Publication Ltd.,

Pramling Samuelson, Ingrid (1998). Why is play gaining an increased interest in our society? Paper presented at the 2nd International Toy Research Conference, Halmstad, Sweden.

Sandberg, Anethe (2001). Play memories from childhood to adulthood. Early Child Development and Care, 167, 13-26.

## **WEEK 5: NATIONAL CURRICULUM FOR EARLY CHILDHOOD EDUCATION FOR AGE 0-3YEARS (2Hrs)**

### **Objective**

This is to enable the students to describe national curriculum for early childhood education for age 0-3years. Students should be able identify the components of curriculum for early childhood education for age 0-3years.

### **Topic Description**

Discussion of the curriculum for early childhood education for age 0-3years. The components of the curriculum will be treated. For example, the educational focus of the curriculum is on the children between the age bracket 0- 3 years. In addition, the content of the curriculum for early childhood education for age 0-3years consists of eight themes which include physical development, affective/ psychosocial development, cognitive development, food and nutrition, health, water and environmental sanitation, safety measures; and protection measures.

### **Study Questions**

1. Discuss the focus of curriculum for early childhood education for age 0-3years.
2. What are the themes of curriculum for early childhood education for age 0-3years?

### **Reading List**

Anwurah, Tony, Gozie, *Curriculum Development for Responsive Education*. Kaduna: NTI, (In Press)



- Adesina, S. , Daramola, S.O. and Talabi, J.K. (1997). *Teaching Practice: A guide for students and Teachers*. Ibadan. Board Publications Ltd. Pp 60-64
- Ayet,H.O and Patel, M.M. (1981). *Instructional Methods. (General Methods)*.London. Institute of Education, University of London
- Federal Ministry of Education. (2007). *Special Teachers Upgrading Programme (STUP): National Certificate in Education (NCE) Course Book on Primary Education Studies*. Kaduna: National Teachers Institute
- Jekayinfa, A.A.(2005). *Fundamentals of Instructional Methods 1*. Ilorin. Olives Productions Ltd. pp. 1-12.
- Mezieobi, K. A., John-Nwosu, A. D. & Opara, J. M. (2008). *Philosophy of pre- primary and primary education in Nigeria: An introduction*. Owerri: Acadapeak Publishers
- Onwuka, Ugo (2004). *Curriculum Development for Africa*. Onitsha: Africana Educational Publishers,.
- Urevbu, Andrew, (2005). *Curriculum Studies*. London: Longman

## **WEEK 6:. NATIONAL CURRICULUM FOR EARLY CHILDHOOD EDUCATION FOR AGE 3- 5YEARS (2Hrs)**

### **Objective**

This is to enable the students to describe national curriculum for early childhood education for age 3- 5years. Students should be able identify the components of curriculum for early childhood education for age 3- 5years

### **Topic Description**

Discussion of the curriculum for early childhood education for age 3- 5years. The components of the curriculum will be treated. For example, the educational focus of the curriculum is on the children between the age bracket 3- 5 years. In addition, the content of the curriculum for early childhood education for age 3- 5years consists of eight themes which include physical development, affective/ psychosocial development, cognitive development, food and nutrition, health, water and environmental sanitation, safety measures; and protection measures.

### **Study Questions**

1. Discuss the focus of curriculum for early childhood education for age 3- 5years.
2. What are the themes of curriculum for early childhood education for age 3- 5years?

### **Reading List**

- Anwurah, Tony, Gozie, *Curriculum Development for Responsive Education*. Kaduna: NTI, (In Press)
- Adesina, S. , Daramola, S.O. and Talabi, J.K. (1997). *Teaching Practice: A guide for students and Teachers*. Ibadan. Board Publications Ltd. Pp 60-64
- Ayet,H.O and Patel, M.M. (1981). *Instructional Methods. (General Methods)*.London. Institute of Education, University of London
- Federal Ministry of Education. (2007). *Special Teachers Upgrading Programme (STUP): National Certificate in Education (NCE) Course Book on Primary Education Studies*. Kaduna: National Teachers Institute
- Jekayinfa, A.A.(2005). *Fundamentals of Instructional Methods 1*. Ilorin. Olives Productions Ltd. pp. 1-12.

