

Perspectives on curriculum development / curriculum delivery model				
	Content	Outcome/Product	Process	Praxis
<b>Theorist</b>	Bell	Spady	Print	Bevis and Watson
<b>Curriculum is:</b>	- Pre-planned activity	- A pre-planned educational guideline	- A set of planned learning experiences that are provided to the learner by the institution	- The interaction and transaction between and among students and teachers during learners
<b>Consist of</b>	- Collection of courses, subjects or disciplines	- Stated purposes, aims and objectives	- Interaction between teachers, students and knowledge to be offered	- Planning, acting and evaluation
<b>Focus</b>	- On the subjects to be included in a particular field of study and methods of inquiry	- Content to be taught to a learner in order to acquire learning outcome	- On learning	- It focuses on real life problems
<b>Emphasize</b>	- The need for the learner to master the subject content in order to acquire needed skills	-on behavioural outcomes equipping students with knowledge, skills and values.	- On interactions of teachers, students and knowledge. - Teaching and learning process in the classroom	- Judgement and meaning making - It emphasises that curriculum is a practical activity situated in a particular time and place.
<b>Education is seen as:</b>	- The transmission of knowledge	- A way of bringing change to learners pattern of behaviour	- A way of which learning is offered	Seen as a practical activity
<b>Learners expectancies</b>	- To acquire knowledge and skills delivered to them through	- To perform according to the contents taught at the end of	- To incorporate and apply curriculum contents in	- To integrate theory and practical in order to enhance

	the subject matter during their training	completing the whole curriculum	order to solve problems	reflective thinking
<b>Evaluation</b>	- It is done in form of examination to ensure the learner has mastered the subject matter.	- Learners performance is evaluated at the end of the study unit and training	- Continuous evaluation of the process and outcome	Done through continuous examination and improvement of goals
<b>Purpose</b>	- To develop a curriculum that consists of subjects that are relevant to the individual and society	- Is to equip learners with skills necessary to function effectively in society	- To ensure personal experiences which are intended to contribute to learning are brought to the learner	To promote interaction between teachers and learners ,action and reflection
<b>Known as</b>	- Subject matter	- Structured learning outcome	- Planned learning experience	-Interactions
<b>Dangers</b>	Planning is limited as focus is on the laid down contents. -some contents may not be covered due to lack of resources	Students are taught what they must learn and how they must learn it. -students might graduate lacking critical thinking skills	It treats learners as subjects rather than objects. -it rests upon the quality of an educator hence dependent on the knowledge and strengths of a teacher	Lack of practitioners who are will to interact their practice with peers. -lack of committed educators who are unable to express their actions on different ideas