Assignment No. 2

Q.1 What is curriculum organization? Explain the criteria for effective curriculum organization.

Curriculum organization refers to the systematic arrangement and sequencing of educational content and learning experiences in a coherent and purposeful manner. It involves making decisions about what knowledge, skills, and attitudes should be taught, determining their order and progression, and designing instructional strategies and assessments to support student learning.

Effective curriculum organization is crucial for ensuring that learning goals are met, students' needs are addressed, and meaningful learning occurs. Here are some key criteria for effective curriculum organization:

1. Clear Learning Objectives: The curriculum should have well-defined and clear learning objectives or outcomes. These objectives specify what students are expected to know, understand, and be able to do by the end of the curriculum. They provide guidance and direction for instructional planning and assessment.

2. Scope and Sequence: The curriculum should have a logical scope and sequence that outlines the progression of content and skills. The scope refers to the breadth and depth of the curriculum, while the sequence refers to the order in which topics and skills are presented. The organization should be coherent, building upon prior knowledge and skills and allowing for smooth progression from simple to complex concepts.

3. Alignment with Standards: The curriculum should align with relevant educational standards or frameworks. These may be national or state standards, subject-specific standards, or other guidelines. Alignment ensures that the curriculum covers the required content and skills and prepares students for further education or career pathways.

4. Differentiation: Effective curriculum organization takes into account the diverse needs, abilities, and interests of students. It provides opportunities for differentiation to accommodate various learning styles, abilities, and backgrounds. Differentiation can be achieved through varied instructional strategies, resources, and assessments that cater to individual student needs.

5. Integration and Interdisciplinary Connections: The curriculum should promote the integration of knowledge and skills across subject areas and disciplines. It should foster connections between different subjects, allowing students to see the relevance and interconnectedness of their learning. Interdisciplinary approaches encourage critical thinking, problem-solving, and a deeper understanding of real-world contexts.

6. Coherence and Progression: A well-organized curriculum ensures coherence and progression of learning. Concepts and skills should be logically connected, allowing students to build upon previous knowledge and skills. It should avoid unnecessary repetition and provide opportunities for revisiting and reinforcing key concepts at appropriate intervals.

7. Flexibility and Adaptability: Effective curriculum organization allows for flexibility and adaptability to meet the changing needs of students and society. It should be responsive to emerging trends, new

knowledge, and advancements in technology. Teachers should have the flexibility to modify and adapt the curriculum to address the unique needs and interests of their students.

8. Continuous Evaluation and Improvement: The curriculum should undergo regular evaluation and improvement based on feedback from teachers, students, parents, and other stakeholders. Continuous evaluation helps identify strengths, weaknesses, and areas for improvement, allowing for ongoing refinement and enhancement of the curriculum.

By adhering to these criteria, curriculum designers and educators can develop and implement effective curriculum organization that promotes meaningful learning and student success.

Q.2 Discuss the importance of educational objectives of Bloom's Krathwal's and Harrow's taxonomies in curriculum development process.

The educational objectives outlined in Bloom's Taxonomy, Krathwohl's Taxonomy, and Harrow's Taxonomy play a vital role in the curriculum development process. These taxonomies provide a framework for classifying and organizing educational goals and objectives, helping educators define desired learning outcomes and design appropriate instructional strategies. Let's discuss the importance of each taxonomy:

1. Bloom's Taxonomy: Bloom's Taxonomy, developed by Benjamin Bloom and his colleagues, classifies learning objectives into six hierarchical levels: Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating. This taxonomy is widely used in education and has several benefits in curriculum development:

a. Clarity in Learning Objectives: Bloom's Taxonomy helps educators articulate clear and measurable learning objectives. Each level represents a distinct cognitive process, allowing educators to specify the desired depth of understanding or skill development.

b. Differentiation of Learning Activities: By categorizing objectives according to cognitive complexity, Bloom's Taxonomy enables educators to design a variety of learning activities that align with different levels of thinking. This differentiation supports instructional strategies tailored to students' diverse needs and abilities.

c. Progression and Sequencing: Bloom's Taxonomy provides a logical progression of cognitive skills, allowing educators to sequence learning activities from lower-order thinking to higher-order thinking. This ensures that students acquire foundational knowledge before engaging in more complex tasks.

