



## Curriculum and Resource Development

**Honeye Sun**

Harbin Institute of Technology (China)

### Abstract

*In this paper, what is learning, curriculum design and pedagogical approaches will be discussed respectively. In particular, three perspectives have been discussed: learning is both a product, as well as a process; in schooling contexts, curriculum is the sum total of resources planned as a set route for teaching and learning by teacher and students in class; pedagogy is the way in which teachers interact with students and therefore plays a significant role in curriculum planning. Moreover, the big idea of the sequence of developmental learning experiences will be further discussed in the context that it obligates the ability of fluently and comprehensively communicating the topic of Chinese food in Chinese, as well as to contribute to students in the areas of cross-cultural understanding, cognitive learning skills and literacy and general knowledge. Also, in this part, students' backgrounds and meets, as well as how these factors shape the leaning plan will be explored. Then, the contents and activities will be demonstrated. The reasons for the selection and sequencing of activities and outcomes will be instructed. In the final part, the outlines of five lessons will be established with logical flow. As a whole, this paper mainly focuses on the relationship between the perspectives of quality learning, curriculum planning and pedagogical methods. In addition, a sequence of learning experiences builds rapport with practical activities and teaching and learning theories.*

### 1. Introduction

In this essay, what is learning, curriculum design and pedagogical approaches will be discussed in the first part. Moreover, the big idea of the sequence of developmental learning experiences will be introduced. Also, in this part, students' backgrounds and meets, as well as how these factors shape the leaning plan will be explored. Then, the contents and activities will be demonstrated. Also, the reasons for the selection and sequencing of activities and outcomes will be instructed. In the final part, the outlines of five lessons will be established with logical flow. On the whole, this essay mainly focuses on the relationship between the perspectives of quality learning, curriculum planning and pedagogical methods. In addition, a sequence of learning experiences builds rapport with practical activities and teaching and learning theories.

### 2. What is learning

Learning is both a product and process. For a long time, teacher domain approach was prevalent in educational system. Schools offered one-size-fits-all production lines, and students were treated as raw products and passive receivers. Students' achievements were examined completely depending on teachers' criteria (Rich et al., 2011). However, a comprehensive and contemporary interpretation of teaching and learning were reconstructed in the twenty-first century. Scholars advocate that knowledge can be constructed by learners, and can be reconstructed and reshaped by interaction such as dialogical learning model (Gordon and Mari, 2008). Additionally, learning is a process involving knowledge increasing, memorizing and acquiring. Therefore, students are active learners, and can interpret and create knowledge. As a result, students' needs and desires should be more respected, and teachers become reflective and intelligent practitioners. Moreover, the perspectives of curriculum design and pedagogical approach need to be reconsidered.

#### 2.1. Curriculum design

In schooling contexts, curriculum is the sum total of resources planned as a set route for teaching and learning by teacher and students in class. In addition, the curriculum documents are the guidance of teacher and students (Marsh and Willis, 2007). Moreover, from macro to micro, curriculum planning involves piles of decisions, for instance choosing teaching materials and learning assessments. Economical, political, environmental situations also impact on curriculum design (Rich et al., 2011). Additionally, there are a variety of models of curriculum, such as integrated curriculum, inquiry-based curriculum, arts-based curriculum, emergent curriculum and outcomes-focused curriculum. Rather, each type of curriculum has its advantages and limitations (Hendrick & Weissman, 2007). Thus,

curriculum should retain a degree of flexibility and contribute to the improvement of students' multiple intelligences, intellectual engagement, metacognitive thinking and quality teaching and learning etc.

## 2.2. Pedagogical approaches

Pedagogy plays a significant role in curriculum planning. Pedagogy is the ways in which teachers interact with students. Also, pedagogy is aligned to the beliefs grounded in teachers' professional and personal experiences of education (Rich et al., 2011). Pedagogical style influences the classroom environment and the learning model. Furthermore, pedagogy can be discussed in two ways which are the science of teaching and the art of teaching. Good, Grouws, and Ebmeier (1983, p.21) exhort that students have better performance when they have teachers who "ask more higher order questions; are task oriented; establish a family-like classroom atmosphere; give clear explanations; use a variety of approaches". On the other hand, "attitudes and orientations, approaches to decision making, and classroom management processes" are the three key elements in the art of teaching (McCombs & Pope, 1994, p. 35).

In summary, the perspectives of teaching and learning and curriculum design and pedagogical approaches impact mutually on each other. Moreover, curriculum planning and the style of pedagogy both consist of the teacher, the students, the subject matter and the milieu.

## 2.3. Rationale for learning experiences

The big idea of the sequence of lessons is to obligate the ability of fluently and comprehensively communicating the topic of Chinese food in Chinese, as well as to contribute to students in the areas of cross-cultural understanding, cognitive learning skills and literacy and general knowledge. In addition, the five Chinese language lessons provide opportunities to build a language environment and to understand a different attitude and value within the wider Australian community and beyond. Further, the main content of this unit comprises eight Chinese cuisines, medicinal and minority Chinese food, festival Chinese food and Chinese table culture.

Moreover, this sequence of developmental lessons is for year 10 students whose backgrounds are Chinese as second language. The students are able to listen, speak, read and write basic factual information in Chinese on defined topics, as well as they can use Chinese to describe and discuss and apply Chinese in daily lives. Additionally, the students can recycle previously learnt language skills and knowledge in new contexts. Hence, the degree of difficulty of sequencing lessons and the teaching materials are selected based on the students' context.

