

SCHOOL OF SCIENCE AND TECHNOLOGY EDUCATION (SSTE)
DEPARTMENT OF SCIENCE EDUCATION
FIRST SEMESTER 2019 ACADEMIC SESSION EXAMINATION
COURSE TITLE: CURRICULUM AND INSTRUCTION II
COURSE CODE: EDU416 (3 UNITS) TIME ALLOWED: 2 Hours
INSTRUCTION: Attempt any four (4) questions

1. (a). Different nations of world have developed educational curriculums based on philosophical foundations, identify any 5 of such and explain 2 in detail
(b). Give a comprehensive description of the concept 'curriculum'.
2. (a). itemize any 4 Tyler's descriptions of Curriculum Development Models known to you
(b). In a chronological order, list Tyler's basic Curriculum questions that emphasize the statement of Behavioural Objectives before actual learning taking place
(c). Highlight any 2 lapses that may arouse when instructional objectives are not stated like Tyler advocated?
3. (a). Explain the Rationale Model of Curriculum Development.
(b). Provide a diagrammatic structure of Taba's Rationale Model of Curriculum development.
4. (a). Explain the Steps to be followed during Curriculum Implementation.
(b). Briefly explain any 3 of the following Curriculum Implementation Models:
 - I. Proliferation of the centre Model (PCM).
 - II. Shifting-Centre Model (SM)
 - III. Problem Solving Model (PSM)
 - IV. Research Development and Diffusion Model (RD&D)
5. (a). Mention any 5 Non-traditional approaches of Curriculum Evaluation
(b). Enumerate the sequence of the Tyler Evaluation Model
(c). Malcom Provus Discrepancy Model that corrects the weaknesses of The Tyler's Model tries to locate where discrepancy may have aroused. Discuss