

FEDERAL UNIVERSITY OF TECHNOLOGY, MINNA  
SCHOOL OF SCIENCE AND TECHNOLOGY EDUCATION  
DEPARTMENT OF SCIENCE EDUCATION  
2019/2020 ACADEMIC SESSION

COURSE TITLE: CURRICULUM AND INSTRUCTION II

COURSE CODE: EDU416

UNITS: 3

TIME ALLOWED: 2Hrs

INSTRUCTION: Attempt and 4 questions.

- 1 (a). The concept 'Curriculum' meant different things to different people. As a student of education, outline at least ten (10) various interpretations of the concept tracing it to the earlier works of Franklin Bobbit. (5 Marks).
- (b). Explain any two (2) of the following curriculum organizations of school curriculum in Nigeria:
- I. Subject-centred Curriculum organization
  - II. Broad-field curriculum organization
  - III. Core-curriculum organization
  - IV. Student/learner-centred curriculum organization (4 Marks).
- (c) Carefully enumerate Berkvens and Van den Akter (2013) criterion for school curriculum organization (6 Marks).
- 2 (a). Outline any five (5) curriculum development models that are available for school Learning programmes adopted and used by school administrators in line with Nigeria's educational framework. (5 Marks).
- (b). Ralph Tyler (1949) outlined the steps used for curriculum development. Highlight the procedures in a chronological order. (4 Marks).
- (c). Hilda Taba (1962) delineated seven procedures for producing a dynamically conceived curriculum for implementation in school. Enumerate them (7 Marks).
- 3 (a). Identify two (2) Cyclic Models of curriculum development. (2 Marks).
- (b). Diagrammatically represent the Wheeler (1967) cyclic model which asserts that the curriculum should be responsive to dynamic changes and innovations in education (7 Marks)
- (c). Mention any three (3) merit and demerit of the cyclic model of curriculum development. (6 Marks).
- 4 (a). Mention any five (5) models of curriculum implementation known to you. (5 Marks).
- (b). Explain the rationalism of RDDM of Curriculum Implementation known to you. (3 Marks)
- (c). Analyze the three (3) types of possible relationships that the social interaction model stresses between individual and the society during implementation ( 3 Marks).
- (d). Highlight four (4) strategies adopted in the process of school curriculum implementation using the problem solving model (4 Marks).

- 5 (a). Identify five (5) challenges encountered by government that hinders effective curriculum implementation in Nigeria (10 Marks).
- (b). Discuss and four (4) above in detail (5 Marks).
- 6 (a). Give a vivid description of the concept 'Evaluation' in education (2 Marks).
- (b). Daniel Stufflebeam (1971) CIPP Evaluation Models concentrates in assessing the curriculum programmes. Mention any three (2) questions for each of the components of the model (4 Marks)
- (c). What are the main focus of the Malcom Provus Discrepancy Model of Curriculum Evaluation? (3 Marks)
- (d). List the stages of programme evaluation of the Discrepancy Model that compared the relationship between performance goals and outcome. (4 Marks)