Mezieobi, K. A., John-Nwosu, A. D. & Opara, J. M. (2008). *Philosophy of pre- primary and primary education in Nigeria: An introduction*. Owerri: Acadapeak Publishers  
Onwuka, Ugo (2004). *Curriculum Development for Africa*. Onitsha: Africana Educational Publishers,.  
Urevbu, Andrew, (2005). *Curriculum Studies*. London: Longman

## **WEEK 7: NOTABLE FEATURES OF THE NURSERY EDUCATION CURRICULUM FOR AGES 0-5 YEARS**

**Objective:** The objective is for the students to be able to identify the characteristics nursery education curriculum for ages 0-5 years.

**Topic Description:** Thorough discussion of the features of nursery education curriculum for ages 0-5 years. The content of the curriculum revealed that nursery curriculum is made up of two sections, that is, curriculum for ages 0- 3years and 3- 5years; nursery education curriculum refers to the education given to Nigerian children from 0- 5years; curricula for ages 0- 3years and 3- 5years contain eight themes; the focus of the curriculum is on physical development, psychosocial development and cognitive development, simple to complex principle is adopted while the curriculum is culturally relevant.

### **Study questions:**

1. What are the general characteristics of the nursery education curriculum?
2. Discuss the focus of nursery education curriculum.

### **Reading List:**

Anwurah, Tony, Gozie, *Curriculum Development for Responsive Education*. Kaduna: NTI, (In Press)  
Adesina, S. , Daramola, S.O. and Talabi, J.K. (1997). *Teaching Practice: A guide for students and Teachers*. Ibadan. Board Publications Ltd. Pp 60-64  
Ayet,H.O and Patel, M.M. (1981). *Instructional Methods. (General Methods)*.London. Institute of Education, University of London  
Early Childhood Association of Nigeria (2004). *Journal of Early Childhood Association of Nigeria*. Deocraft Communications, Lagos, Nigeria. Vol. 2., No. 2.  
Regional Pre-school Child Development Centre (1985). *Philosophy of Early Childhood Education: Some Major Contributions*. Pp. 6 – 8.  
Osanyin, F. A. (2002). *Early Childhood Education in Nigeria*. Lagos: Concept Publication Ltd.,  
Pramling Samuelson, Ingrid (1998). *Why is play gaining an increased interest in our society?* Paper presented at the 2nd International Toy Research Conference, Halmstad, Sweden.  
Sandberg, Anethe (2001). *Play memories from childhood to adulthood*.*Early Child Development and Care*, 167, 13-26.  
Federal Ministry of Education. (2007). *Special Teachers Upgrading Programme (STUP): National Certificate in Education (NCE) Course Book on Primary Education Studies*. Kaduna: National Teachers Institute

- Jekayinfa, A.A.(2005). *Fundamentals of Instructional Methods 1*. Ilorin. Olives Productions Ltd. pp. 1-12.
- Mezieobi, K. A., John-Nwosu, A. D. & Opara, J. M. (2008). *Philosophy of pre- primary and primary education in Nigeria: An introduction*. Owerri: Acadapeak Publishers
- Onwuka, Ugo (2004). *Curriculum Development for Africa*. Onitsha: Africana Educational Publishers,.

## **WEEK 8: NATIONAL EARLY CHILDHOOD CURRICULUM DOCUMENT (2Hrs)**

**Objectives:** This topic is to enable the students to be able to explain the national early childhood curriculum document. Students should be able to discuss the source of national early childhood curriculum document

### **Topic Description**

Discussion of the national early childhood curriculum document such as the topic, the performance objectives for the learners and the care givers,. Discussion of the arrangement of the themes will be done.

### **Study Questions**

1. What are the themes of the national early childhood curriculum document?
2. Discuss the sources of curriculum and explain how each of them serves as a source of curriculum
3. What are the criteria for the selection of content?

