

Global Modern Trend Curriculum Development And Implementations

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Abstract

The landscape of research on the global trends of the curriculum in education is an complex phenomena, its meanings and practices in the area are blurred. This paper is an attempt to maps out the meaning and significance of global trends of the curriculum and diverse ways of putting global curriculum into practice. There is a lack of clarity around the concept of global trends of the higher education curriculum and its boundaries and further research is needed with respect to meaning and process. In particular, our policy maker must build a wider perspective on the concept, which must go beyond just curriculum content. The 21st century educational institutes face numerous challenges at local, regional and global levels (mass migration, environmental and geographical issues, super-diversity of the student cohorts, as well as the knowledge paradigms, the information overload, and global interconnectedness). The current socio-economic and geo-political aspects demand wider, multi- perspective understanding about the world, life and work to address the

Problems and issues. As the most visible and significant site of knowledge creation, the educational institutes have a social responsibility to equip the members of the society with necessary competencies, knowledge, understandings, and new skills so that they can constantly negotiate the changing nature of work, the labour force, information technologies and cultural identities of people.

The global concept of Teaching–learning in the 21st century is super-diverse, and participants bring multiple perspectives, understandings and competencies to the classroom. In the era of ICT/ E-learning, creation of knowledge cannot be restricted within nationalities. Students and staff continuously expose to diverse views of the world. thus creating different socio-cultural/educational societies, promote interdisciplinary activities, harness experiences of all the students in teaching and learning, value alternative world views, use comparative approaches to teaching. Our modern curriculum must encourage reflexive learning and teaching, which includes reflexive dialogue, keeping reflexive diaries, reflexive teaching/learning logs, so that students can constantly and critically reshape their approaches and views about learning and teaching. Our policy maker must net the curriculum which seeks to create a culture that makes students and staff feels that the educational institute is a democratic meeting place where the encounter of diversity, in terms of gender, maturity, culture, nationality, creates opportunities to develop new competencies, knowledge and understandings.