



**Structured Professional Development Programme for  
Teacher of Self-financing Tertiary Education in Hong Kong**

# **Curriculum Design and Development**

Module 2A

## **The Key Components and Process In Developing a Module Curriculum**

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# Question for Discussion

**What is the meaning of  
“Curriculum?” in education context**



# Curriculum

The totality of students'

**Experiences**

that occur in the educational  
process.



# Curriculum as :

- content - the subject matter to be taught
- experience - the planned and other experiences encountered by learners in educational contexts
- intention - statements of predetermined aims, objectives and outcomes, and planned learning experiences for students
- cultural reproduction - the passing on of the accepted knowledge, values and behaviours of a discipline, profession or society to the succeeding generation

# Curriculum is

the plans, practices and outcomes of the interaction between:

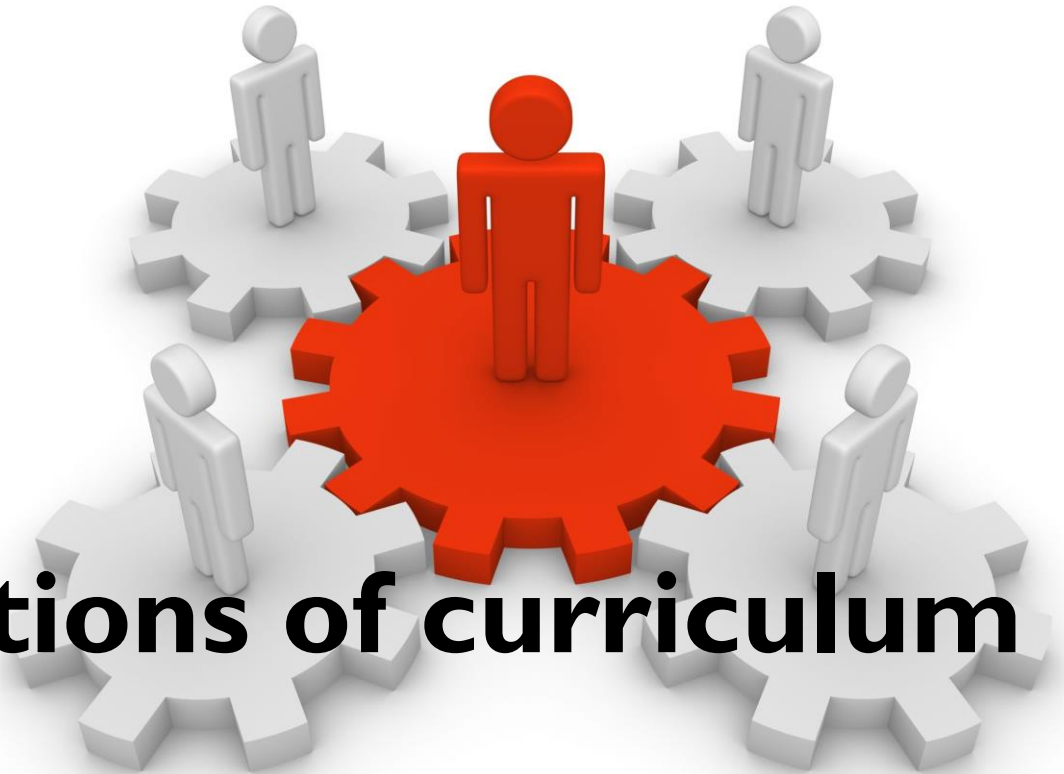
- the students;
- the curriculum designers (plans linking elements together); and
- the teaching staff.

# Question for Discussion

What are

**the functions of curriculum**

in the perspective of teachers?



# As a teacher, you need to interpret the curriculum in order to


- Relate education to the socio-economic, technological, political and environmental demands of your society.
- Relate content or the body of knowledge to your local setting.
- Apply the most effective and relevant teaching and learning methodologies.
- Evaluate teaching and learning processes in your education system.

