

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

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**COURSE: ASE 406- CURRICULUM PLANNING AND DEVELOPMENT (2CR.  
COMPULSORY)**

**Lecturers:**

1. PROFESSOR OLADOSU A. G. A. S. B.A.(Cairo)., M. A. (Cairo) Ph.D. (Arabic Education) (Ilorin).
2. YUSUF, A. B. Ed. M.Ed. Ph.D. (Social Studies) Ilorin.
3. AJIDAGBA, U.A. B.A.Ed., M.Ed., Ph.D. (Islamic Education) Ilorin.
4. OLAJIDE, S. B. B.A.Ed., M.Ed. Curriculum Studies (English Education), Ph.D. (English Education) (Ilorin).



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**Office Location:** Science Education Building, Faculty of Education, University of Ilorin,  
Nigeria.

### **COURSE DETAILS:**

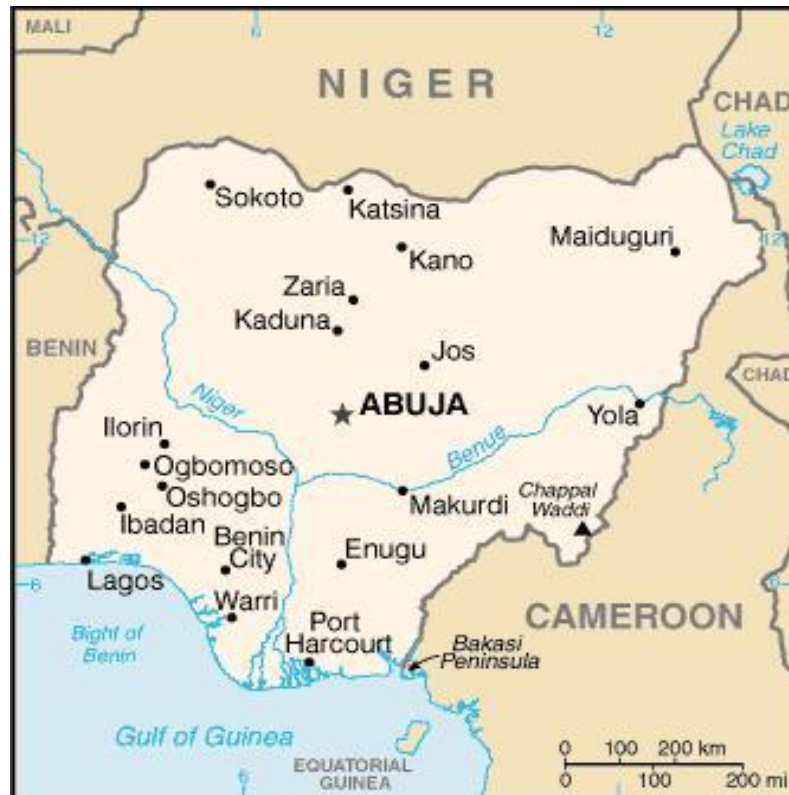
#### **Course Content:**

#### **Curriculum Planning and Development**

Basic theories of curriculum planning and development. Agencies of curriculum development. Resources and constraints in curriculum planning and development. Curriculum change and evaluation. 30h(T); 2 Credits (Compulsory)

**Consultation Hours:** Tuesdays 2-4p.m

#### **Course Description:**



The course introduces students to curriculum planning and development generally. Specifically, it focuses on the definition of basic concepts like curriculum, planning and development. The course also treats the basic theories of curriculum planning and

development, agencies of curriculum development, resources and constraints in curriculum planning and development, and curriculum change and innovation. In addition, attention is focused on curriculum evaluation.

### **Course Justification**

Curriculum Planning and Development is included in the curriculum of Teacher Education Programmes in Nigeria because of the following reasons:

1. Curriculum Planning and Development will enable the would- be- teachers to have accurate perception of curriculum and other related constructs such as syllabus, scheme of work with a view of establishing the similarities and differences among the constructs This is because Curriculum Planning and Development.
2. Curriculum Planning and Development will enable students to understand the factors that affect curriculum decision making and in addition, they would be aware of the factors that regulate the action of curriculum planners.
3. The knowledge of Curriculum Planning and Development will enable teachers to understand the factors such as National Objectives, the Society and Culture that affect what we can do or cannot do in planning curriculum.
4. Teachers need to know all aspects of Curriculum Planning and Development in order to increase their knowledge of their changing environment and to develop curriculum that would be suitable for sustainable development.
5. Knowledge of Curriculum Planning and Development will enable teachers the teacher to know the various agencies that are involved in the development of curriculum.

