

Influence of Technology on Higher Education Curriculum Development, Especially for Undergraduate College Faculty

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ABSTRACT:

In just about any educational establishment, the curriculum is the road map that both the teachers and the students follow to get to the point. When it comes to providing students with something worthwhile to take away from a lesson, one of the most critical aspects is the development of a relevant curriculum. It is the framework that creates the basis for the achievement of a more extensive educational goal through the usage of proper teaching methods, learning strategies, and instructional materials. This is accomplished through the utilization of instructional materials. The establishment of a curriculum is vital because it requires the selection and organization of appropriate learning material as well as other activities for students to participate in so that they can successfully master the key skills that are covered in a particular course. It helps teachers choose the instructional approach that is going to be the most effective for their students, and it also helps students achieve the outcomes they want to achieve. Instructional designers and teachers have a responsibility to remember to take into consideration the numerous benefits afforded by technological breakthroughs in the field of education while developing the perfect course of study for their respective student populations. The tech-savvy members of today's age are more likely to obtain their knowledge through digital means, such as taking online courses. As a direct consequence of this, educational institutions that provide a higher level of instruction are considering the implementation of digital technologies to render

the subject matter of their curriculums more practically relevant and intellectually engaging.

Key words:Curriculum development, teacher involvement and Higher education

I. INTRODUCTION:

Inside the realm of education for future teachers, the curriculum is an essential component. The interaction of students with instructional content, materials, resources, and processes that are planned in order to evaluate the students' progress towards the attainment of educational goals is referred to as the curriculum. There are multiple interpretations of the word "curriculum."

The term "curriculum" can also be understood in several different ways. The word "curriculum" comes from the Latin word "currere," which literally translates to "run," and it can refer to either a "runaway" or a path that one follows in order to accomplish something. The term "curriculum development" is described by Carl (1995:40) as an umbrella and continuous process in which structure and systematic planning methods figure strongly from design to evaluation." This definition is acceptable for the purposes of this investigation because it considers all the relevant facets, including design, dissemination, implementation, and evaluation. According to Taylor (1966), the term "curriculum" refers to all the learning that is planned or guided by the school, regardless of whether it is done in groups or individually, within or outside of the school.

Curriculum is the heart of a student's college or advanced learning experience. Curriculum is a

college or university's primary means of guiding students' directions. Curricula should be reviewed and revised on a regular basis, better to serve the changing needs of both students and society. We are often urged to reassess the quality of our curricula. Faculties are responding to this challenge by turning their attention to long neglected issues. They are doing so as a practical means of both attracting and retaining more students, ensuring their success, and producing high quality, fair outcomes for everyone.

Principles

The research conducted on curriculum reveals several significant guiding principles. These principles are applicable to curricula that are college wide as well as those that are more narrowly focused on specific disciplinary areas. Furthermore, they are applicable to curricula that are taught at both the undergraduate and graduate levels.

- 1) **Philosophy:** The foundation of a curriculum ought to be a well-considered educational philosophy, and it ought to be transparently connected to the mission statement of an educational establishment.
- 2) **Purposes and goals.** A curricular mission statement and written curricular goals (intended student development outcomes or intended results) articulate curricular purpose. This includes what graduates should know and be able to do, in addition to the attitudes and values that a faculty believes are appropriate for well-educated men and women. These goals and their corresponding objectives are specified with a high level of granularity and in a behavioral language that makes it possible to evaluate the degree to which they have been achieved (the actual outcomes of the curriculum).
- 3) **Process:** Student activities are chosen that are capable of developing the desired outcomes, as indicated by empirical research. This is done in order to ensure that the desired outcomes are achieved. Instruction is the primary means by which the curriculum accomplishes the desired effect. Therefore, the choice of course experiences, as well as the specific quality and effectiveness of these experiences in producing the stated intended outcomes for all students, is fundamental to the quality of any curriculum. This is the case regardless of the subject matter being taught. Effective instruction and, consequently, an improvement in the overall quality of curricular offerings depend critically on today's education theory, which is grounded

in empirical research. There is scant evidence, for instance, that teaching students using traditional lectures will develop the higher-order cognitive abilities that a faculty may find valuable in students. However, lectures remain by far the most common form of instruction used in schools and other types of organizations in the modern era.

