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The Architecture Of Instructional Design:
A Critical Assessment

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INTRODUCTION

Knowing the concept and structural design of a curriculum are vital to teachers and educational institutions. Only then, they can apply relevant and the most up to date techniques and methodologies to create a workable curriculum or instructional Design.

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A good curriculum designer makes concepts clearer to learners.
Gives them examples from their everyday activities
As thus, learning becomes more relevant and meaningful.
Students become more engaged and confident in their learning.

What Is A Curriculum?

A curriculum can be perceived as providing a logically planned and guided learning environment, akin to a well-planned roadmap to the delivery of knowledge.

What Is NOT a Curriculum?

It is NOT a syllabus,

It is NOT a textbook,

It is NOT a teacher,

It is NOT a concise learning package.

One of the primary objectives of an effective curriculum is to discipline learners to think creatively as well as act meaningfully.

Characteristics of a Good Curriculum

1. A feasibility study must be conducted by a learned committee or individuals

2. The objectives, missions and goals must be clear

3. Supervisors, administrators and teachers must support

4. A committee should be established to review

5.   Specific subject areas of the curriculum must be determined by the committee.

6. The curriculum must be supported financially by the government.

7.   The quality of the curriculum should be monitored

8.   The curriculum must be tested in the classroom to determine its effectiveness.

9.   Parents, guardians and students should be encouraged to give suggestions

10. The Education Ministry must review and evaluate the final product.

A Checklist for Teachers to Help Design a Curriculum

1. What do you expect your students to know?
2. What activities do you want your students to perform?
3. How many activities do you plan to include in your curriculum?
4. How much is too much?

5. How much time is allocated for each activity to be completed by the students?
6. How much time is given to an individual or group to finish a given activity?
7. How do you help a student who cannot finish a given skill on time?
8. Do you create a Zone of Proximal Development?

9. How do you deliver your curriculum?
10. Do you give more examples, use visual aids, provide hands on activities, ask students to brainstorm, use concepts, avoid facts?
11. What level of skills is included in your curriculum?

12.   How do you guide learners ?

13.   How do you prefer to communicate with your students?

14. How do your students participate in class?

15.   Do you give autonomy to your students to express themselves or use the one size fits all method?

CONCLUSION

It is evident from our discussion, the curriculum is the backbone of any teaching and learning environment. Curriculum designers must empathize with learners and anticipate their needs. The curriculum cannot be presented to students as a finished abstraction.

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15