### **Course Objectives**

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

1. identify the factors that affect curriculum planning.
2. explain the concepts of scope, continuity, sequence and integration in curriculum planning.
3. describe the contributions of learners, educators, parents and society in general in curriculum planning.

### **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 do one classroom test for the continuous assessment. Students will be subjected to the end of course computer based 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)
- Saylor, (1981). *Alexander and Lewis, Curriculum Planning for Better Teaching and Learning*. New York: Holt, Rinehart and Winston.
- MKPa. M.A. (1987) *Curriculum Development and Implementation*. Owerri: Totan Publishers Ltd.,.
- Onwuka, Ugo (2004). *Curriculum Development for Africa*. Onitsha: Africana Educational Publishers.,.
- Urevbu, Andrew, (2005). *Curriculum Studies*. London: Longman

**LECTURES**

**WEEK 1: BASIC CURRICULUM CONCEPTS (2 hrs)**

**Objectives:**

At the end of the end of the two hour lectures, the students should be able to define some basic concepts used in curriculum planning and development like curriculum, curriculum planning, curriculum development, syllabus, scheme of work, lesson note, and hidden curriculum.

**Topic Description**

Definition of basic terms used in Curriculum especially in the area of Curriculum Planning and Development. Terms like curriculum, curriculum planning, curriculum development, curriculum design, hidden curriculum, syllabus, scheme of work, lesson note would be discussed. In addition, evolution of curriculum development would also be reviewed.

**Review Questions**

1. Define the following: curriculum, curriculum planning, curriculum development, curriculum design, hidden curriculum, syllabus
2. Distinguish between curriculum planning and curriculum development.

3. Differentiate between planned curriculum and hidden curriculum.

### Reading List

Onwuka, Ugo (2004). *Curriculum Development for Africa*. Onitsha: Africana Educational Publishers,.  
 Urevbu, Andrew, (2005). *Curriculum Studies*. London: Longman

### Week 2: HISTORICAL DEVELOPMENT OF CURRICULUM DEVELOPMENT

**Objective:** The objective is for the students to be able to explain the chronological evolution of curriculum development.

**Description:** Thorough discussion of the development of curriculum development from perennialist period, through the essentialists to the progressive period.

### Study questions:

1. What are the general characteristics of the perennialist approach to curriculum development?
2. Discuss the characteristics of the essentialist view of the curriculum.

### Reading List:

1. Omoniyi, K.O. (2000). *Fundamentals of Curriculum Process*. Oyo. Odumatt Press & Publishers.pp.21-34.

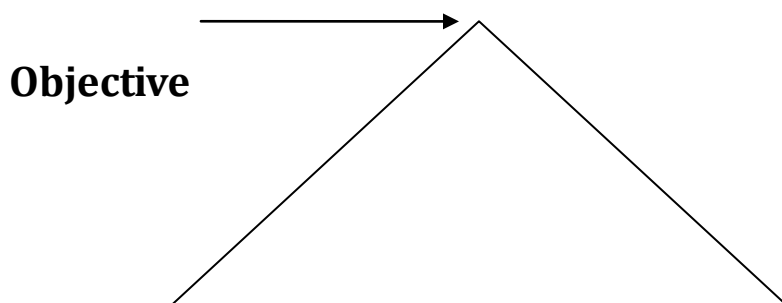
### WEEK 3: AIMS, GOALS AND OBJECTIVES IN CURRICULUM

#### Objective

This is to enable the students distinguish among aims, goals and objectives in curriculum and allow them to formulate them.