### **Reading List**

- Anwurah Anwurah, Tony, Gozie, *Curriculum Development for Responsive Education*. Kaduna: NTI, (In Press)
- Adesina, S. , Daramola, S.O. and Talabi, J.K. (1997). *Teaching Practice: A guide for students and Teachers*. Ibadan. Board Publications Ltd. Pp 60-64
- Ayet,H.O and Patel, M.M. (1981). *Instructional Methods. (General Methods)*.London. Institute of Education, University of London
- Federal Ministry of Education. (2007). *Special Teachers Upgrading Programme (STUP): National Certificate in Education (NCE) Course Book on Primary Education Studies*. Kaduna: National Teachers Institute
- Jekayinfa, A.A.(2005). *Fundamentals of Instructional Methods 1*. Ilorin. Olives Productions Ltd. pp. 1-12.
- Mezieobi, K. A., John-Nwosu, A. D. & Opara, J. M. (2008). *Philosophy of pre- primary and primary education in Nigeria: An introduction*. Owerri: Acadapeak Publishers
- Onwuka, Ugo (2004). *Curriculum Development for Africa*. Onitsha: Africana Educational Publishers,.
- Urevbu, Andrew, (2005). *Curriculum Studies*. London: Longman

## **Week 9: PRE-SCHOOL CURRICULUM DEVELOPMENT MODELS (2 hrs.)**

### **Objectives**

At the end of the lesson, students should be able to:

1. Define the term curriculum development model
2. List and discuss at least three different types of curriculum development models.

### **Topic Description**

Discussion of the term model as used in curriculum development will be done. In addition, the class will examine some of the curriculum development models. Tyler's model, Wheeler's model, Taba's model. Alexander and Lewis model, Curriculum for the gifted will be focused.

### **Study questions:**

1. What is a model?
2. Define the term curriculum development model
3. Mention three model of curriculum development model
4. Discuss three of the contributors that helped to shape early childhood curriculum development model.

### **Reading List:**

- Early Childhood Association of Nigeria (2004). Journal of Early Childhood Association of Nigeria. Deocraft Communications, Lagos, Nigeria. Vol. 2., No. 2.
- Goffin, S. G., & Wilson, C. (2001). Curriculum models and early childhood education: Appraising the relationship (2nd ed.). UpperSaddle River, NJ: Merrill/Prentice Hall.
- Marcon, R A. (1999). Differential impact of preschool models on development and early learning of inner-city children: A threecohort study. *Developmental Psychology*, 35(2), 358-375. EJ 582-451
- Regional Pre-school Child Development Centre (1985). *Philosophy of Early Childhood Education: Some Major Contributions*. Pp. 6 – 8.
- Osanyin, F. A. (2002). *Early Childhood Education in Nigeria*. Lagos: Concept Publication Ltd.,
- Pramling Samuelson, Ingrid (1998). Why is play gaining an increased interest in our society? Paper presented at the 2nd International Toy Research Conference, Halmstad, Sweden.
- Sandberg, Anethe (2001). Play memories from childhood to adulthood. *Early Child Development and Care*, 167, 13-26.
- Onwuka, Ugo (2004). *Curriculum Development for Africa*. Onitsha: Africana Educational Publishers,.
- Powell, D. R. (1987). Comparing preschool curricula and practices: The state of research. In S. L. Kagan & E. F. Zigler (Eds.), *Early schooling: The national debate* (pp. 190-211). New Haven, CT: Yale University Press.
- Roopnarine, J. L., & Johnson, J. E. (2000). *Approaches to early childhood education* (3rd ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.
- Schweinhart, L. J., & Weikart, D. P. (1997). The High/Scope preschool curriculum comparison study through age 23. *Early Childhood Research Quarterly*, 12(2), 117-143. EJ 554 350.
- Urevbu, Andrew, (2005). *Curriculum Studies*. London: Longman

## **WEEK 10: COMPARATIVE ANALYSIS OF PRE-SCHOOL CURRICULUM DEVELOPMENT MODELS**

### **Objectives**

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

- i. explain the weaknesses and merits of the linear and interaction models.
- ii. Identify the usefulness of each model learnt in this lesson.

