



Chapter 8

Curriculum Design and Innovation

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ABSTRACT

Schools facilitate teaching and learning through a structured document called the curriculum, which outlines the programs and subjects offered. This curriculum encompasses the knowledge, skills, values, and norms that learners acquire. As society evolves, the curriculum must be regularly updated to meet contemporary needs and advancements. This chapter explores curriculum design, various models, principles of planning, factors influencing design, and the significance of curriculum innovation, including obstacles and future directions in education.

INTRODUCTION

Curriculum design and innovation are continuous processes that keep evolving from time to time as society progresses from the colonial period to date. The world changes daily, and discoveries must be introduced into the curriculum. Curriculum design and innovation are pivotal elements in shaping effective educational experiences that meet the evolving needs of learners and society. Innovative teaching techniques and strategies are constantly being devised to improve students' learning experience. As the scenery of education continues to change due to advancements in technology, shifts in workforce demands, and diverse learner population, the need for innovative curriculum approaches has never been more critical. Effective curriculum design goes beyond mere content delivery; it encompasses a holistic

DOI: 10.4018/979-8-3693-6915-9.ch008

framework that integrates pedagogical approaches, assessment strategies, and real-world applications to foster critical thinking, creativity, and adaptability among learners.

To critically address this chapter, the following topics were discussed: “curriculum,” the concept of curriculum design, various types of curriculum design, curriculum design models and approaches, principles of curriculum planning, and factors influencing curriculum design. Furthermore, the chapter will examine curriculum innovation, obstacles to curriculum innovation, principles guiding curriculum innovation, the process of curriculum innovation development, and future directions in curriculum design and innovation.

1. What is curriculum?
2. Scope of Curriculum
3. Concept of Curriculum Design
4. Types of Curriculum Design
5. Curriculum Design Models
6. Principles of Curriculum Planning
7. Factors Influencing Curriculum Design
8. Curriculum Innovation
9. Process Of Curriculum Innovation
10. Future Directions in Curriculum Design and Innovation

What is Curriculum?

The word curriculum has its roots in Latin (Greece). It originally meant “*racing or running chariot*” and came from the verb *currere*, meaning “*to run a course*”. The way we understand and theorize about curriculum currently has changed significantly over the years. According to Maduka (1994), the term curriculum has been subjected to a puzzling variety of definitions by various experts in education. Today, the simplest definition of the word “curriculum” is the subjects, programmes or courses of study at schools, universities or colleges. In this unit, some definitions and contextual analyses of the curriculum, as presented by some scholars, were discussed.

- Saylor and Alexander (1974) asserted that a curriculum is a plan for providing sets of learning opportunities to achieve broad goals and specific related objectives for an identifiable population (of students) served by a single school centre. In this definition, Saylor emphasized that curriculum is a planned document (e.g. Formal education). The phrase “*a plan for providing sets of learning opportunities*” shows the element of content and learning experience. “*To achieve broad goals and specific related objectives*” shows the element of purpose, objectives and evaluation. The phrase “*served by a single school centre*” indicates the element of the learning experience “*served by the school*” through methods and resources employed to actualize the goals.
- Tanner and Tanner (1975) defined curriculum as ‘the planned and guided learning experiences and intended learning outcomes, formulated through systematic reconstruction of knowledge and experience, under the auspices of the school, for the learner’s continuous and willful growth in personal – social competence’. This definition identifies curriculum as *planned, and then guided in a school setting (subject-centred)*, basically for the benefit of the *learner (learner-centred)*. Not

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