MULTI-FOCUSED CURRICULUM: A NEW ENDEAVOUR TO ENHANCE QUALITY IN EDUCATION

Sudhanshubala Tripathy
Teacher Educator & Research scholar
Gangadhar Meher University,Sambalpur

Abstract:

…….

Instructional arrangement, curriculum planning, proper implementation and evaluation are the stepping-stone of getting quality education. Teachers' technological and pedagogical content knowledge inform their instructional planning. This knowledge can be enhanced through discovery of clues to the nature and development of the human machine as it was expressed in their planning processes. This leads to a content-focused and activity-based curriculum where teachers conceptualize and use learning activities differently in different disciplines. In this globalized net-working era, effective curriculum planning requires technology integration along-with interdependent content, technological, and pedagogical knowledge of the teacher which we may call multi-focused curriculum. Every activity has several suggested digital and nondigital educational information from which teachers could choose the appropriate one relating to the content. The theme for the educational planning strategy shared with the teachers-linked-students' content related learning needs both directly and indirectly with mixing of consciously chosen, content-based learning activities with educational technologies. This paper will focus in these aspects.

(Keywords: Technological and pedagogical knowledge, Instructional planning, Quality education, human machine, Digital and non-digital information).

…….

Time in and out, consistent efforts have been made to enhance and improve Quality in and of education by different commissions and committees all over the world. The NPE,1986 , NCF-2005, Programme of Action,1992 have adopted different adoptable interventions for bringing reforms in content ,product and process in teaching-learning .As a result, different state level and national level programmes and centrally sponsored interventions like Operation Black Board(OB),Minimum Level of Learning (MLL),Joyful learning, Special orientation programme for Primary Teacher ,DPEP,SSA,RMSA,RUSA, etc. are being lunched to improvise upon learning situation. Likewise, for improvement of quality learning situation, interventions like RTE, CCE, MLE, KGBV, SSA, SALASIDHI, QMT, Mo School Abhiyan, NAS, etc were introduced. Despite all these initiatives taken by the government, quality teaching deeply depends upon curriculum development process that follow five effective approaches i.e. analysis (need analysis and task-analysis), design (objective design), selection procedure(selection of appropriate teaching-learning methods and procedures with assessment methods), formation(formulation of curriculum implementation committee as well as curriculum evaluation committee), and review(curriculum review committee) .Since education assists the society to go ahead by surmounting all difficulty vis-à-vis challenges the need of the hour is to redefine multi-focused curriculum for quality education in the context of emerging issues. The gradual social and economic advancement of our country has given thrust to qualitative improvement in and of education which can be more effective through actualization of multi-focused curriculum.

What Is A Multi-Focused Curriculum?

A multi-curriculum is one that includes a variety of elements especially structure, function and notion of the society. It is a plan of learning consisting of two major dimensions vision and structure. Vision in curriculum is the product of a set of assumptions about people and the world at large and takes the form of some actualization of reality. Any curriculum contains a set of value laden assumptions about the purpose of education in our society. It tries to attend certain educational objectives which are concerned with the philosophical, sociological and psychological needs of the people.

Multi-Focused Curriculum in Quality Education:

A good quality education is one that provides all the learners with capabilities they require to become economically productive, develop sustainable livelihood contribute to how much and how well children learn and their extend to which their education is translated in to a range of personal, social, and developmental benefits. Quality education is a crucial factor for combating poverty and inequality in the society.

According to EFA: Global Monitoring report,2005 (Quality Imperative GMR), two principle that characterize the quality education are: -

1.Identification of learner's cognitive development as the major explicit objective of all educational system.

2.Emphasis on education's role in promoting values and attitudes of responsible citizenship.

Further, as per the recommendation of Dakar framework of Action, Article7, World Education Forum- 2000, remarks on improvement of all aspects of quality in\of education to achieve recognised and measurable learning outcome for all especially in literacy, numeracy and essential life-skills. The UNESCO commission on Education in their report "Learning to Be",1972 have also emphasised on Life-long education and Quality education in schools. Based on the recommendations of Dakar Framework on Action, convection of Right of children, EFA-GMR-2005 as well as number of other recommendations, it can be said that everyone has right not only to receive education but also to receive education of high quality. It should be achieved with-out distinction of any kind viz: - parent's income, colour, gender, language, etc.

