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.

INTRODUCTION

Over the years, human beings in different societies have sought and embarked on various means to cultivate the development and prime of life of the young ones. The goal was to enable the value system and promote human development in all its ramifications. In this regard, different culture experiencing/following different form of education. With the introduction of more planned or formal education in schools open these societies methodical ways for achieving their goals of education and these organized ways constitute the curriculum. Just as the ways of educational accomplishments vary from one society to the other, so are the variations in the concept of curriculum. After considering the above mentioned factors, the following perceptions of the curriculum emerged:

1.   A selection of courses, which are beneficial to students at different levels of education.
2.   The content, children learn in school.
3.   The anthology of all the subjects and experiences needed to be imparted in a child within the four walls of a school.
4.   The content of a particular program.
5.   The courses completed during the period of study in school.
6.   The content of what a student is to learn.

However, curriculum contained more than courses, content, subjects and learning experiences as reflected in the above perceptions. It deals with the planning, the implementation and assessment of learning experiences that schools recommend to learners for the achievement of the educational goals of the society. This implies that the curriculum is apprehensive with the analysis of educational goals of a society, the selection and organization of content to achieve those goals, the presentation and learning of the content, and assessment to ascertain the degree of congruence among the goals, organized content, and learnt content. It is in this regard that Obanya and Fadoju (2008, p.30) present the curriculum as *a process that involves translating the nation's broad educational goals into down-to-earth realities and of making informed choices on how the*

realities can be implemented to ensure that the ultimate goal of education derived from the Nation's overall development goals are attained through the concrete activities of the schools and the entire education system.

The curriculum is therefore developed with a view to achieving the nation's educational goals. In this regard, curriculum development infer not only the activities of curriculum specialists in designing the curriculum document but also the activities of the classroom teachers and learners in planning, organizing, implementing and assessing learners in the schools with the aim of achieving the educational goals of the society which eventually is derived towards preparing learners for effective life in the society. It is in this regard that most curriculum specialists such as Nicholls and Nicholls (1978), Onyike (1984) Oriaifo (2005) and Obinefuna (2009) present curriculum development as the process of planning and assessing instruction.

Curriculum development is a continuous process aimed at ensuring the continued significance and sensitivity of the curriculum to societal needs. Since life in the society is vibrant, curriculum development for effective life in the society is also a self-motivated process. It is in this regard that the present discussion focuses on emerging trends in curriculum development in Pakistan. Since these emerging trends or current directions of change in curriculum development in the country are built on curriculum development endeavours of yesteryears, thus leads to a discussion of the emerging trends in curriculum development in Pakistan.

EMERGING TRENDS IN CURRICULUMDEVELOPMENT

The incredible developments in information and communication technologies with the resulting digital revolution have introduced the world into the knowledge economy in which ideas and technology are

used to encourage socio-economic development through the generation and exploitation of knowledge.

Consequently, educationists all over the world are making frenzied efforts to realign educational endeavors to equipping learners with the necessary skills and competencies for effective life in a knowledge subjugated society. Since Pakistan's philosophy of education presents education as ‒an instrument for national development‖, curriculum development in Pakistan should be aimed at shifted the country from the old, industrial economy to the new knowledge-based economy.

To achieve this goal of education requires a paradigm shift from the present time bound model of education to a lifelong model of education. This is the model of education that is aimed at developing in the learner the ability to effectively create, acquire, use and transmit knowledge for the promotion of human activities in a knowledge dominated society. In this regard, importance in instructional aims is diverging from the gaining of factual knowledge to the acquisition of implied knowledge and generic skills while that of the instructional process is shifting from teaching for examinations to teaching how to learn, how to communicate and how to perform effectively in a team work. By implication, curriculum development for a knowledge economy is based on the development of basic skills (reading, writing, listening and speaking), thinking skills, interpersonal management and communication skills, social competencies and other personal qualities such as ‒responsibility, self-esteem, self- management and integrity‖ (Stinson, 1994, p.21). Obanya (2007) expressed a similar view when he summarized the core generic skills curriculum requirements for the knowledge economy as knowledge, communication skills, adaptability, creativity, team spirit, literacy, ICT- fluency and life-long as well as life-wide learning.

The skills and competencies for the development of this 21st century required to constitute a driving force for the emergent trend and the aim of education, which is the preparation of learners for effective life in a knowledge economy that is known for its networked and volatile characteristics. The quest for the achievement of this aim of education in different learning contexts in Pakistan is resulting in the emerging issues in curriculum development in the country.

