



EDU402

Final-Term (Solved)

ABSTRACT

This comprehensive collection of notes is accurately crafted to empower students to excel academically, ensuring they achieve a minimum of 80% marks in their examinations. The content is organized with clarity and precision, focusing on key concepts, critical analyses, and practical applications tailored to the syllabus. These notes serve as a reliable resource for both thorough preparation and last-minute revision. Designed to inspire confidence and mastery, this guide is an essential tool for students striving for academic excellence.

Maha Malik

Curriculum Development

1. What are the steps of organization curriculum?

- Agreeing upon:
 1. General scheme of organization (specific subjects, broad fields, or core curriculum).
 2. Organizing principles within each field.
 3. Type of low-level units (lessons, topics, teaching units).
 4. Flexible or source plans.
 5. Student–teacher planning.
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2. What is the sequence of curriculum?

- Sequence refers to the **order in which content is taught**. It ensures each experience builds upon the previous one and progresses in depth and complexity.
 - Criteria: Textual presentation, educator preference, discipline structure, learner interests, and learning hierarchies.
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3. What are the steps of curriculum in large schools?

1. Special committees study learners, contemporary life, subject reports.
 2. Drafting committees develop philosophy and psychology.
 3. Whole staff revises drafts.
 4. Committees formulate objectives and curriculum framework.
 5. Whole staff finalizes drafts.
 6. Teaching groups plan learning experiences.
 7. Review committee coordinates instructional plan.
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4. What is the importance of the source of the curriculum?

- Sources help define educational objectives based on:
 - Learner studies
 - Contemporary life
 - Subject specialist suggestions
 - Educational philosophy.
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5. What is operationalizing curriculum?

- Putting curriculum into action through:
 - Planning: setting objectives, sequencing tasks.
 - Implementation: teaching and classroom activities.
 - Assessment: evaluating outcomes and adjusting plans.
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6. What is the demand of school-wide program of curriculum reconstruction?

- Requires:
 - Faculty participation
 - Clear understanding of objectives and learning experiences
 - Teacher guidance in student activities.
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7. What is flexible planning in curriculum organizations?

- A flexible plan adapts to student needs and allows for spontaneous teaching moments. It guides teachers without rigid structure.
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8. What is a core curriculum and integration?

- **Core curriculum:** Focuses on broad fields with fewer subject boundaries.
 - **Integration:** Connects subjects horizontally (across disciplines) and vertically (over time), reflecting real-life learning.
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9. What is the difference between core curriculum and integration?

- Core curriculum is a structural format (e.g., merging subjects into one course).
 - Integration is the instructional method of connecting content across or within subjects.
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10. Note on core curriculum and integration:

- Core curriculum makes integration easier by removing rigid subject boundaries.
- Real-life issues often cut across multiple subjects and support integrated teaching.

11. What is an integrated curriculum?

- A curriculum that removes subject boundaries and focuses on themes or problems using content from various subjects.
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12. What is integrated thinking?

- It refers to the ability to connect ideas and knowledge from multiple disciplines to form a cohesive understanding or solve problems.
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13. What is a problem-solving curriculum?

- Curriculum designed around student engagement in problem identification, decision-making, and developing action plans.
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14. What is a small school curriculum?

- Teachers work as a team to:
 1. Study learners and life context.
 2. Develop philosophy and psychology of learning.
 3. Plan objectives and experiences collaboratively.
 4. Review and revise plans as a team.
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15. What is a source unit?

- A **source unit** is a flexible teaching unit containing multiple objectives and learning experiences, designed to guide instruction without being rigid.
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16. What are the characteristics of learning experience?

- Should be:
 - Relevant to objectives
 - Student-centered

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- Realistic and applicable
 - Supportive of growth in knowledge, skills, and attitudes.
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17. Define learning experience.

- A learning experience is an activity or set of activities through which students achieve curriculum objectives.
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18. What is a learning experience in your own words?

- It's any situation where a student gains new understanding, knowledge, or skills that help them grow intellectually, emotionally, or socially.
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19. What is the level of learning experience?

- Learning experiences operate at different levels:
 - Daily lessons
 - Topics
 - Broader units (weekly/monthly themes).
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20. What are the key points of Learning Experience (LE) in the organization of curriculum?