The actualization and improvement of quality education can only be, made possible through a multi-focused curriculum and simulating pedagogy. It is a teaching-learning process that brings the curriculum into life that begins the curriculum into life that determines what happens in the classroom and subsequently the quality of learning outcome. A sound curriculum does not exist in isolation. It comes about as a result of integration of many variables i.e.- pupils and teachers, instructions-examination and evaluation, home and community, catering of individual differences in student's ability and needs. In my opinion, the school curriculum should take note of the quality of teachers along with the contextual factors, facilities available in the school and needs of the pupils with reference to their socio-economic background.

Contextual factors are one of the most crucial factors that affects Teacher's knowledge. They include cultural aspects, socioeconomic status, and school organizational structures. Giving a comparatively new understanding of the multi-faceted, interdependent, and nuanced knowledge required of teachers for curriculum-based technology integration should be minimally more successful. This should be like such upon which data generation and analysis in this study will be focused.

In this curriculum, the following aspects will be focused: -

• Pedagogical content information and knowledge (PCIK)

• Technological content information and knowledge (TCIK)

• Technological pedagogical knowledge (TPK)

• Technological pedagogical content knowledge (TPCK/TPACK)

With the follow-up questions for each suggested aspects as like Pedagogical content knowledge deals with the question "How did you decide how to teach the content that this unit addresses?" , "How, if at all, did these decisions change the content (e.g., scope, depth, or nature of the content)?" likewise, technological pedagogical knowledge reveals the question "How did you decide which materials, tools, and resources to use to teach the content of the unit?", "How, if at all, did these decisions change your teaching (e.g., classroom management, assessment of student learning, or ways in which you interacted with the students)?" ; Technological content knowledge deals with "How did the materials, tools, and resources that you used 'fit' the content of the unit?" "How, if at all, did these decisions change the content (e.g., adding or subtracting unit subtopics based on available resources)?" and Technological pedagogical content knowledge: "How and why was this particular combination of content, pedagogy, and technology most appropriate for this unit?". These similar topics organized and guided data analysis of all data sources through different interviews, curriculum units, and written reflections upon instructional planning.

THE PROCESS:

Teachers' technological and pedagogical content information and knowledge is ratified during instructional planning. Teacher's planning reflects it to be organized and communicated primarily by content objectives and learning activities. There will be a routine in Learning activities of the teachers over time to shorten planning and classroom activity. Consuming the planning routines, rather than building all lessons, projects, and units as new constructions, teachers will be allowed to demonstrate with greater flexibility and responsiveness to students when passing the plans with contextualized nature. Little is known; however, about how digital educational technologies are integrated into curricular and co-curricular activities. Emphasis in this approach will be on technology integration upon with content-based learning activities as teachers' planning is conceptualized around aim of the content and organized according to learning activities, technology integration methods. Possibilities for technology use should be considered according to the types of learning activities that have been chosen. Educators also incorporated frequent member checking into the interviews to help and ensure an appropriately nuanced understanding of each participant's stated planning processes. During planning of Knowledge for Teaching Content, both before and after the professional development experience, the specific nature of the curriculum content to be addressed and matched planned learning activities should be noticed by the teacher. Shadowing the professional development experience, participants more often emphasized using technology intellectually.

The most expressed notion is that curriculum content drives the selection of resources to incorporate into learning activities. In making decisions about whether and how to use the resources, they match the nature of the resources. As a result of their experience in the class, the teachers will be more thoughtful and deliberate in their selection of learning activities as well as the technologies they used to support them.

As a matter of fact, pressures of the teachers perceived from their school's activity process envisages to integrate technology in their teaching. They made multiple references to how technologies should be used to enhance curriculum-based learning. Knowledge for Curriculum-Based Technology Integration, the teachers in this study matched the nature of the curriculum content they taught with how they perceived their students learned best adding the ways that different technologies can be best used to support that learning in the time available.