2. Krathwohl's Taxonomy: Krathwohl's Taxonomy, an adaptation of Bloom's Taxonomy, focuses on the affective domain of learning and emphasizes the development of attitudes, values, and emotions. It includes five levels: Receiving, Responding, Valuing, Organizing, and Characterizing. The importance of Krathwohl's Taxonomy in curriculum development includes:

a. Incorporating Affective Skills: While Bloom's Taxonomy primarily addresses cognitive skills, Krathwohl's Taxonomy highlights the importance of addressing affective objectives in curriculum development. It encourages educators to foster emotional intelligence, ethical decision-making, and the development of positive attitudes and values.

b. Enhancing Holistic Learning: By integrating affective objectives into the curriculum, educators can create a more holistic learning experience. This approach recognizes the interplay between cognitive and affective domains and acknowledges that attitudes and values influence learning and behavior.

c. Promoting Well-rounded Development: Krathwohl's Taxonomy emphasizes the development of higher-order affective skills, such as organization and characterizing. By incorporating these objectives, curriculum development promotes students' personal growth, self-awareness, and social-emotional competencies.

3. Harrow's Taxonomy: Harrow's Taxonomy focuses on psychomotor skills, which involve physical and motor abilities. It classifies skills into five levels: Perception, Set, Guided Response, Mechanism, and Complex Overt Response. The significance of Harrow's Taxonomy in curriculum development includes:

a. Addressing Skills and Competencies: Harrow's Taxonomy recognizes the importance of incorporating psychomotor skills in curriculum development. It guides educators to identify and articulate specific skills, such as fine motor coordination or manipulative abilities, that students should acquire through the curriculum.

b. Designing Practical Learning Experiences: By incorporating psychomotor objectives, educators can design hands-on and experiential learning activities that engage students in physical actions and skills development. This taxonomy encourages the integration of theoretical knowledge with practical application.

c. Promoting Skill Progression: Harrow's Taxonomy provides a framework for organizing psychomotor skills in a logical progression. Educators can design curriculum activities that build upon foundational skills and gradually advance to more complex motor skills, allowing for skill development and mastery.

Q.3 Discuss some common problems of subject curriculum. How these can be overcome? Explain.

Everyone experiences difficulties with studying at one time or another, and overcoming these challenges is all part of the learning process, particularly when you have a large workload. Such issues range from temporary glitches to chronic lack of motivation and low productivity. It can take what feels like extraordinary will-power to overcome these issues, but the important thing to remember is that they can be conquered with the right attitude. In this article, we address some of the most common study problems that can afflict students at any stage in their education, and discuss some strategies for dealing with them.

1. You're experiencing low motivation

Low motivation is one of the biggest problems you may have to tackle during your education. Without sufficient internal drive to achieve, getting through the sheer volume of work needed to gain your qualifications (whether GCSEs, A-levels or a degree) can feel impossible. Key to understanding low motivation is to figure out the reasons behind it; they're not necessarily the same reasons for everyone. The other tips in this article should be of use with this, as many of the other problems we discuss here have some sort of motivational problem at their root, or are what causes it. Keeping some motivational quotes by your desk may also help inspire you to keep going when you experience low motivation. The right diet helps, too; for example, eating very sugary foods for breakfast will cause a temporary sugar rush that will make you feel active initially, but will soon wear off, leaving you lethargic and unable to motivate yourself.

