

How to structure educational curriculum

[Education](#)



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Educational Curriculum Curriculum structure is a component of the foremost business of all educational institutions. Realizing an appropriate structure needs an investment in expertise, energy, and time. This investment is essential in making the most of an educational experience for every student and to produce professionals who have the capacity to carry out their activities efficiently, adequately, and with compassion in a universe that is going through even more quick transformations in cultural mores, technology, and knowledge. Fundamental changes are taking place in the content which democratic societies instruct the young population, and these modifications have not been sufficiently thought through. For instance, the liberal arts are being eliminated from both secondary and elementary education and in higher institutions of education (Coleman, 2009). Certainly, what may be referred to as the humanistic components of social science and science, the creative and imaginative component, and the element of thorough, critical thought, are also being eliminated. Structuring an educational curriculum is the foremost phase in a continuous process of assessment and development which is essential in making sure that the educational curriculum remains fit for purpose. This paper will share the thoughts on how I wish the educational curriculum would be structured and what it would include. The paper will also inform the reader of the significance of the educational structure. First, the education curriculum should contain elements that make the student write and think effectively and clearly. The curriculum should contain training which will make the students to communicate with force, cogency, and precision. Consequently, students will be able to think in a critical way. This will be essential as it will

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strengthen the understanding of a student on the society, economy, politics, history, and geography. The education curriculum will be structured to expose learners to a number of viewpoints on the vital issues confronting the country, and a deep awareness of the situations impacting the making of decisions in the society. Second, the education curriculum should contain a critical appreciation of the manners in which students gain understanding and knowledge of themselves, their society, and world. Therefore, the curriculum should include experimental techniques of the biological, social, and physical sciences with the foremost forms of analysis and the quantitative and historical strategies required for examining the developments and workings of contemporary society, with the a number of the significant artistic, literary, and scholarly accomplishments of the past, and with the foremost philosophical and religious conception of human beings. Third, the educational curriculum should incorporate all or a large number of cultures. The curriculum should include activities which will help students conduct their lives with reference to the wider universe or to the historical activities which have influenced the current and will influence the future. This will produce educated individuals who will have an adequately broad point of view (Nussbaum, 2010). This educational curriculum is significant because it will focus on experimentation and freedom as techniques for students to establish expressive ways of working after completing school. This will also help learners become productive risk takers and innovators, converting ideas into productive, efficient work in the universe. Fourth the education curriculum should be structured in a way that will make students understand and experience in thinking about ethical and moral concerns. The curriculum should include aspects which will help the

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student make discriminating moral or ethical choices. This is significant because it helps a student make a rational decision when he or she is confronted by the dilemma of choice. Consequently, this will be significant in promoting appropriate citizenship. This is essential because the lives of students who are raised knowing that they will be admitted in higher educational institutions are completely dissimilar from the lives of students who do not have the opportunity to go to school at all. Fifth, the education curriculum should attain a profundity in a specified area of knowledge. It should contain elements that exist between informed acquaintance and the levels of professional competence, for example, in the American higher institution terms is referred to as a concentration or major. Cumulative learning is an adequate technique to create powers of analysis and reasoning because it needs the thoughtfulness of increasingly advanced analytical constructs, techniques, and phenomena (Franklin, 1749). This is significant because in every concentration or major learners will have adequate control of the methods, theory, and data to define the concerns in a given problem, establish the arguments and evidence that may be reasonably furthered on the different sides of every concern, and arrive at a conclusion on the basis of a credible examination of the proof.

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