### Topic Description

The class will discuss the various models with a view of analysing them and comparing the early childhood curriculum models influence child outcomes. The merits and weaknesses of the various models will be analysed. In addition, the models will be classified into linear, cyclical and interaction. Efforts will be made to discuss the programmes designed using the three classes of models with a view of finding the suitable model that will promote optimal learning.

### Study Questions

1. To what extent are the models different from one another?
2. What are the similarities among the models?

### Reading List

- Osanyin, F. A. (2002). *Early Childhood Education in Nigeria*. Lagos: Concept Publication Ltd.,
- Pramling Samuelson, Ingrid (1998). Why is play gaining an increased interest in our society? Paper presented at the 2nd International Toy Research Conference, Halmstad, Sweden.
- Sandberg, Anette (2001). Play memories from childhood to adulthood. *Early Child Development and Care*, 167, 13-26.
- Onwuka, Ugo (2004). *Curriculum Development for Africa*. Onitsha: Africana Educational Publishers,.
- Urevbu, Andrew, (2005). *Curriculum Studies*. London: Longman
- Goffin, S. G., & Wilson, C. (2001). *Curriculum models and early childhood education: Appraising the relationship* (2nd ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.
- Marcon, R. A. (1999). Differential impact of preschool models on development and early learning of inner-city children: A three-cohort study. *Developmental Psychology*, 35(2), 358-375. EJ 582-451.
- Powell, D. R. (1987). Comparing preschool curricula and practices: The state of research. In S. L. Kagan & E. F. Zigler (Eds.), *Early schooling: The national debate* (pp. 190-211). New Haven, CT: Yale University Press.
- Roopnarine, J. L., & Johnson, J. E. (2000). *Approaches to early childhood education* (3rd ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.
- Onwuka, Ugo (2004). *Curriculum Development for Africa*. Onitsha: Africana Educational Publishers.
- Urevbu, Andrew, (2005). *Curriculum Studies*. London: Longman

## WEEK 11: CURRICULUM IMPLEMENTATION

(2 hrs.)

### Objectives

This is to enable the students to be able to explain curriculum implementation. Students should be able to discuss the factors for successful implementation of nursery education curriculum

### Topic Description

Attempt to explain the meaning of implementation of curriculum. Thorough discussion of the factors that influence nursery school curriculum implementation will be done. The class will discuss the problems facing nursery education in Nigeria.

**Study questions:**

1. What are the factors influencing implementation of nursery education in Nigeria?
2. Mention and explain the problems confronting nursery education in Nigeria.

**Reading List**

- Osanyin, F. A. (2002). *Early Childhood Education in Nigeria*. Lagos: Concept Publication Ltd.,
- Pramling Samuelson, Ingrid (1998). Why is play gaining an increased interest in our society? Paper presented at the 2nd International Toy Research Conference, Halmstad, Sweden.
- Sandberg, Anethe (2001). Play memories from childhood to adulthood. *Early Child Development and Care*, 167, 13-26.
- Onwuka, Ugo (2004). *Curriculum Development for Africa*. Onitsha: Africana Educational Publishers,.
- Urevbu, Andrew, (2005). *Curriculum Studies*. London: Longman
- Goffin, S. G., & Wilson, C. (2001). *Curriculum models and early childhood education: Appraising the relationship* (2nd ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.
- Marcon, R. A. (1999). Differential impact of preschool models on development and early learning of inner-city children: A three-cohort study. *Developmental Psychology*, 35(2), 358-375. EJ 582-451.
- Powell, D. R. (1987). Comparing preschool curricula and practices: The state of research. In S. L. Kagan & E. F. Zigler (Eds.), *Early schooling: The national debate* (pp. 190-211). New Haven, CT: Yale University Press.
- Roopnarine, J. L., & Johnson, J. E. (2000). *Approaches to early childhood education* (3rd ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.
- Onwuka, Ugo (2004). *Curriculum Development for Africa*. Onitsha: Africana Educational Publishers.
- Urevbu, Andrew, (2005). *Curriculum Studies*. London: Longman

**WEEK 12: NURSERY SCHOOL CURRICULUM EVALUATION****Objective**

The students would at the end of the lesson be able to explain the meaning of curriculum evaluation. Students should be able to mention the various types of curriculum evaluation models as applicable to the nursery schools.. Students should be able to state and discuss the types of curriculum evaluation and including their strength and weaknesses.