Furthermore, the selected activities of the sequence of lessons include text reading, video watching, reviewing, games, group working, mini lessons, concept grids, KWL and PMI columns, role playing etc. According to the discussion of the relationships between the perspectives of quality learning, curriculum planning and pedagogical methods in the beginning of the essay, the sequence of lessons are constructed based on both students-centred and content-centred teaching pedagogy. All activities scaffold the knowledge and skills in Chinese listening, reading, speaking and writing systematically. Moreover, this curriculum is designed consistent with the Tyler model. Lessons are planned in a backward way starting from objectives and outcomes, moving to selecting and organizing learning experiences and doing evaluation in the end (Rich et al., 2011). While, according to Wiggins and McTighe's Understanding by Design (UbD), there are six aspects of understanding: "being able to explain, interpret, apply, have perspective, empathize, and have self-knowledge about a given topic" (2005, p.157). Students will be supported by this rational-linear approach and constructivism to advance a deep understanding of the content. High-quality teaching and learning can be achieved at the same time. Furthermore, emphasizing on group working in the sequence of lessons can help build a safe, supportive, productive and interdependent learning environment within class, as well as skills of collaboration, discussion, disagreement and decision-making can be improved. Additionally, group working can solve class management issue, and it can benefit shared intellectual control (Ian, 2014). In brief, the activities are planned to generate challenges, variety and importance to sustain interest and affective engagement of students. Moreover, these activities are chosen to stimulate students' multiple intelligences and to foster them good learning behaviours. The details of linking theory with practice will be presented in the outline of the learning experiences.

## 3. The outline of the learning experiences

### 3.1. Assessment of the unit (description): mini lessons

The whole class is divided into seven groups, each group is charge of one Chinese cuisine. Students collect information and knowledge of the cuisine from aspects such as Chinese food contributions, the aromas, flavours and colours of Chinese food etc. (the scaffolding of the ideas and skills have been done in most of activities in lesson one and will be reinforced in the sequence of developmental



lessons) Also, they design some interactive games or activities to examine the quality of their own group working, as well as the peers' understanding. Three groups will give three mini lessons in lesson two, two groups will give two mini lessons in lesson three and two in lesson four. Each mini lesson lasts approximately 10 minutes, and the format of the mini lessons can be diverse. Advices of mini lesson preparing:

1. What kind of materials should be collected
2. How to present the materials clearly and logically
3. How the activities can engage the class and check the teaching and learning;
4. Collaborative skills.

### 3.2. Outcomes of the assessment

Richen students' knowledge of eight Chinese cuisines; strengthen students' Chinese listening, reading, speaking and writing abilities and skills; enhance cooperation.

### 3.3. Evaluation of the assessment

This formative assessment occurring during the unit provides a new teaching and learning method. Sophisticated assessment is a crucial feature of effective classroom. Teachers and students can examine ongoing progress and correct recognized weaknesses by the assessment. Moreover, it stimulates students' quality learning (Moss & Godinho, 2007). By doing this assessment, students have strong senses of ownership and autonomy, so the motivation is inspired and shared intellectual control is achieved. Risk taking and decision making are also exercised. Further, students need to plan a strategy before starting and to anticipate possible outcomes. They seek links between ideas and activities and create alternative activities. Additionally, social and collaborative skills are improved via group working.

## References

- [1] Frlicity, R. (1997). A LOTE Activity For Year 8 German Students of Mixed Ability. PEELSEED. 37(March). 8.
- [2] Gardner H, & Hatch T. (1989). ' Multiple intelligences go to school: Education implications of the theory of multiple intelligences'. *Education Researcher*. 18(8), 4-9.
- [3] Good, T., Grouws, D., & Ebmeier, H. (1983). *Active mathematics teaching*. New York: Longmans.
- [4] Gordon, Wells., & Mari, Haneda. (2008). Learning an Additional Language through Dialogic Inquiry. *Language and Education*. 22(2), 114-136.
- [5] Hendrick, J., & Weissman, P. (2007). *Total learning: Developmental curriculum for the young child*. 7th Ed. Pearson, Upper Saddle River, New Jersey.
- [6] Ian, Mitchell. (2014). Building effective group work. Unpublished manuscript (powerpoint slides), EDF5807, Monash University, Melbourne, Victoria, Australia.
- [7] Ian, Mitchell. (2014). 12 principles of quality learning. Unpublished manuscript (powerpoint slides), EDF5807, Monash University, Melbourne, Victoria, Australia.
- [8] Ian, Mitchell. (2014). Good Behavior learners. Unpublished manuscript (powerpoint slides), EDF5807, Monash University, Melbourne, Victoria, Australia.
- [9] McCombs, B.L., & Pope, J. E. (1994). *Motivating hard to reach students*. Washington: American Psychological Association.
- [10] March, C., & Willis, S. (2007). *Curriculum: Alternative approaches, ongoing issues*. Pearson/ Merrill Prentice Hall, Upper saddle River, NJ.
- [11] Moss, J., & Godinho, S. (2007). 'Reforming current assessment practices: Implications for educating teachers in the A-E economy'. *Curriculum Perspectives*. 27(3), 36-48.
- [12] Rick, Churchill., Peter Ferguson., Sally Godinho., & Nicola F Johnson et al. (2011). *Teaching making a difference*. John Wiley & Sons Australia, Ltd.
- [13] Wiggins, G., & McTighe, J. (2005). *Understanding by design*. 2nd Ed. Association for Supervision and Curriculum Development, Alexandria, VA.
- [14] Yong, R et al. (1998). Encouraging Good learning Behaviours, PEELSEED, 1998 conference proceedings.