The world over, educational establishments of a higher learning level are searching for innovative approaches to continue to be relevant in today's The stakeholders and students involved are becoming more diverse, and the rate of change is accelerating as a result of technological advancements. Their environment is becoming more complicated. The classes and programs that make up an institution's curriculum have the potential to serve as the connection between that institution and the changing populations, workplaces, and characteristics of work in that institution's surrounding area. The recent shifts in societal norms, as well as projections of shifts in the foreseeable future, are causing new demands to be placed on institutions in terms of curricular reform and innovation. These new demands are a direct result of recent events (Albashiry et al., 2015a; Booii and Khuzwayo, 2019; Hubball et al., 2013; Jeppesen et al., 2019; Longhurst and Jones, 2018).

In order to achieve the goal of a successful educational program, which should also be the goal of developing an effective curriculum, it is necessary to meet the needs and current demands of the culture, society, and the expectations of the population that is being served. As a direct consequence of this, the process of educational reform, as well as the act of developing new curricula, are both subject to ongoing review, as well as revision and ongoing change (Johnson, 2001). Because curriculum development can be challenging, the participation of all stakeholders, and particularly of individuals who are directly involved in the teaching of students, is an essential component in the achievement of successful outcomes in the process of curriculum development and revision (Johnson, 2001). the significance of teachers' participation in the process of curriculum development; the difficulties encountered by teachers during the process of curriculum development; the importance of teachers' participation in the process of curriculum development; preparation for teachers' participation in the course of curriculum development; the role of teachers in the course of curriculum development.

1) The Significance of the Teacher Participation in the Establishment of the Curriculum:

The teacher is without a doubt the single most important individual in the process of implementing the curriculum. Due to the knowledge, experiences, and abilities they bring to the table, educators are at the center of any effort to develop a new curriculum. Teachers play a crucial role in determining the quality of education students receive because they have the most knowledge about teaching methodologies and are responsible for implementing the curriculum in the classroom.

If the curriculum has already been developed by someone else, it is the responsibility of the teachers to attempt to learn and comprehend it. Educators should therefore participate in the development of educational programs. For example, the perspectives and suggestions of teachers should be incorporated into lesson plans in order to foster growth. Conversely, the team responsible for developing the curriculum must consider the teacher as an environment factor that influences the curriculum (Carl, 2009). For the development of a successful and meaningful curriculum, therefore, the participation of educators is essential. The final phase of curriculum development involves the participation of the teachers who will implement it.

2) The Impediments Having to face Educators During the Course of Curriculum Creation:

It is necessary for there to be participation from teachers in the process of creating new curricula in order to satisfy the requirements of modern society. At each stage of the development process, teachers are required to act and reflect on the needs of society in order to fulfil the requirements of the process of curriculum development. However, there are times when the procedure that teachers are expected to follow is not entirely clear. For instance, the majority of teachers in South Africa do not have the required qualifications and do not possess the skills that are necessary to participate in the process of curriculum development. Because the way they participate in the process is not clearly defined and places a significant burden on educators, they are confronted with a great deal of difficulty in terms of their contribution to the formation of the curriculum (Ramparsad, 2000). Because of this, I believe that there should be significant developments in teacher development for teachers to actively reflect on the requirements of society during each stage of the process of curriculum development. On the other hand, in any process of

implementing a new curriculum, not all the educators will be given the opportunity to participate in these processes. One of the most important factors that contributes to the success of successful curriculum development and implementation is the ongoing professional development of educators (Handler, 2010). Therefore, we ought to give some thought to the question of whether there is a need for teacher education programs for prospective teachers to study curriculum development.

3) Preparation for Teacher Participation in the Process of Creating the Curriculum

Teachers must participate in the creation of curricula, so it is important that they have the knowledge and abilities necessary to contribute successfully to the process. As a result, for teachers to contribute to the creation of curricula, they need professional development-focused training and workshops. On the other hand, there is a crucial point to emphasize when involving teachers in curriculum development, and that is the need for teachers to have power over the process (Carl, 2009). This implies that teachers should develop and grow in many areas, including experience and autonomy. As a result, teachers are crucial to developing the curriculum and ultimately, student outcomes.

Involvement of Teachers in the Developed learning Procedure.

Meeting societal needs through education requires the active participation of educators in the curriculum development process. Every step of the curriculum-making process should be informed by teachers' awareness of and response to societal demands. However, this procedure that teachers are expected to follow is not always made clear. In South Africa, for instance, most educators are unprepared to contribute to curriculum creation because they lack the requisite training and education. Because of the lack of clarity in their approach and the strain it places on educators, they face numerous obstacles in the realm of curriculum development (Ramparsad, 2000). Because of this, I believe that there should be significant improvements in teacher development so that educators can actively consider the needs of society at every stage of the curriculum creation process. On the flip side, not every educator will get a chance to participate in the decision-making or implementation stages of a new curriculum. Teachers' ongoing professional growth is crucial to the success of both creating and implementing new curricula (Handler, 2010). For this reason, it's

important to consider how much emphasis should be placed on curriculum development in teacher preparation programs.