**Description:** In this the topic, the class will discuss the curriculum evaluation. Thorough discussion of meaning of curriculum evaluation, types of evaluation, tools of evaluation

**Study questions:**

1. What is evaluation?
2. What is the difference between summative and formative evaluation?
3. Explain the following tools of evaluation showing their strength and weaknesses. Test, anecdotal assessment, observation.

**Reading List:****Reading List**

Osanyin, F. A. (2002). *Early Childhood Education in Nigeria*. Lagos: Concept Publication Ltd.,

- Pramling Samuelson, Ingrid (1998). Why is play gaining an increased interest in our society? Paper presented at the 2nd International Toy Research Conference, Halmstad, Sweden.
- Sandberg, Anethe (2001). Play memories from childhood to adulthood. *Early Child Development and Care*, 167, 13-26.
- Onwuka, Ugo (2004). *Curriculum Development for Africa*. Onitsha: Africana Educational Publishers,.
- Urevbu, Andrew, (2005). *Curriculum Studies*. London: Longman
- Goffin, S. G., & Wilson, C. (2001). *Curriculum models and early childhood education: Appraising the relationship* (2nd ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.
- Marcon, R A. (1999). Differential impact of preschool models on development and early learning of inner-city children: A three-cohort study. *Developmental Psychology*, 35(2), 358-375. EJ 582-451.
- Powell, D. R. (1987). Comparing preschool curricula and practices: The state of research. In S. L. Kagan & E. F. Zigler (Eds.), *Early schooling: The national debate* (pp. 190-211). New Haven, CT: Yale University Press.
- Roopnarine, J. L., & Johnson, J. E. (2000). *Approaches to early childhood education* (3rd ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.
- Onwuka, Ugo (2004). *Curriculum Development for Africa*. Onitsha: Africana Educational Publishers.
- Urevbu, Andrew, (2005). *Curriculum Studies*. London: Longman

## **WEEK 13: CURRICULUM EVALUATION MODELS**

### **Objective**

Students should be able to mention the various types of curriculum evaluation models as applicable to the nursery schools. Students should be able to state and discuss the models of curriculum evaluation and including the strength and weaknesses of the models.

### **Description**

The course is to discuss the curriculum evaluation tools such as paper pencil test, direct observation questionnaire, and interview. Thorough discussion of models of evaluation such as Goal Attainment Models (Tyler's Engineering Model (1950).), Judgmental Models (Scriven model (1967), Stake model (1967), and The Decision-Oriented Models (The Alkin's (1970) Model, Stufflebeam's Model, Dave's Model) Other models such as Responsive evaluation, Panic model, Crisis model and The Explication model will be treated

### **Study questions:**

1. Mention different evaluation models you have learnt in the lesson.
2. Explain five of the models you have learnt.

### **Reading List:**

#### **Reading List**

- Osanyin, F. A. (2002). *Early Childhood Education in Nigeria*. Lagos: Concept Publication Ltd.,
- Pramling Samuelson, Ingrid (1998). Why is play gaining an increased interest in our society? Paper presented at the 2nd International Toy Research Conference, Halmstad, Sweden.
- Sandberg, Anethe (2001). Play memories from childhood to adulthood. *Early Child Development and Care*, 167, 13-26.

