

Course: Curriculum Development (8603)

Semester: Autumn, 2021

ASSIGNMENT No. 1

Q.1 what are the deficiencies in the existing curriculum of the grade VIII? Discuss principles of curriculum construction and suggest strategies to upgrade the existing curriculum.

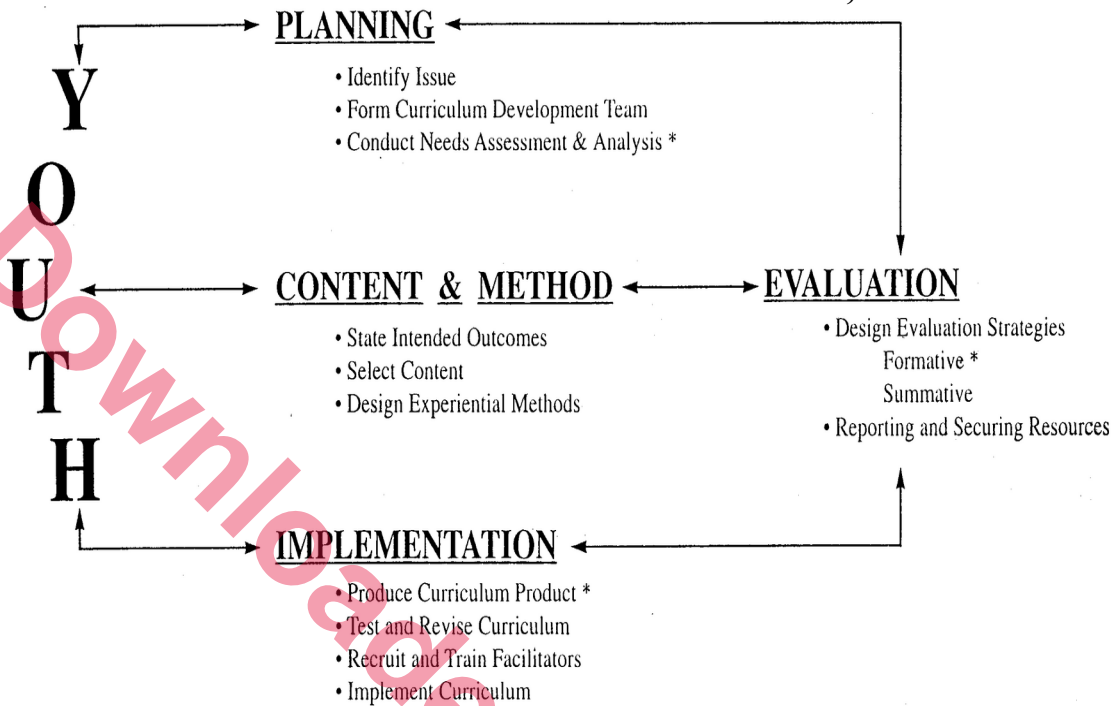
The curriculum development process systematically organizes what will be taught, who will be taught, and how it will be taught. Each component affects and interacts with other components. For example, what will be taught is affected by who is being taught (e.g., their stage of development in age, maturity, and education). Methods of how content is taught are affected by who is being taught, their characteristics, and the setting. In considering the above three essential components, the following are widely held to be essential considerations in experiential education in non-formal settings:

Essential Considerations for Curriculum Development:

1. issue/problem/need is identified (issue ® what),
2. characteristics and needs of learners (target audience ® who),
3. changes intended for learners (intended outcomes/objectives ® what the learners will be able to do),
4. the important and relevant content ®(what),
5. methods to accomplish intended outcomes ®(how),
6. Evaluation strategies for methods, content, and intended outcomes ®(What works?).

The curriculum development model on the next page (Figure 2) shows how these components relate to each other and to the curriculum development process. It begins when an issue, concern, or problem needs to be addressed. If education or training a segment of the population will help solve the problem, then curriculum to support an educational effort becomes a priority with human and financial resources allocated.

The next step is to form a curriculum development team. The team makes systematic decisions about the target audience (learner characteristics), intended outcomes (objectives), content, methods, and evaluation strategies. With input from the curriculum development team, draft curriculum products are developed, tested, evaluated, and redesigned -if necessary. When the final product is produced, volunteer training is conducted. The model shows a circular process where volunteer training provides feedback for new materials or revisions to the existing curriculum.



Phases and steps in curriculum development (See [Figure 2](#) on the previous page) further illustrates how the 12 essential steps progress from one to the next. It also shows the interaction and relationships of the four essential phases of the curriculum development process: (I) Planning

(II) Content and Methods

(III) Implementation

(IV) Evaluation and Reporting.

It is important to acknowledge that things do not always work exactly as depicted in a model! Each phase has several steps or tasks to complete in logical sequence. These steps are not always separate and distinct, but may overlap and occur concurrently. For example, the curriculum development team is involved in all of the steps. Evaluations should occur in most of the steps to assess progress. The team learns what works and what does not and determines the impact of the curriculum on learners after it is implemented. Each step logically follows the previous. It would make no sense to design learning activities before learner outcomes and content are described and identified. Similarly, content cannot be determined before learner outcomes are described.

