MPK 1053 CURRICULUM DESIGN IN TVET

Concept of Curriculum

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Overview of Curriculum Design and Development in TVET

• Historical Perspectives

Early foundations of curriculum:
• Primary stage – learning to read & write ancient literature
• Apprenticeship – vocational education
• Learning craft or trade
• Various skilled areas – specialized, actual work setting
Principles of Curriculum Design

• What a curriculum is not
• What a curriculum is
What a curriculum is not

• **A SYLLABUS** is a list of subjects to be transmitted and learned.
• **TIMETABLE** is a details of methods and times.
Principles of Curriculum Design

• A curriculum is:
  the sum of the learning activities and experiences that a student has under direction of school.

  (Finch & Crunkilton, 1998)
Principles of Curriculum Design

• A curriculum is:
  an attempt to communicate the essential features and principles of an educational proposal in such a form that it is open to critical scrutiny and capable of effective translation into practice.

  (Stenhouse, 1975)
Curriculum may be defined as:
The sum of the learning activities and experiences that a student has under the auspices or direction of the school.

Curtis and John (1999, p.11)
Principles of Curriculum Design

• A curriculum is:
  the public face of a profession’s best educational thinking
  
  (Fish 2003)
Principles of Curriculum Design

• A curriculum includes:
  - formal and informal
  - overt and covert
  - recognised and overlooked
  - intentional and unintentional

• it is determined as much by what it omits as what it contains.
Principles of Curriculum Design

• Values underpin our curriculum: They drive our actions, attitudes, thoughts, and beliefs. They shape what we prioritise in our professional life and how we conduct ourselves in clinical and educational settings. And that conduct reveals our values to colleagues, patients, and learners.

(Fish 2003)
Principles of Curriculum Design

Values which influence curriculum design are those of:

- the curriculum designers
- the teachers
- the learners
- the society in which it is delivered
Principles of Curriculum Design

Values may be:
- values in use
- espoused values
Principles of curriculum design

Every curriculum has four levels:

**Planned**: what is intended by designers

**Delivered**: what is organised by institution

what is taught by teachers

**Experienced**: what is learned by students

**Evaluated/Assessed**: what is performed by students/programs
Four important questions for curricular designers

• What educational purposes do we seek to attain?
• What educational experiences are likely to attain these purposes?
• How can these be organised effectively?
• How can we determine whether these purposes are being attained?

(Tyler, R. 1949)
Defining a curriculum backwards

• What outcomes do we want?
• What content is therefore needed?
• How can that best be taught/learned?
• How do we best assess that?
• How do we evaluate our process