2. There are too many distractions

There are so many external stimuli these days that it's little wonder that many students feel distracted. Social media, friends, phone, television, video games and outings all have a part to play in wreaking havoc on students' ability to focus on studying. If you feel your productivity is suffering from a multitude of distractions, it's time to change your working environment to one more conducive to studying. Creating the right environment for learning should be a relatively easy solution that will help you overcome the power of all these external distractions. Eliminate the things you know to be your weaknesses from your workspace. This could include your phone, the internet, the television and so on. Limit your socialising to weekends, and consider installing a browser app that stops you going on Facebook or your other favourite sites for certain periods of time (such as LeechBlock). If you need to use your computer for writing essays, try using an app that will fill the screen with whatever you're working on, so that the internet isn't a distraction; Dark Room is one such app that will create a distraction-free computer environment for you. If you find it impossible to get work done at home because of the number of distractions, try working somewhere else. The library would be a good place, as you can shut your phone away in your locker, and peace and quiet is guaranteed.

3. You have difficulty concentrating

Even when you've eliminated distractions, concentration can still be a major issue. It's not just possible but common to lose focus and experience a dramatic drop in productivity. We're probably all familiar with the feeling of sitting in front of a blank page, staring at it, unable to begin, our mind wandering. Procrastination is a symptom of lack of concentration (among other things); if you find yourself constantly checking Facebook or texting when you know you're meant to be working, it's a sure sign that you need to be taking steps to improve your concentration levels.

Like low motivation, difficulty concentrating can be caused by a number of problems. If you're unable to concentrate because you have something on your mind, you need to try to clear your head before you start working, else it will hinder your productivity. It may help to write the problem down on paper, or to talk to someone about it; going for a brisk walk or doing some exercise may also enable you to get it off your chest before you try to start work. If it's a bigger personal problem, talking to the school counsellor about it may help get it off your chest or help you see the problem from a different, more manageable perspective.

Another possible reason for lack of concentration is that the task in front of you feels so enormous that you don't know where to begin. A good way of combatting this problem is to break the task down into smaller, more manageable tasks. For example, rather than putting an entire essay on your agenda, divide up the tasks into smaller, more easily achievable goals: read a chapter of a book and make notes, write the essay plan, write the introduction, and so on. You could even break it down into numbers of words to be achieved: 100 words at a time, for example.

Finding the right learning style for you may help you focus more easily, as battling on with trying to work in a

style that doesn't suit you is sure to be counterproductive. We all learn in different ways; some of us prefer to work in total isolation, while others prefer to learn in the company of fellow students; some people learn best from making diagrams and drawings, others from writing things out. Try experimenting with some different learning styles and see whether you can find a better approach to studying – one that will allow you to enjoy what you're doing, retain information better, and focus more easily. Finally, it's worth noting that difficulty concentrating can also arise from working too hard. If you've been working yourself into the ground and not having enough rest, try giving yourself some time off. The chances are that you'll return to your desk feeling refreshed and much better able to concentrate.

4. You have difficulty remembering facts and figures

A common complaint among students at any stage in their education is that it's difficult to remember all the information necessary for answering exam questions effectively. This is difficult enough when you're only studying one subject, as at university, but when you're studying numerous subjects, as at GCSE and A-level, remembering all the facts and figures from each of your subjects can seem a monumental task. Learning things properly in the first place will help your recollection come exam time, but if you really struggle to retain the necessary information, learning to utilise a few memory aids may help.

5. You don't enjoy the subject you're studying

At some stage in your education, it's inevitable that you'll encounter a subject that you don't like. Whether it's because you simply find it boring, or you feel you're no good at it, or it seems a pointless subject that you won't have any use for long-term, or you have an active hatred for it, such a dislike can have a big impact on your success in this subject. Not liking the teacher of this subject, or having an uninspiring teacher, can also lead to a dislike   of   the   subject   itself.
A change of mindset will be necessary to overcome this problem. You need to be able to see the bigger picture, and how that problem subject fits into it. For a start, you don't want a bad grade on your UCAS form that you'll have to explain; you'll need good marks across the board if you're to get into the top universities. Keeping this longer-term goal in mind may help, but more immediate inspiration may be found from contemplating why we we study this subject. It's on the curriculum for a reason, so think about what the skills are that you learn from this subject that can usefully be applied elsewhere, even if the actual knowledge itself may not be relevant to your career aims. Thinking about the importance of studying the subject, and of a good general knowledge, may help spur   you   on.
If you dislike the subject because you feel you're not very good at it – perhaps a bad grade has put you off? – the answer may lie in becoming more confident in this subject. You could devote a bit more time to getting better at it   and   you   might   find   that   you   start   enjoying   it   more.
You'll find more advice on mastering subjects you dislike in our article on how to tackle your nightmare subjects.