# Different perspectives of curriculum

- ◆ Intended Curriculum
- ◆ Implemented curriculum
- ◆ Achieved curriculum.
- ◆ Hidden curriculum



# Questions for discussion

A man in a white shirt and tie is crouching on a paved road, looking directly at the camera. The word "START" is painted in large, white, stylized letters on the road surface in front of him. The background shows a hilly landscape with trees under a bright sky.

What learning experiences are important to students?

# Curriculum Framework

an organized plan or set of standards or learning outcomes that defines the content to be learned in terms of clear, definable standards of what the student should know and be able to do:

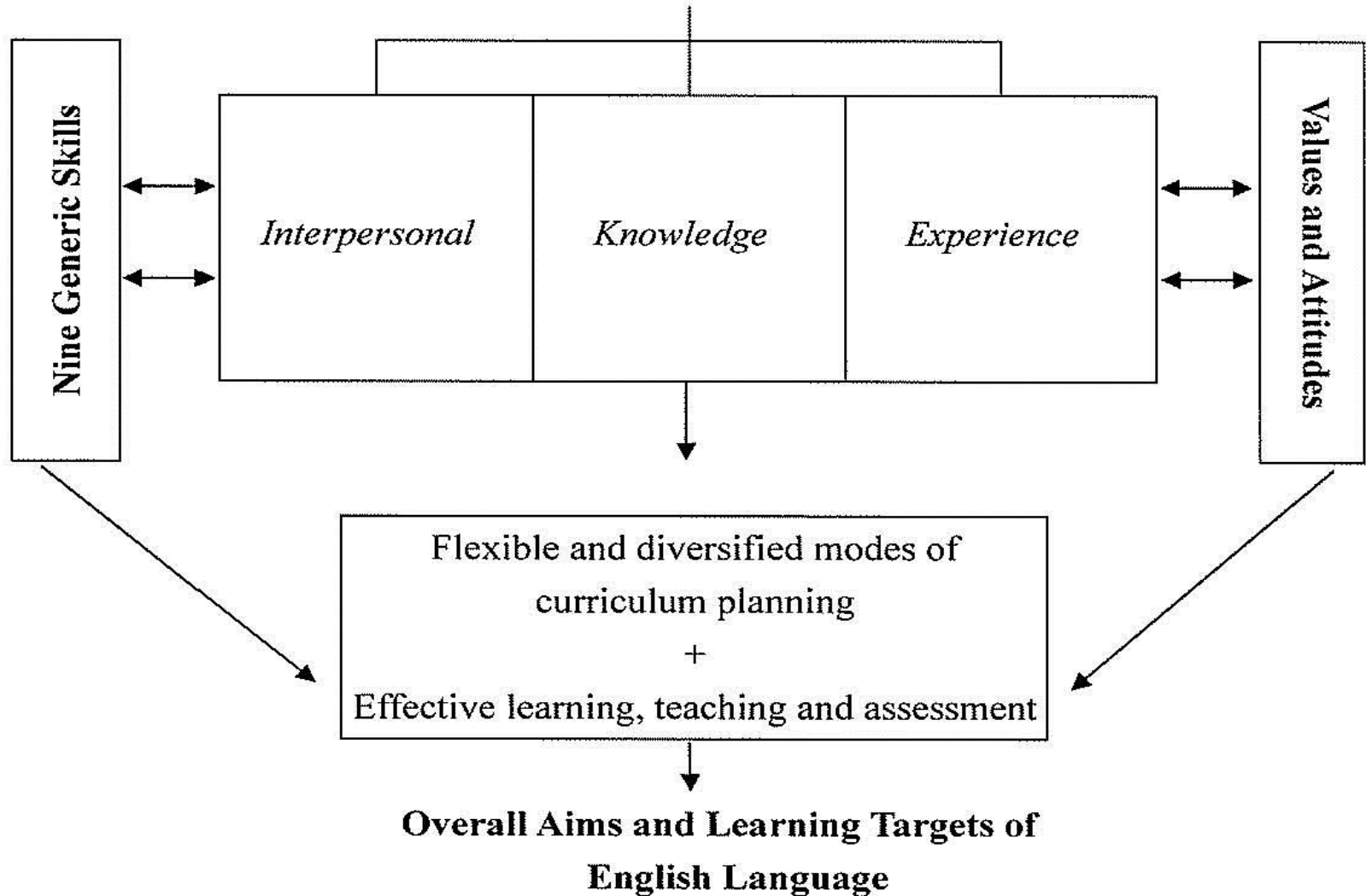
the first step in Outcome-based Curriculum