These issues among others are curriculum development in Education for peace, education for global citizenship, electronic learning, teacher education, gender studies as well as diversification and enrichment of learning content.

Education for Peace

The world is experiencing great technological breakthroughs that ushered in the 21st century but these advancements are tied with rising incidences of physical, economic, political, psychological, and ecological violence at personal and interpersonal levels as well as communal, national and international levels. To reclaimed this wave of violence different countries are resorting to peace education as instrument for institutionalizing the adoption of peace and non-violence to conflict resolutions. The peace education implement in most societies in two ways, first education about peace which implies peace as a subject of study in schools and secondly education for peace, which deals with the in and out of school process, by inculcating in learners the knowledge, skills, attitudes and values to live in harmony with oneself and others by adopting peaceful resolutions to intrapersonal and interpersonal conflicts. In fact education for peace presents peace as one of the aims of education. For the pursuance of these aims, the United Nations (UN) is initiating a global movement for the

establishment of a culture of peace through education by promoting initiatives to help people recognize the role of education in establishing a culture of peace. In this culture people will act with the mindset of peace consciousness and peace becomes a way of life and of doing things. Achieving this global objective of establishing peace in the society through education requires the inculcation of peace dimensions in different aspects of curriculum development, from instructional goals to content, methodology and evaluation.

In Pakistan, peace education has not been gain the proper attention in curriculum development process, peace education is not offered as a separate subject yet, but salient topics from this area of study have been added to the social studies curriculum. However, there is a requirement to include more topics on peace education at school level.sufficient curriculum development for education for peace requires more than the addition of some peace topics to the learning content of some school subjects. Consequently, while proposing peace education as a trans- disciplinary education that takes place in all learning spaces, Akudolu (2010, p.7) observed that ‒since peace behavior is more caught than taught, it pays to complement school learning of peace behavior with concerted, conscious efforts to promote peace behavior in a systematic way both in-school and out-of-school‖. In-school promotion of education for peace implies integrating basic elements of peace education (see table 1 from Akudolu, 2010, p.5) appropriately into all instructional activities in the school while out-of-school promotion involves all strategies for the promotion of dimensions of peace education in informal learning.

S/N	PEACE DIMENSIONS	BASIC ELEMENTS
1.	Knowledge	Peace, Justice, Human rights, Civic participation, Emotional literacy, Problem solving (including conflict prevention, conflict management and conflict resolution), as well as understanding (including international and intercultural understanding) etc.
2.	Values and Attitudes	Tolerance, Caring, Social equity, Peace, Justice, Cooperation and Solidarity, Human rights, Active citizenship, Gender equity, Self awareness, Empathy, Conflict resolution using peaceful means, Promotion of sustainable environment, Freedom of religious practices, Compassion, Respect for human life etc.
3.	Skills	Active listening, Understanding similarities and differences, Cooperation, Mediation, Problem solving, Trust, Critical thinking, Self reflection, Self esteem, etc.

Table 1: Basic Elements of Peace Education

The precise aim of Curriculum development for peace education would be, developing these basic elements of peace education in learners in all forms of education (formal, non-formal and informal). This implies that the emergent curriculum development for peace education is one that covers education about peace and education for peace.

Education for Global Citizenship

This is the era of communication and information. These two have taken the quantum leap and brought the paradigm shift in every sphere of life and education is not the exception. One of the effects of information and communication technologies (ICTs) in reshaping human activities is in the area of availability and accessibility of information anytime, anywhere and in different modes. With the help ICTs, persons located at two different region of the glob are just away from one click of the button. In the same way this technology helps the People, while staying in their houses at different equator and participate in eleconferences and electronic discussions. Davy (2011, p.3) summarizes these technology based developments by stating that ‒the world is changing, and there is evidence that we are entering a post-international environment: borders are weakening, multiple citizenships are more common place, migration has reached record level, and we have encountered the death of distance‖.

The use of ICTs has removed the barriers of distance in information exchange, now everybody appears to be close to everybody else regardless of location. That is the sole reason, the world is often referred to as a global village. Therefore, this phenomena demand, need for people to understand different cultures as well as the what, how and why of global events. The only way with the society to satisfy this need is through education. Andrzejeski and Alessio (1999, p.7) opine that ‒by learning how global issues affect individual and community lives, how and why decisions are made which affect the planet and life on it, and, most importantly, means by which the future can be influenced, education can prepare students to become socially responsible global citizens‖.