- Continuity: Vertical repetition across grades.
 - Sequence: Increasing complexity.
 - Integration: Horizontal connection across subjects.
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21. What will be the lower-level benefit of the learning process for students?

- Improved basic knowledge, skills, attitudes, and personal development relevant to future learning and life situations.
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22. What is the importance of learning in the classroom?

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- It transforms student behavior, builds competencies, and supports personal and academic development.
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23. How does learning take place in a classroom?

- Through interactions with teachers, peers, materials, and guided experiences based on objectives and assessments.
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24–25. Teacher involvement in curriculum development:

- Teachers:
 - Participate in curriculum design and review.
 - Develop lesson plans and units.
 - Evaluate effectiveness and revise curriculum as needed.
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26. What is the planning process for teachers in the classroom?

- Includes identifying objectives, organizing content, choosing materials, planning activities, and evaluating outcomes.
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27. What is teacher-student planning?

- Teachers and students collaboratively plan learning activities, fostering engagement, ownership, and reflection.
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28. What is discovery learning?

- A method where learners explore and uncover knowledge through active engagement rather than direct instruction.
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29. What is the inquiry method?

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- Teaching approach where students investigate questions, collect data, and draw conclusions to build understanding.
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30. What is the difference between inductive and deductive thinking?

- **Inductive:** From specific observations to general conclusions.
 - **Deductive:** From general principles to specific applications.
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31. What is a self-directed process?

- A learning approach where students take initiative in planning, executing, and evaluating their learning with minimal teacher direction.
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32. What is the importance of educational and social philosophy?

- They guide the values, aims, and structure of the curriculum, helping to align it with societal needs and student development.
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33. What is the importance of psychology in learning?

- Understanding how students learn allows for better instructional strategies, classroom management, and support for diverse needs.
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34. What is the importance of democratic values in schools?

- Promotes respect, participation, responsibility, and equity among students and teachers, supporting a healthy learning environment.
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35. What is evaluation?

- Evaluation is the process of assessing the effectiveness of educational practices, students' learning, and curriculum implementation.

36. What is learning evaluation?

- Assessing student progress and performance in achieving learning objectives.
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37. What is stating evaluation?

- Clearly defining the goals, standards, and criteria against which learning and performance are assessed.
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38. What is sampling in evaluation?

- Using representative samples of content or behavior to assess overall learning outcomes or performance.
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39. What is an evaluation instrument?

- Tools used to assess learning, such as tests, quizzes, rubrics, observation checklists, or portfolios.
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40. What are the advantages of recording evidence in evaluation?

- Provides documentation for accountability, helps monitor progress, supports informed decision-making, and improves teaching and learning strategies.
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41. What is identifying situations in evaluation?

The process of pinpointing specific contexts or moments (e.g., a lesson, a student interaction) where evaluation is needed. It helps determine when and where to collect data to assess effectiveness.

Compilation

42. What is the assessment of teaching and learning?

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A comprehensive review of both instructional methods and student outcomes—evaluating how teaching strategies contribute to learning, often using observations, test results, and feedback.

43. What is follow-up study?

A later investigation conducted after implementation to determine long-term effects, retention, or success of curricular or instructional interventions.

44. How do we develop an attitude?

Through repeated exposure to positive or negative experiences, reflection, modeling, and reinforcement. Attitudes are shaped cognitively (beliefs), affectively (feelings), and behaviorally (actions).

45. Why are attitudes important in learning?

Attitudes like curiosity, motivation, openness, and self-confidence significantly influence engagement, persistence, and transfer of learning.

46. What are the 3 Rs of professionalism?

Typically refer to **Responsibility**, **Respect**, and **Reflectiveness**—essential qualities for educators to maintain ethical, effective, and growth-focused practice.

47. What are the qualities of a professional teacher?

- Deep content knowledge
 - Pedagogical skill
 - Reflective mindset
 - Ethical conduct
 - Empathy and adaptability
 - Collaborative spirit
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48. What are the advantages of a learning structure organization?

- Clear pathways for progression
 - Coherent sequencing
 - Balanced coverage of disciplines
 - Efficient use of time and resources
 - Easier coordination among staff
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49. What are the advantages and disadvantages of organization structure?