- Onwuka, Ugo (2004). *Curriculum Development for Africa*. Onitsha: Africana Educational Publishers,.
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- Marcon, R A. (1999). Differential impact of preschool models on development and early learning of inner-city children: A threecohort study. *Developmental Psychology*, 35(2), 358-375. EJ 582-451.
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- Roopnarine, J. L., & Johnson, J. E. (2000). *Approaches to early childhood education* (3rd ed.). Upper Saddle River, NJ:Merrill/Prentice Hall.
- Onwuka, Ugo (2004). *Curriculum Development for Africa*. Onitsha: Africana Educational Publishers.
- Urevbu, Andrew, (2005). *Curriculum Studies*. London: Longman

## **WEEK 14: THE ROLE OF THE TEACHER IN NURSERY EDUCATION CURRICULUM DEVELOPMENT**

### **Objective**

The students should be able to:

examine the role of the teacher in the school and in the classroom.

explain the role of the teacher in the nursery education curriculum development.

### **Topic Description**

There would be participatory discussion of the functions of the teacher in the classroom. In addition, the class will discuss the roles of the teacher in the school.

### **Study questions:**

1. Mention roles of the teacher in the school.
2. Explain the roles of 5 of the teacher in the classroom.

### **Reading list:**

#### **Reading List**

- Osanyin, F. A. (2002). *Early Childhood Education in Nigeria*. Lagos: Concept Publication Ltd.,
- Pramling Samuelson, Ingrid (1998). Why is play gaining an increased interest in our society? Paper presented at the 2nd International Toy Research Conference, Halmstad, Sweden.
- Sandberg, Anethe (2001). Play memories from childhood to adulthood. *Early Child Development and Care*, 167, 13-26.
- Onwuka, Ugo (2004). *Curriculum Development for Africa*. Onitsha: Africana Educational Publishers,.
- Urevbu, Andrew, (2005). *Curriculum Studies*. London: Longman
- Goffin, S. G., & Wilson, C. (2001). *Curriculum models and early childhood education: Appraising the relationship* (2nd ed.). UpperSaddle River, NJ: Merrill/Prentice Hall.



- Marcon, R. A. (1999). Differential impact of preschool models on development and early learning of inner-city children: A three-cohort study. *Developmental Psychology*, 35(2), 358-375. EJ 582-451.
- Powell, D. R. (1987). Comparing preschool curricula and practices: The state of research. In S. L. Kagan & E. F. Zigler (Eds.), *Early schooling: The national debate* (pp. 190-211). New Haven, CT: Yale University Press.
- Roopnarine, J. L., & Johnson, J. E. (2000). *Approaches to early childhood education* (3rd ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.
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### **Week 15: Continuous Assessment Test**

**Objective:** The objective is to assess what has been taught by the lecturers and learnt by the students during the semester in the course.

#### **Study Questions:**

1. Discuss the nature of nursery school curriculum.
2. Define childhood, curriculum, and nursery school, hidden curriculum, planned curriculum.
3. Mention the approaches that guide the childhood curriculum
4. What is the justification of nursery education curriculum in Nigeria?
5. Do you think that there is the need for nursery education curriculum?
6. Critically examine the contributions of Freud, to the development of early childhood curriculum.
7. Appraise the contributions of Rousseau, to the development of early childhood curriculum.
8. Discuss the contributions of Pestalozzi to the development of early childhood curriculum.
9. Examine the contributions of Luther to the development of early childhood curriculum.
10. Identify and discuss the basic needs of the child that could enhance early childhood development.
11. What are the consequences of the failure to meet the basic needs of a child?
12. Mention roles of the teacher in the school.
13. Explain the roles of 5 of the teacher in the classroom.
14. Mention different evaluation models you have learnt in the lesson.
15. Explain five of the models you have learnt.
16. What is evaluation?
17. What is the difference between summative and formative evaluation?
18. Explain the following tools of evaluation showing their strengths and weaknesses. Test, anecdotal assessment, observation.
19. What are the factors influencing implementation of nursery education in Nigeria?
20. Mention and explain the problems confronting nursery education in Nigeria.
21. What is a model?
22. Define the term curriculum development model

23. Mention three model of curriculum development model
24. Discuss three of the contributors that helped to shape early childhood curriculum development model.