The present 21st century society is a globalized one, education for global citizenship is an emergent issue in curriculum development, therefore, a

need is felt to prepare the learner for effective life in the society. The overall philosophy of Pakistan is to live in unity and harmony and

‒promote inter-region solidarity and world peace through understanding‖, and the national educational goal is deduced from this philosophy, and which says ‒the training of the mind in the understanding of the world around‖. However, global events point out that education offered to learners at the universal primary education (UPE) level is inadequate for achieving above mentioned goal of education. To prepared for international competitiveness, curriculum development efforts that cover both national and international affairs for learners in Pakistan, is the ideal. This is the type of curriculum that can prepare the learner for effective local citizenship and responsible global citizenship.

There are many countries all over the world, who are already implementing education for global citizenship. The United Kingdom (UK) developed a curriculum for Global citizenship in 1997 and since then, learners are acquiring education for global citizenship in schools and in global citizenship projects funded by such bodies as Department for International Development (DFID) and International Development Education Association of Scotland (IDEAS). Education for global citizenship (EGC) gives learners ‒the knowledge, understanding, skills and values that they need if they are to participate fully in ensuring their own, and others' well-being and to make a positive contribution, both locally and globally‖ (Oxfam, 2006, p.1). The foremost aim for the learner is, to become a responsible global citizen. Oxford (2006) narrated the three key elements of responsible Global citizenship as knowledge and understanding, skills as well as values and attitudes. The social justice and equity, diversity, globalization and interdependence, sustainable development, as well as peace and conflict, covers under the umbrella of

knowledge and understanding. Items under the heading of skills element are, critical thinking, ability to argue effectively, ability to challenge injustice and inequalities, respect for people and things as well as co-operation and conflict resolution. And last but not the least, Items in the values and attitudes element are sense of identity and self-esteem, empathy, commitment to social justice and equity, value and respect for diversity; concern for the environment and commitment to sustainable development as well as belief that people can make a difference. The development of curriculum for global citizenship are being guided by, these skills, knowledge and values.

It is pertinent to mention here that this paper is not proposing education for global citizenship (EGS) to be implemented as a separate subject in the school. As EGC is a global ideology which covers all areas of the curriculum, therefore, It is should not only be included what is taught and learnt but also involve in the schools decision making process, the entire school ethos, and the relationship among learners, teachers, parents, members of the community and other stakeholders in the school. In fact the curriculums for EGC reflect the culture of the school, which encompasses the whole school from the learning content to presentation strategies along with the people.

Teaching and Learning Strategies

The days have gone when teacher-centered instructional strategies have dominated instructional process since the introduction of formal education. Presently these are no longer credible for inculcating in learners the knowledge, skills, attitude and values necessary for effective life in a knowledge driven society. In such type of instructional strategies learner is merely a recipient of knowledge that comes out from the teacher, thus

such practices leads to rote memorization, which can be presented by the student on teacher demand. By adopting such instructional strategies, will not help to develop in the learner, the abilities of autonomy, innovation, lifelong learning, collaboration, and other 21st century knowledge and skills. the instructional process is shifting from textbook – driven and teacher – centered methodologies to flexible, creative, innovative and learner-centered methodologies, To prepare learners for effective life in this 21st century, Consequently, the emerging instruction methods are participatory, interactive and learner-centered. The learner-centered education idea is might not be new, from the 1990s research showed that *students' interests is directly correlated to their achievement*. But a growing movement is being propelled by the explosive growth in individualized learning technology that could feed it and we're starting to see the outlines of how it could seep into the world of formal education.

Take, for example, Forest Lake Elementary School in South Carolina, where the entire school is built around personalized learning. Or schools in Portland, Maine, that are entirely project based. Beyond even bribing them with shiny gadgets, educators are sparking their students' love of learning by figuring out what they're interested in.

–The better way is to motivate each student to learn through his or her passion. Passion drives people to learn (and perform) far beyond their, and our expectations. And whatever is learned through the motivation of passion is rarely if ever forgotten,‖ writes Marc Prensky in his book Teaching Digital Natives.

The growing importance of the student's role as content-creator and decision-maker in devising his own curriculum.