6. You lack the right resources

This is arguably the easiest problem on this list to fix. Academic success relies on having access to the right resources, whether that's the necessary books, equipment, a teacher to talk to, or anything else you need to learn effectively. If it's books you need, ask your teacher to recommend some, so that you don't inadvertently take your learning in the wrong direction. Equipment – such as a new laptop, stationery and so on – will be a matter to discuss with your parents. If there's a compelling argument for investing in new equipment (such as a new laptop, or an iPad), speak to your parents about it and present your case. If you can convince them that these things will aid your studying, you're in with a chance of persuading them. You could also consider the option of a UK summer school.

7. You struggle with time management

Studying at any level requires good time management, and if you find yourself struggling to meet deadlines, or you feel overwhelmed with work, or you frequently end up having to stay up late into the night to finish off a piece of homework, this is a sign that you need to work on your time management skills. This means becoming more organised, keeping a list of what needs to be done and by when, and getting started on homework as soon as you're set it, rather than putting it off. It also means being more disciplined with your routine: getting up earlier, planning out your day, and making maximum productive use of the time you allocate to each of your subjects. You'll find lots more time management and general productivity tips here. A final note that may be of use: many of the problems we've discussed in this article can be overcome by getting into the right mindset. A positive mental attitude will go a long way towards helping you get back on track, whatever study problems you're experiencing; here are ten ways of thinking to boost your studies for starters. If you're stuck in a studying rut, take a little time out, clear your head and adjust your way of thinking about your studies. It will work wonders.

Q.4 Discuss in detail the objectives of English as compulsory subject at primary, secondary and upper secondary level in Pakistan.

In Pakistan, English is considered a compulsory subject at the primary, secondary, and upper secondary levels. The objectives of teaching English at each level are designed to develop students' language proficiency, communication skills, and literacy. Here are the objectives of English as a compulsory subject at each educational level:

1. Primary Level (Grades 1-5):

a. Basic Vocabulary and Language Skills: The primary objective of teaching English at this level is to introduce students to basic English vocabulary and language structures. Students learn foundational skills such as phonics, basic grammar, and vocabulary building. They develop the ability to recognize and pronounce English words accurately.

b. Listening and Speaking Skills: The focus is on developing students' listening and speaking skills. They learn to understand and respond to simple instructions, questions, and conversations. Students practice basic oral communication through activities such as role plays, storytelling, and group discussions.

c. Reading Skills: Another objective is to develop students' reading skills. They learn to recognize and understand simple texts, sentences, and common words. Reading activities include reading aloud, silent reading, and comprehension exercises to enhance their reading fluency and comprehension.

d. Writing Skills: Students begin to develop basic writing skills, including forming letters, words, and simple sentences. They learn to express their thoughts and ideas through simple descriptive writing, such as writing sentences, short paragraphs, and simple stories.

2. Secondary Level (Grades 6-10):

a. Vocabulary Expansion: At the secondary level, the objective is to expand students' vocabulary and enhance their understanding of more complex words and idiomatic expressions. Students learn to use a wider range of vocabulary in different contexts.

b. Speaking and Listening Proficiency: The focus is on improving students' speaking and listening skills to enable effective communication. They learn to participate in conversations, discussions, and debates on various topics. Activities like presentations, speeches, and group discussions are included to promote fluency and clarity in oral communication.

c. Reading Comprehension: The objective is to develop students' reading comprehension skills. They learn to understand and analyze different types of texts, including fiction, non-fiction, and informational texts. Emphasis is placed on critical reading, inference-making, and summarizing information from texts.

d. Writing Proficiency: Students develop their writing skills to express ideas, opinions, and arguments effectively. They learn to write coherent paragraphs, essays, and reports, focusing on grammar, punctuation, organization, and logical sequencing of ideas. Writing activities also emphasize creative writing, such as storytelling and poetry.