Preparation for Teacher Involvement in Curriculum Development

Teachers must participate in the creation of curricula, so it is important that they have the resources and training to make meaningful contributions to the process. Therefore, for educators to make meaningful contributions to curriculum development, they require professional development training and workshops. The other side of the coin is that teachers need to be given more agency in the curriculum development process if they are going to be an effective part of it (Carl, 2009). This implies that educators across the board, including teachers, need to gain both experience and independence. As a result, educators have a significant impact on both the curriculum and the learning outcomes for their students.

The Teachers Role in Curriculum Development

The teacher responsible for planning the curriculum must fulfil several functions. Teachers want to find fulfilment in their work and take pleasure in seeing their students flourish in their areas of interest. Since the teacher's role is to implement the curriculum to meet student needs, he or she may need to devise lesson plans and syllabi within the confines of the existing framework (Carl, 2009). Evidence suggests that including educators in the curriculum development process is beneficial for all parties involved. For instance, according to Fullan (1991), successful educational reform is achieved when teachers are at the center of curriculum development. For this reason, the educator plays a crucial role in the entire curriculum development process, from implication to evaluation. The inclusion of educators in the curriculum creation process was also identified as important by Handler (2010). Teachers can help by organizing and writing lesson plans, textbooks, and other content in tandem with curriculum development teams and subject matter experts. For curriculum to be effectively aligned with students' needs, it is crucial that educators have a voice in the process of creating it.

Role of Teachers in the Curriculum Process

a) Planning –

Teachers are in the best position to determine what students need to succeed academically. A teacher can offer insight into the materials, activities, and specific skills that need to

be included in the curriculum, even if state or federal standards dictate the skills covered. Teachers from different grades can work together to determine what knowledge and skills students should acquire at each stage of schooling, and then adjust the curriculum accordingly.

b) Creation:

Since they will be the ones implementing it, educators should have a voice in the development of the curriculum. A teacher can determine if a given activity is feasible within a given time frame and if it will keep students interested. Involve as many educators as possible in the development process if the curriculum will be used in more than one classroom. When educators have a hand in crafting a curriculum, they feel more invested in it and more confident that it addresses their concerns and meets the needs of their students.

c) Implementation

Teachers must implement the curriculum in their own classrooms, sticking to the plan that has taken so much time, careful planning and effort to create. When a teacher fails to properly implement a strong curriculum, she risks not covering standards or failing to implement effective practices in the classroom. That does not mean a teacher cannot make minor changes. In fact, a strong curriculum is designed to allow a teacher to be flexible and to insert a few personalized components or choose from among a selection of activities.

d) Reflection

Teachers and others involved in creating a curriculum can improve its quality by reflecting on its strengths and weaknesses. Teachers can reflect on their curriculum in a variety of ways, including keeping a journal, conducting student surveys, and analysing the results, as well as analyzing assessment data and the performance of individual students. Not only can introspection help refine existing curricula, but it also has the potential to inform the development of brand-new courses.

II. CONCLUSION

To sum up, no curriculum is going to be perfect, a finished product cast in stone, or free from criticism. However, for a curriculum to be successful, it needs to be accepted by teachers and deemed educationally valid by parents and the community at large ("Guide to curriculum development," 2006). The development of a

curriculum should be viewed as a means by which the educational outcomes for students can be enhanced by catering to their specific needs. Also, it can't just sit there doing nothing. The curriculum is something that should be fluid and evolving. Changes in the classroom and in society at large demand flexibility. If it doesn't, it won't be able to affect positive change in classrooms. Collaboration and feedback are crucial throughout the various stages of the change journey (Glickman, Gordon & Ross-Gordon, 2013). It is common practice for educators and their superiors to work together to collect and analyze data, engage in reflective conversation, and ultimately arrive at well-considered decisions. Shared instructional leadership is defined by Blasé (1999) as "collegial investigation, reflection, and coaching. The phrase "problems are our friends" is a reminder that we can't avoid conflict and that we can't prevent every. The organization needs to accept the existence of the problem before it can devise a workable solution. Schools that successfully adapt to new circumstances and new needs are those that embrace the idea that improvement is an ongoing process and reward those who contribute to it. It is imperative that educational institutions regularly evaluate their own performance with the aim of becoming fully realized. That's why academic institutions can never reach their full potential.

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