To meet and inculcate the 21ˢᵗ century skills into the learners there is need for teachers to make a paradigm shift from the traditional instructional strategies to these emergent instructional strategies.

What needs to be taught in schools is the focal point in discussion, since fourteen years into the 21st century while describing the key words of ‒21st century skills‖. Things like collaboration, innovation, critical thinking, and communication are as important as Pakistan history and calculus, as they're practical skills that can be used in the world outside the confines of school.

‒One thing is certain,‖ Will Richardson writes in his comprehensive work *21st Century Skills: Rethinking How Students Learn*: although schools may continue to fundamentally look and act as they have for more than one hundred years, the way individuals learn has already been forever changed. Instead of learning from others who have the credentials to ＿teach' in this new networked world, we learn with others whom we seek (and who seek us) on our own and with whom we often share nothing more than a passion for knowing.‖

These skills are not necessary for performing well in examinations or for acquiring job, but above all for achieving the development of the learner as a ‒whole person‖ who can adequately face complex and challenging situations in life. None of these skills can be acquired through the learning of a particular subject. Effort is made to integrate these skills into the different subjects in the curriculum. In this regard, curriculum implementation has to be interdisciplinary, integrated and project-based.

CONCLUSIONS AND THE WAY FORWARD

Through Our discussion we have established this fact that the purpose of education is shifting from imparting knowledge to learners to building the

learners' knowledge, capacity and skills for successful real-world living. This shift of emphasis in educational endeavours has given rise to transformations in the teachers roles in education delivery; from knowledge dispenser to facilitator of learning; from all-knowing teacher to lifelong learner; from knowledge deity to knowledge professional and from education bureaucrat to learning technocrat. For teachers to play these roles and transform the learners into knowledge workers, these teachers must possess and effectively manifest the desired 21st century knowledge, skills, attitude and values and also be capable of infusing these values into the school system. This implies that teacher education programmes need to be overhauled to ensure that apart from knowledge of content and traditional methodologies, that the pre-service teachers have the awareness of and commitment to the promotion of relevant knowledge and skills in the learners. Bose (2011, p.2) shares this view and warns that:

If teachers are to develop in their students these abilities, the instructional strategy adopted for them should overcome the present bias for lecture and include projects and field based work using ICT to encourage collaborative knowledge application and creation by learners.

Focusing on interactive and participatory teaching method as well as content areas in pre-service teacher education programmes, can prepare these teachers to adopt teaching methods that can motivate and engage learners and thereby promote in them the abilities for interaction, participation, cooperation, critical thinking, problem solving, self-direction, responsibility and learning to learn, along with the other 21st century skills.

This discussion has presented the realignment of educational objectives and the implementation of peace education and global citizenship

education as emergent issues in curriculum development that are capable of fast tracking the nation on the route to knowledge emancipation and peaceful coexistence. This is necessary in a nation that is struggling to survive the insurgence of ethnic and religious rivalry, different forms of security challenges and high illiteracy rate in a knowledge economy. Curriculum development in these emergent areas will help the nation to ‒live in unity and harmony as one indivisible, indissoluble, democratic and sovereign nation founded on the principles of freedom, equality and justice‖ (FRN, 2004:6).

- **Collaborating and customizing.** One of the outcome of global curriculum is educators from different countries are learning to work together, with their students, and with other experts in creating content, and are able to tailor it to exactly what they need. So far this approach has been able to gain any place in our curriculum development procedure. It's a cry of time that our policy maker must joint hand with other country's curriculum developer for the preparation of universal curriculum.

- **Critical thinking.** The major thrust of global curriculum is on Critical thinking. Our policy makers or who all are in the helm of affair must give special attention to this very important point in the curriculum development.

- **Democratizing education.** Now time has come when countries like Pakistan must adopt to democratize the education, and it will not be possible without having democratic approach in curriculum. It is impossible to globalize the curriculum, while having different curriculum for different class, moreover, with Internet access becoming more ubiquitous, the children of the poorest people are able to get access to the same quality education as the wealthiest.

- **Changing the textbook industry.** The textbooks are considered an important instrument for education, it can be considered as an extension of curriculum. With the more use of ICT/E- learning, Textbook publishers are finding ways to make themselves relevant to their digital audience. The curriculum developer of Pakistan must keep this point in mind and bring the changes in text book industry accordingly, we must be self sufficient in this industry and must not be depended on other countries.

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