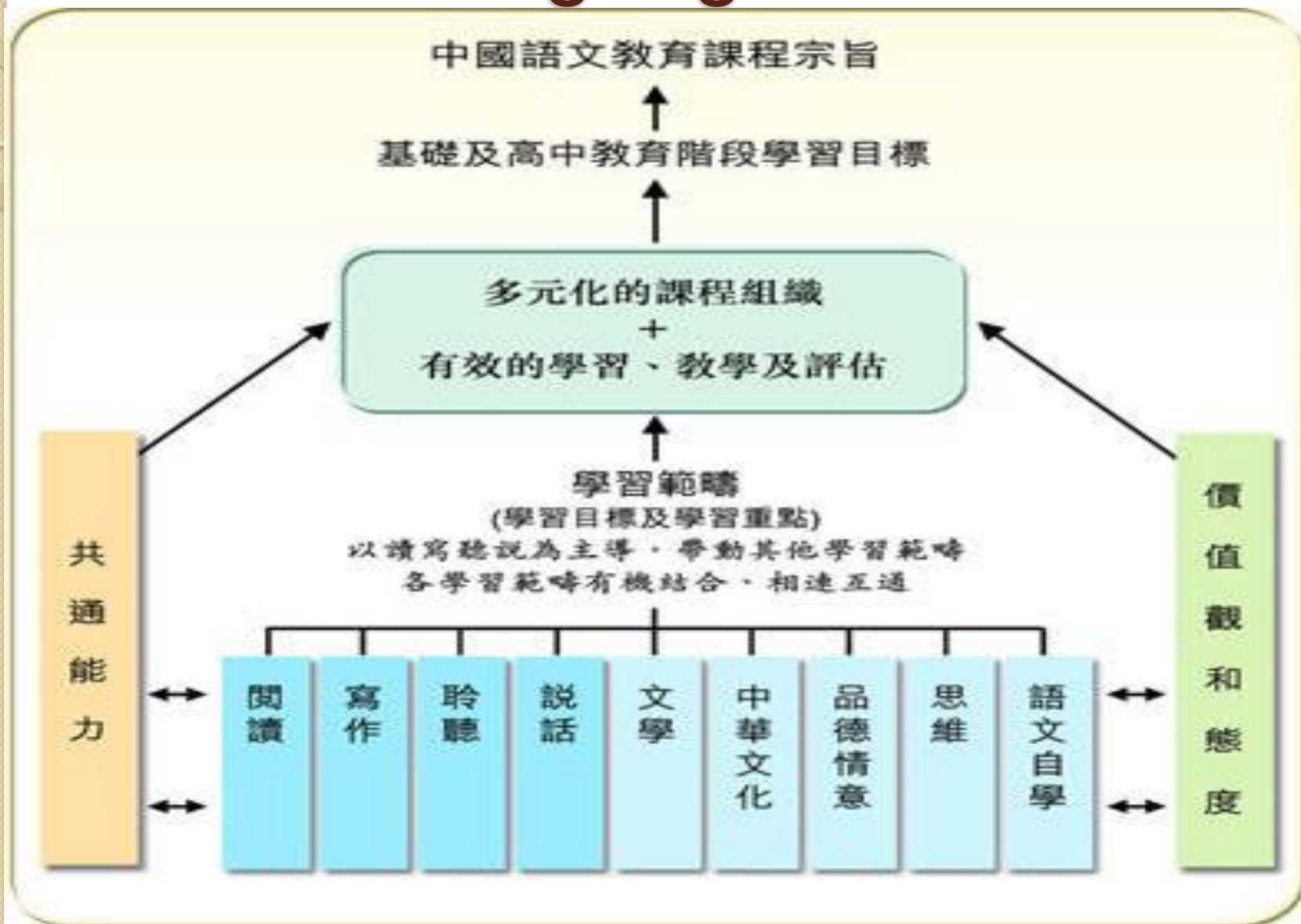
# Three categories of Learning Outcomes

- 1. Body of Knowledge**
- 2. Generic (transferable) skills**
- 3. Values and attitudes**

# English Language



# Chinese Language



# Curriculum Framework of ApL

## ***Life-long learning for further studies and/or work***

### **Foundation Skills**

(e.g. communication skills, numeracy, information technology)

### **Thinking Skills**

(e.g. problem-solving & decision-making skills, analytical skills, creative thinking skills)

### **People Skills**

(e.g. self-reflection & self-management skills, interpersonal, collaborative & team building skills)

### **Values and Attitudes**

(e.g. honesty, responsibility, enthusiasm, willingness to learn, self-confidence, respect for others, law & authority)

### **Career-related Competencies**

(e.g. understand the related cluster of professions / trades / industries, future global & local outlook and develop related competencies through

- understanding the context of the course within the wider area of studies;
- understanding and interpreting the workplace requirements through practising the basic skill set in authentic or near authentic environment; and
- developing and applying conceptual, practical and reflective skills to demonstrate innovation and entrepreneurship)

## ***Different Vocational Fields as Learning Contexts***

(e.g. Creative Studies, Media and Communication, Business, Management and Law, Services, Applied Science and Engineering and Production)



# Curriculum Development Model

- 1. Where to go?**
- 2. How to go?**
- 3. Have I arrived?**



# Tyler's Model of curriculum development

- 1 What educational purposes should the school/institute seek to attain? (Defining appropriate learning outcomes.)
- 2 How can learning experiences be selected which are likely to be useful in attaining these objectives? (Selecting useful learning experiences.)
- 3 How can learning experiences be organized for effective instruction? (Organizing experiences to maximize their effect.)
- 4 How can the effectiveness of learning experiences be evaluated? (Evaluating the process and revising the areas that were not effective.)