#### Topic Description

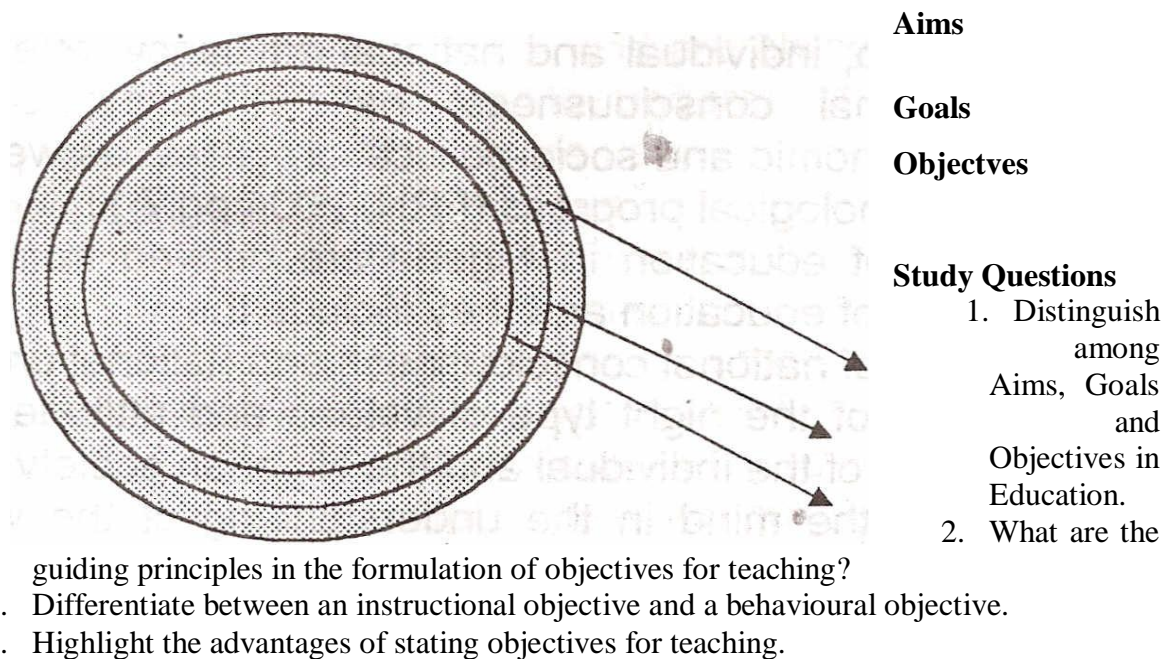
Discussion of what aims, goals and objectives mean in education, when and how to formulate each of them. For example, aim is general and long term. It is formulated for the education of a country. Goal is more specific than aim but general than objectives. It can be formulated for a course of study. Objective is the most specific which can be formulated for teaching a topic in the classroom. While aims and goals are useful to the curriculum developers, objectives are useful for classroom teachers. See the figure below:



Goal →

Aim →

Fig.1 . Illustration of relationship among Aim, Goal and Objective.Lawal,( 2005)



### Reading List

- Ayet,H.O and Patel, M.M. (1981). *Instructional Methods. (General Methods)*.London. Institute of Education, University of London
- Jekayinfa, A.A.(2005). *Fundamentals of Instructional Methods 1*. Ilorin. Olives Productions Ltd. pp. 29-37
- Omoniyi, K.O. (2000). *Fundamentals of Curriculum Process*. Oyo. Odumatt Press & Publishers.pp.21-34.

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- Omoniyi, K.O. (2000). *Fundamentals of Curriculum Process*. Oyo. Odumatt Press & Publishers. pp.21-34.

**WEEK 4: THEORIES/MODELS OF CURRICULUM DEVELOPMENT**

**Objective:** The objective is for the students to be able to identify the models of curriculum development.

**Topic Description:** Thorough discussion of the theories of curriculum development showing classification into linear, cyclical and interaction forms. Discussion of the examples of each form, i. e. Tyler's model, Wheeler's model, Taba's model, Nicholls and Nicholls model

**Study questions:**

1. What are the general characteristics of the Tyler's model?
2. Discuss the features of the Wheeler's model.
3. Establish the difference between Tyler's model and Nicholls and Nicholls model.

**Reading List:**

- Onwuka, Ugo (2004). *Curriculum Development for Africa*. Onitsha: Africana Educational Publishers,.
- Urevbu, Andrew, (2005). *Curriculum Studies*. London: Longman

**WEEK 5: SOURCES OF CURRICULUM CONTENT**

**Objectives:** This topic is to enable the students to be able to identify the sources of curriculum content. Students should be able to discuss the sources of curriculum and the criteria for the selection of content

**Topic Description**

Discussion of the various sources such as the national objectives, the society, disciplined knowledge. Discussion of the criteria for the selection of content

**Study Questions**

1. Mention the various sources of curriculum.
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**

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

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

**WEEK 6: PATTERN OF CURRICULUM DESIGN (2 hrs.)****Objectives**

This is to enable the students to be able to explain various patterns of curriculum design like core curriculum, subject- centred curriculum, activity- centred curriculum, child centred curriculum, community based curriculum, etc.

**Topic Description**

Explanations of the patterns of curriculum design like core curriculum, subject- centred curriculum, activity- centred curriculum, child centred curriculum, community based curriculum, etc.

**Study questions:**

Attempt to explain the following: core curriculum, subject- centred curriculum, activity- centred curriculum, child centred curriculum, community based curriculum, etc.

**Reading List:**

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

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

**WEEK 7: 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 curriculum

**Topic Description**

Attempt to explain the meaning of implementation of curriculum. Thorough discussion of the factors that influence curriculum implementation.

**Study questions:**

1. Attempt to explain the following: core curriculum, subject- centred curriculum, activity- centred curriculum, child centred curriculum, community based curriculum, etc.