3. Upper Secondary Level (Grades 11-12):

a. Advanced Vocabulary and Language Skills: The objective at this level is to further enhance students' vocabulary and language skills to a more advanced level. They learn complex vocabulary, idioms, and expressions, enabling them to express ideas with precision and nuance.

b. Speaking and Presentation Skills: Emphasis is placed on developing advanced speaking and presentation skills. Students engage in formal debates, public speaking, and presentations on various topics. They learn to articulate their thoughts effectively, use appropriate language registers, and engage in critical discussions.

c. Reading and Analytical Skills: The objective is to develop higher-level reading and analytical skills. Students read and analyze complex texts, literary works, and academic articles. They learn to extract meaning, analyze themes, literary techniques, and critically evaluate the content.

d. Writing Proficiency: Students refine their writing skills at the upper secondary level. They learn to write well-structured and coherent essays, reports, and argumentative pieces. Emphasis is placed on developing analytical and persuasive writing skills, integrating evidence, and presenting well-supported arguments.

Overall, the objectives of teaching English as a compulsory subject at the primary, secondary, and upper secondary levels in Pakistan aim to develop students' language proficiency,

Q.5 Compare and contrast the various models of conceptual framework for curriculum development. Suggest a suitable model for Pakistan and give the reason for its selection.

Curriculum development can be defined as the step-by-step process used to create positive improvements in courses offered by a school, college or university. As the world continues to evolve, new discoveries have to be roped into the education curricula. Innovative teaching techniques and strategies (such **active learning** or **blended learning**) are also constantly being devised in order to improve the student learning experience. As a result, an institution must have a plan in place for acknowledging these shifts—and then be able to implement them in the college curriculum.

The way we understand and theorize curriculum today has changed significantly over the years. Today, the most simple definition of the word "**curriculum**" is the subjects that make up a course of study at schools, universities or colleges. The word curriculum has roots in Latin. It originally meant "racing chariot" and came from the verb currere, "to run." **Curriculum development** is synonymous with **course planning** or course development. Higher education institutions must balance two opposing schools of thought. On the one hand, some believe students should have a foundation of common knowledge, through core **curriculum requirements**. Others believe that students should be able to choose their own educational pursuits, by choosing their own courses or area of study. This fundamental disagreement is a frequently discussed topic in higher education environments, due to Harvard University's core course requirement restructuring process.

An important element of curriculum design is identifying the prerequisites for each course. This can include prior courses taken, as well as relevant work experience or entrance exam completion. Typically, more advanced courses in any subject require some foundation in basic courses, but some coursework requires study in other departments, as in the sequence of biology classes for upper-level biochemistry courses.

The curriculum is the foundation for educators and students in outlining what is critical for teaching and learning. The curriculum must include the required goals, methods, materials and assessments to allow for effective instruction.

Goals: Goals within a curriculum are the expectations based on course standards for learning and teaching. The scope and skills required to meet a goal are often made explicitly clear to students. Goals must include the range and level of detail that instructors must teach.

Methods: Methods are the instructional approaches and procedures that educators use to engage inside and outside the classroom. These choices support the facilitation of learning experiences in order to promote a student's ability to understand and apply content and skills. Methods are differentiated to meet student needs and

interests, task demands, and learning environment. Methods are adjusted based on ongoing review of student progress towards meeting the goals.

Materials: Materials are the tools selected to implement methods and achieve the goals of the curriculum. Materials are intentionally chosen to support a student's learning. Material choices reflect student interest, cultural diversity, world perspectives, and address all types of diverse learners.