Learning through new educational technologies envisages several particular pedagogical affordances which are seen in the utilization of those new tools that fit with content that they teach. It will definitely lead to an arbiter in their decision-making about possible adoption of tools and resources. To provide help to them to focus on the full range of social studies in learning activity and accompanying technology options seems to have made their planning more student-centred, especially in terms of students' intellectual engagement.

The use of this planning strategy is to see student engagement more in affective than intellectual terms. I think, these processes of curriculum will be more conscious of the multiple options available till today for technology-enhanced learning activities. A content-based, activity-based approach to technologically inclusive instructional planning is compatible with existing approaches to teaching. It is the best way to revolutionize teaching by way of technology integration. If the professional development goal is more pervasive and sustainable technology integration, then an activities-based approach can be effective. If instructional reform is the goal instead, then the full range of learning activity types should probably not be presented for teachers' consideration. Instead, a particular subset of activity types that were selected based on a focused approach to teaching and learning could be emphasized. Regardless of preferred pedagogical approach, it is realised that an instructional planning strategy that is conceptualized and organized around curriculum content, teaching/learning context, and pedagogy primarily, and according to the digital tools and resources that can support different types of learning secondarily, such as the activity-types-based strategy explored in this study, can help teachers diversify their instructional approaches while concurrently encouraging appropriate educational uses of technological tools and resources.

Research and development work with teachers and students often overlooked response. Many educators are simply not aware of the full range of different curriculum-based learning activities, projects, and approaches that they can use with the help of different educational technologies. Learning those instructional possibilities, and how best to select and combine them to match students' standards-based learning needs, is the modus operandi of the professional development strategy. It is a distinctive approach to professional development in technology integration for teachers also. It seems clear that the experienced social studies teachers participating in this investigation experienced and valued the utility of the activity types and their own professional learning from applying them in practice. Before this approach to technology integration can be recommended in other curriculum areas or for widespread use, the approach and the taxonomies themselves must be systematically and repeatedly tested, vetted, and revised. This study suggest that the activity types approach to technology integration is promising enough at least to warrant such further investigation and development.

REFERENCE:

- **Friedhoff, J. R. (2008). Reflecting on the affordances and constraints of technologies and their impact on pedagogical goals. Journal of Computing in Teacher Education, 24, 117–122.**
- **Harris, J. (2005). Our agenda for technology integration: It's time to choose. Contemporary Issues in Technology and Teacher Education [Online serial], 5(2). Retrieved July 25, 2008, from www.citejournal.org/articles/v5i2editorial1.pdf**
- **Harris, J. B. (2008). TPACK in Inservice education: Assisting experienced teachers' planned improvisations. In AACTE Committee on Innovation & Technology (Eds.), Handbook of technological pedagogical content knowledge for educators (pp. 251–271). New York, NY: Routledge.**
- **Harris, J., & Hofer, M. (2009). Instructional planning activity types as vehicles for curriculum based TPACK development. In Maddux, C. D. (Ed), Research highlights in technology and teacher education 2009 (pp. 99–108). Chesapeake, VA: AACE.**
- **Harris, J. B., Mishra, P., & Koehler, M. (2009). Teachers' technological pedagogical content knowledge: Curriculum-based technology integration reframed. Journal of Research on Technology in Education, 41(4), 393–416.**
- **Hofer, M., & Harris, J. (2011). Learning activity types wiki. Available: College of William & Mary, School of Education, http://activitytypes.wmwikis.net**
- **John, P. D. (2006). Lesson planning and the student teacher: Re-thinking the dominant model. Journal of Curriculum Studies, 38(4), 483–498.**
- **Koehler, M. J., & Mishra, P. (2008). Introducing TPCK. In AACTE Committee on Innovation & Technology (Eds.), Handbook of technological pedagogical content knowledge for educators (pp. 3–29). New York, NY: Routledge**
- **National curriculum Framework-(2005)**
- **UNESCO commission on Education(1972)**