Advantages:

- Clarity in roles and sequences
- Consistency in coverage
- Ease of coordination

Disadvantages:

- Potential rigidity
 - May stifle teacher creativity
 - Can overlook unique learner needs
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50. What is the level of organization structure?

Organizational levels include **macro** (school-wide curriculum maps), **meso** (unit/module planning), and **micro** (lesson-level design).

51. What is the understanding of children aged 5 to 9?

This age range typically shows development in:

- Concrete operations (logical, but tied to tangible objects)
 - Social learning with peers
 - Growth in language and structured play
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52. What is the hypothesis level?

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In evaluation, this is the stage where an assumed relationship or idea is formed—“If X is done, then Y will happen.”

53. What is the structural level in evaluation?

Focuses on how curriculum and instruction are organized—examining frameworks, sequencing, resources, and systemic coherence.

54. What are Dewey’s 6 stages?

John Dewey’s reflective thinking involves:

1. Recognizing a felt difficulty
 2. Defining the problem
 3. Suggesting possible solutions
 4. Evaluating possible solutions
 5. Planning action based on best solution
 6. Testing in action
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55. What is the difference between reflexive and reflective writing?

- **Reflexive writing** explores personal reactions and feelings in relation to experiences.
 - **Reflective writing** examines actions and outcomes to generate insights and improvement.
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56. What are the 4 roles of modern teachers as reflective practitioners?

As drawn from Argyris, Schön, and Dewey:

1. **Planner:** anticipates learning needs
 2. **Implementer:** executes and adjusts lessons
 3. **Reflector:** reviews and learns from practice
 4. **Collaborator:** shares and co-develops with peers
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57. What are practice-based studies?

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Research rooted in actual classroom or field practice, focusing on practical challenges and solutions drawn from everyday teaching.

58. What are the hats of De Bono?

Six modes of thinking from Edward de Bono's "Six Thinking Hats":

- **White:** facts
 - **Red:** feelings
 - **Black:** caution
 - **Yellow:** optimism
 - **Green:** creativity
 - **Blue:** process control (structural-learning.com)
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59. What is the 4D cycle?

Often refers to Appreciative Inquiry's 4 stages:

1. **Discover** – identify strengths
 2. **Dream** – imagine possibilities
 3. **Design** – plan actions
 4. **Destiny** (or **Deploy**) – implement (linkedin.com, cpet.tc.columbia.edu)
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60. What is appreciative inquiry?

A strengths-based change process that focuses on identifying and expanding what works well, rather than problem-fixing—commonly using the 4D cycle

61. What are the components of graphics?

In curricular materials, graphics include:

- Images/illustrations
 - Charts/tables
 - Diagrams
 - Icons/symbols
- They enhance clarity, engagement, and accessibility.

62. What are the steps to formulate a hypothesis?

1. Observe phenomenon
 2. Ask a question
 3. Review existing knowledge
 4. Formulate a testable hypothesis
 5. Define variables and outcomes
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63. What are the benefits of analysis of results?

- Identifies success/failures
 - Informs teaching adjustments
 - Guides decision-making
 - Supports accountability
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64. What are the steps in data evaluation for a hypothesis?

1. Collect data
 2. Organize and clean data
 3. Analyze using appropriate methods
 4. Compare results against hypothesis
 5. Draw conclusions
 6. Reflect and revise approach
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65. What is a science committee?

A group (often at school or district level) that:

- Reviews science curriculum and resources
 - Supports teacher development
 - Advises on best practices and standards
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66. What is a science committee report?

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A formal document summarizing committee findings, recommendations, and proposed actions for science instruction and curriculum.

67. What type of assessment can be done through paper-pencil tests?

Traditional assessments include:

- Multiple-choice quizzes
 - Short answer questions
 - Essays
 - Problem-solving questions
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68. Describe ways of stating objectives?

Objectives can be stated:

- **Behaviorally SMART** (Specific, Measurable, Achievable, Relevant, Time-bound)
 - By Bloom's Taxonomy (e.g., "analyze," "create")
 - As competency statements ("Students will be able to...")
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69. What is the difference between task-oriented roles and process-oriented roles?

- **Task-oriented roles** focus on achieving specific goals (e.g., researcher, presenter).
- **Process-oriented roles** manage the how and group dynamics (e.g., facilitator, reflector).

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