Assessment: Assessment in a curriculum is the ongoing process of gathering information about a student's learning. This includes a variety of ways to document what the student knows, understands, and can do with their knowledge and skills. Information from assessment is used to make decisions about instructional approaches, teaching materials, and academic supports needed to enhance opportunities for the student and to guide future instruction.

Current **curriculum** can be broken down into two broad categories: the product category and the process category. The product category is results-oriented. Grades are the prime objective, with the focus lying more on the finished product rather than on the learning process. The process category, however, is more open-ended, and focuses on how learning develops over a period of time. These two categories need to be taken into account when **developing curriculum.**

Curriculum planning involves implementing different **instructional strategies** and organizational methods that are focused on achieving optimal student development and student learning outcomes. Instructors might structure their curriculum around daily lesson plans, a specific assignment, a chunk of coursework, certain units within a class, or an entire educational program.

During the **curriculum planning** phase, educators consider factors that might complement or hinder their lesson. These include institutional requirements, for example. Each administrator at a university or college will have guidelines, principles and a framework that instructors are required to reference as they build out their curricula. Educators are responsible for ensuring that their curriculum planning meets students' educational needs, and that the materials used are current and comprehensive.

Educators should employ the curriculum process that best incorporates the six components of effective teaching. These components are applicable at both the undergraduate and graduate level:

- To demonstrate knowledge of content
- To demonstrate the knowledge of students
- To select suitable **instructional strategy** goals
- To demonstrate knowledge of resources
- To design coherent instruction
- To assess student learning

Now that we've covered curriculum development and planning, let's discuss **curriculum design**. Curriculum design is the deliberate organization of course activities and delivery within a classroom. When higher ed instructors design their curriculum, they identify:

- Learning objectives
- Method(s) of delivery
- Timely and relevant bridge-ins
- Course content and readings
- Both low- and high-stakes assessments

Remember that the curriculum contains the knowledge and skills that a student needs to master in order to move to the next level. By thinking about how their curriculum is designed, teachers ensure they've covered all the necessary requirements. From there, they can start exploring various approaches and teaching methods that can help them achieve their goals.

There are three models of **curriculum design**: **subject-centered**, **learner-centered**, and **problem-centered** design.

Subject-centered curriculum design

Subject-centered curriculum design revolves around a particular subject matter or discipline, such as mathematics, literature or biology. This model of curriculum design tends to focus on the subject, rather than the student. It is the most common model of standardized curriculum that can be found in K-12 public schools.

Instructors compile lists of subjects and specific examples of how they should be studied. In higher education, this methodology is typically found in large university or college classes where teachers focus on a particular subject or discipline.

Subject-centered curriculum design is not student-centered, and the model is less concerned with individual learning styles compared to other forms of curriculum design. This can lead to issues with student engagement and motivation and may cause students who are not responsive to this model to fall behind.

Learner-centered curriculum design

Learner-centered curriculum design, by contrast, revolves around student needs, interests and goals. It acknowledges that students are not uniform but individuals, and therefore should not, in all cases, be subject to a standardized curriculum. This approach aims to empower learners to shape their education through choices.

Differentiated instructional plans provide an opportunity to select assignments, teaching and learning experiences, or activities that are timely and relevant. This form of curriculum design has been shown to engage and motivate students. The drawback to this form of curriculum design is that it can create pressure to form content around the learning needs and preferences of students. These insights can be challenging to glean in an online or hybrid learning environment. Balancing individual student interests with the course's required outcomes could prove to be a daunting task.

Problem-centered curriculum design

Problem-centered curriculum design teaches students how to look at a problem and formulate a solution. A problem-centered curriculum model helps students engage in authentic learning because they're exposed to real-

life issues and skills, which are transferable to the real world. Problem-centered curriculum design has been shown to increase the relevance of the curriculum and encourages creativity, innovation and collaboration in the classroom. The drawback to this model is that the individual needs and interests of students aren't always accounted for.

By considering all three models of curriculum design before they begin planning, instructors can choose the model that is best suited to both their students and their course.