

Curriculum as process

Education



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Curriculum as a process Curriculum as process Curriculum development is significant in social interactions since it represents people's expectations regarding an issue, shows cultural knowledge and appreciates cultural diversity (Freedman, 2003). Development of curriculum is done differently in different countries. However, it is important to note that in the contemporary world, countries are adopting democratic curricula geared towards intellectual freedom, creativity in imagination as well as social responsibility. The desire to undertake this transformation was driven by World War II and use of critical theory by Europeans to analyze curricula.

The main goal of this transformation was to help students understand democracy and all that it encompasses (Freedman, 2003). Furthermore, it would enable them to appreciate the unity in cultural diversity. Several methods can be used to develop and sustain a democratic curriculum. These include; teaching about conflicts and discussion of issues in open forums by students whereby interests of all individuals should be considered. It is also good to conceptualize curriculum as one process that is concerned with learning in classrooms and outside classroom.

Sometimes, schools concentrate on learning in classroom ignoring co-curricular activities. This undermines art work, music and public speaking skills in students. A good curriculum is transparent and it values interactions out of school (Freedman, 2003). In this way, it leads to developing new knowledge and improving existing knowledge. It values diversity of teaching methods and flexibility of teachers. Teachers are able to use objects, drawings, videos, nature walks, park visits and photographs to teach instead of using course books only. Five questions that can be used for discussion of the chapter are; what is the importance of a democratic curriculum? Is it

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important to teach cultural diversity? What are the pertinent issues surrounding visual culture? Who enhances knowledge construction among students? Should students be involved in designing curriculum?

Reference

Freedman, K. (2003). *Teaching Visual Culture: Curriculum, Aesthetics, and the Social Life of Art*. New York: Teachers College Press.