# Curriculum Components

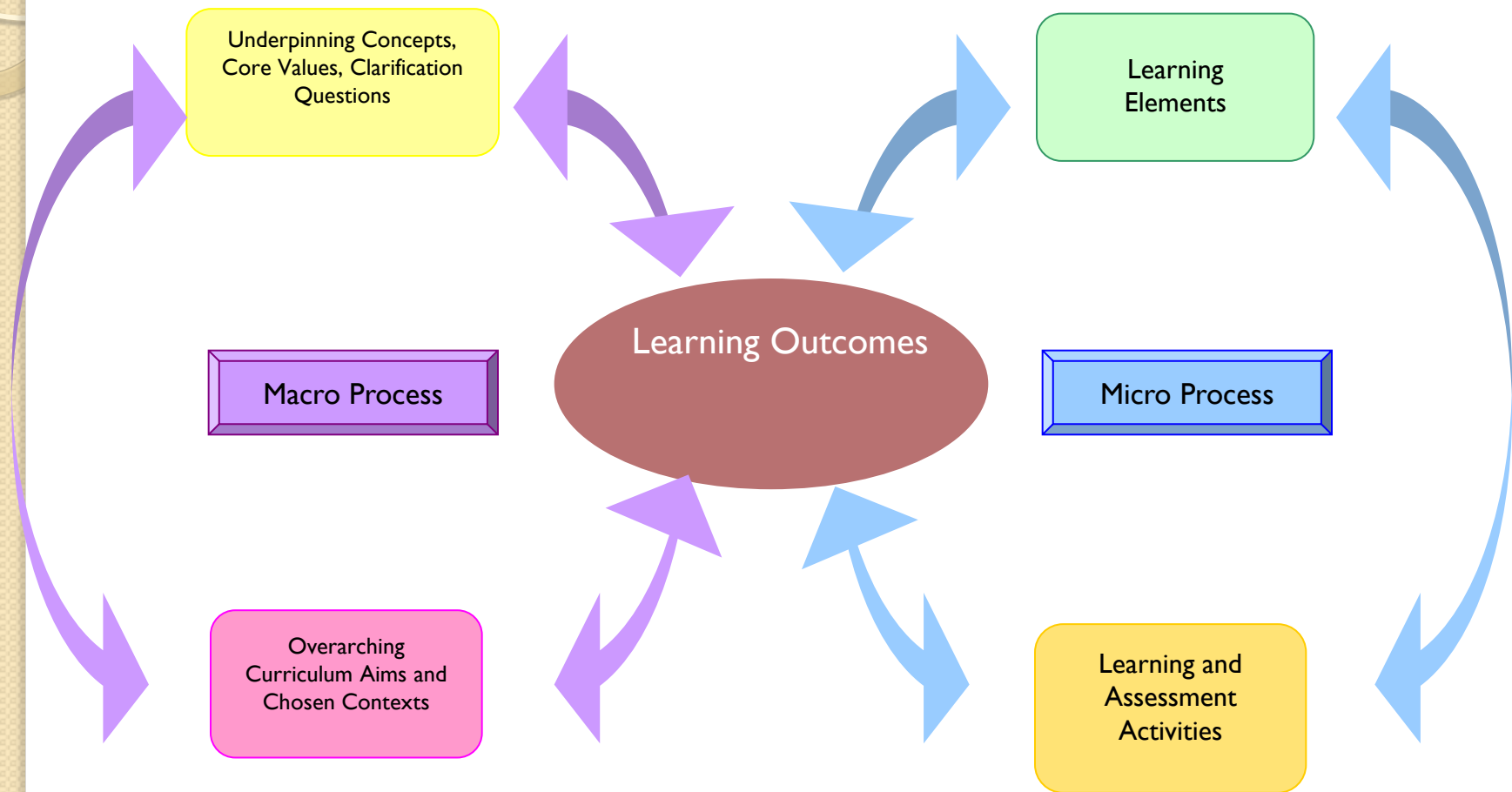
- 1 Learning Outcomes
- 2 Assessment
- 3 Content
- 4 Pedagogy

# ***Curriculum Development Process***

A two-level process is chosen to illustrate the concepts and rationales underpinning the process

In this process, the two levels, the macro process and the micro process are connected by the learning outcomes of the course.

# Process of Course Development



# The macro process

- Where the design process starts
- Collect data according to:
  - ✓ the underpinning concepts and core values of the curriculum framework
  - ✓ local and global environmental factors.
- Make informed decisions on the learning outcomes according to the curriculum framework

# The Micro Process

With the first draft of expected learning outcomes,

- Choose the context
- Pick topics as learning elements of the course.
- Plan learning and assessment activities to achieve the draft expected learning outcomes.

# Reality checks

Ask a small number of stakeholders, teachers, administrators, students, end users such as employers, next tier education institutes etc. to see whether the draft expected learning outcomes, chosen contents, planned learning and assessment activities are reasonable and achievable.

# ***Iteration***

Repeated reviews of macro and micro processes continue until there is consistency among the five components of the design process:

- underpinning concepts, core values, clarification questions;
- overarching curriculum aims and chosen contexts;
- learning outcomes;
- learning elements; and
- learning and assessment activities.



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