**Reading List:**

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

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

**WEEK 8 : FACILITATORS AND CONSTRAINTS IN CURRICULUM**



**Objective:** The objective of this week's lecture is for the students to be able to explain the determinant factors in curriculum development.

**Description:** Discussion of the determinant factors in curriculum development such as natural factors, time factors, cultural factors, physical factors, organizational factor showing how they constitute facilitator, or constraint.

**Study questions:**

1. What are the facilitators and constraints in curriculum development?

**Reading List**

- Onwuka, Ugo (2004). *Curriculum Development for Africa*. Onitsha: Africana Educational Publishers,.
- Urevbu, Andrew, (2005). *Curriculum Studies*. London: Longman

## WEEK 9: CURRICULUM SEQUENCING

**Objective:** At the end of the lesson, student to be able to identify the approaches sequencing: theoretical and empirical. Students should be able to mention the various types sequencing.

**Description:** Explanations of the approaches to sequencing both theoretical and empirical. Thorough discussion of the types of sequencing, sequencing across and within levels.

**Study Questions:**

1. Explain in detail, the types of sequencing.
2. What is the difference between lateral and vertical sequencing?

**Reading List**

- Onwuka, Ugo (2004). *Curriculum Development for Africa*. Onitsha: Africana Educational Publishers,.
- Urevbu, Andrew, (2005). *Curriculum Studies*. London: Longman

## Week 10: CURRICULUM INNOVATION

**Objective:** The objective of the lecture is to explain the innovation in curriculum development. Students should be able to identify the various types of change/ innovation in curriculum development. Students should be able to identify and explain the various type of models of innovation in curriculum development. In addition, the students should be able to mention and discuss the factors influencing curriculum innovation

**Description:** The course is to enlighten the students about the curriculum innovation and change. Thorough discussion of curriculum innovation, types of innovation, factors affecting innovation and models of innovation.

**Study questions:**

1. Explain the concept of innovation in curriculum development.
2. What are the types of innovation in curriculum development?

3. List and explain the factors influencing curriculum innovation.

**Reading List**

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

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

**WEEK 11: 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. Students should be able to distinguish among evaluation, assessment and measurement. Students should be able to discuss the models of curriculum evaluation.

**Description:** The course is to discuss the curriculum evaluation. Thorough discussion of meaning of curriculum evaluation, types of evaluation, tools of evaluation and models of evaluation.

**Study questions:**

1. What is evaluation?
2. What is the difference between evaluation and assessment?
3. Explain the relationship among evaluation, assessment and measurement

**Reading List:**

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

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

**WEEK 12: CURRICULUM EVALUATION**

**Objective:** Students should be able to mention the various tools of curriculum evaluation. Students should be able to discuss the models of curriculum evaluation.

**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 Tyler's evaluation model, CIPP model e.t.c.

**Study questions:**

1. Mention at least 5 of the tools of curriculum evaluation.
2. Mention different evaluation models you have learnt in the unit.

**Reading List:**

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

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

**WEEK 13: AGENCIES OF CURRICULUM DEVELOPMENT**

**Objective:** The students should be able to explain more of the various agencies of curriculum development and their contributions to curriculum development.

**Description:** There would be participatory discussion of the agencies of curriculum development namely NCCE, NBTE, NTI, WAEC, NECO, and their contributions to the curriculum development.

**Study questions:**

1. Mention 10 agencies of curriculum development.
2. Explain the roles of 5 of the agencies

**Reading list:**

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

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

**WEEK 14: AGENCIES OF CURRICULUM DEVELOPMENT**

**Objective:** The students should be able to explain the various agencies of curriculum development and their contributions to curriculum development.

**Description:** There would be participatory discussion of the agencies of curriculum development namely, NERDC, STAN, MAN, SOSAN, RAN, NATAS, and their contributions to the curriculum development.

**Study questions:**

1. Mention 10 agencies of curriculum development.
2. Explain the roles of 5 of the agencies

**Reading list:**

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

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

**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. Before you study this course, what is your own conception of curriculum planning and development?
  - a. Justify the inclusion of curriculum planning and development in the Faculties of Education Curriculum.
  - b. Explain curriculum planning and development in the according to the perennialist and progressives views.
2. Discuss the historical Development of curriculum planning and development
3. Discuss the peculiarities of the progressive view of curriculum.
4. Distinguish among the aims, goals and objectives.
5. What are the implications of curriculum innovation to teaching, learning and classroom instructions?.
6. Explain in detail, the features of the essentialist school of curriculum development.
7. Discuss the curriculum development theories of Tyler and how the theories had contributed to the development of education in Nigeria.