In the experience of the author, and confirmed by other curriculum specialists, the following curriculum development steps are frequently omitted or slighted. These steps are essential to successful curriculum development and need to be emphasized.

The Purpose of Curriculum

We have suggested that curriculum refers to the means and materials with which the student interacts. To determine what will constitute those means and materials, we must decide what we want the curriculum to yield. What will constitute the “educated” individual in our society? In other words, what purpose does the curriculum serve?

The things that teachers teach represent what the larger society wants children to learn. However, beyond teaching reading and writing, what are the necessary things that they should be taught? Is it really necessary to teach science? Does teaching mathematics really lead to logical thinking, or does it just provide students with some basic computational skills that may or may not come in handy at some future time? You may feel that answering such questions is not something a teacher has to be able to do, but rest assured that at some point a parent will ask you questions like these. As a teacher, you will be the representative of “the curriculum” to whom parents and students turn for answers. The purpose of the curriculum is to prepare the student to thrive within the society as it is—and that includes the capacity for positive change and growth.

You Actually Have Four Curriculums

There are essentially four curriculums at work in most educational settings: the explicit, implicit, null, and extra-, or curriculum. You are probably familiar with the notions of explicit curriculum and extracurricular activities. The real intrigue of curriculum debate and design comes into play with the implicit and null curriculums.

There are four curriculums:

Explicit curriculum: subjects that will be taught, the identified “mission” of the school, and the knowledge and skills that the school expects successful students to acquire

Implicit curriculum: lessons that arise from the culture of the school and the behaviors, attitudes, and expectations that characterize that culture

Null curriculum: topics or perspectives that are specifically excluded from the curriculum

Extra curriculum: school-sponsored programs that are intended to supplement the academic aspect of the school experience

The Explicit Curriculum

Explicit means “obvious” or “apparent,” and that’s just what the explicit curriculum is all about: the subjects that will be taught, the identified “mission” of the school, and the knowledge and skills that the school expects successful students to acquire. If you speak with an administrator at your school or where you do your observations or practicum work, ask about the curriculum; it is this publicly announced (and publicly sanctioned) explanation of the message of school that will be explained to you. The explicit curriculum can be discussed in terms of time on task, contact hours, or Carnegie units (high school credit courses). It can be qualified in terms of specific observable, measurable learning objectives.

The Implicit Curriculum

Sometimes referred to as the hidden curriculum, the implicit curriculum refers to the lessons that arise from the culture of the school and the behaviors, attitudes, and expectations that characterize that culture. While good citizenship may be part of the explicit curriculum, a particular ethos that promotes, for example, multiethnic acceptance and cooperation may also characterize a particular school. This is not to say that parents, teachers, and administrators sat around a table and said, “Hey, let’s promote acceptance of diverse ethnic values in the

context of the American experience.” That would be nice, of course, but then it tends to fall into the category of the explicit curriculum. By virtue of a high multiethnic enrollment, a particular school may have a culture of multiethnic cooperation. Another school, isolated in that its enrollment is primarily that of one ethnic group, would develop a different sort of culture. Individual schools within a district, or even classrooms within a school that share a common explicit curriculum, can differ greatly with regard to the implicit curriculum. This is not an altogether bad situation, but to a great degree the implicit curriculum is subjected to less scrutiny than is the explicit curriculum.

Q.2 Define the concept of content selection in curriculum development. Discuss the different elements which usually affect the selection of curricular contents.

There have always been excellent teachers of social studies in the elementary schools, and today is no exception. Many teachers are working hard to provide elementary students with high quality, meaningful social studies instruction. At the same time, they would like to improve their teaching practices to ensure that students learn important social studies content, concepts, and skills.

Assuming that elementary teachers who join a professional organization focused on the social studies are among those who regularly include social studies in their instruction, we sent questionnaires to all NCSS members who identified themselves as elementary teachers in spring 1997. Two general questions guided our development of the survey questions:

- What current trends in elementary social studies education are being implemented by elementary teachers who are members of NCSS?
- What concerns do these elementary teachers have about the teaching of social studies today and during the next five years?

The questionnaire used a combination of check-off responses and short, open-ended questions. In addition to asking for standard demographic characteristics and information about teacher preparation, the survey asked what methods teachers used to teach social studies in their classrooms. Three open-response items related to the topics being taught, the resources in use, and the ways teachers dealt with individual differences in student interests and abilities. A fourth open-response question asked teachers to express what concerns they had about teaching social studies now and during the next five years. Most teachers included detailed responses to these questions.

Responses from 98 teachers, or about one-third of those surveyed, are included in the analysis. Sixty-two percent of the respondents were teaching in grades four to six, while only 17 percent taught in grades one to three. A third group, identified as “others,” included supervisors, principals, and recently retired teachers whose responses, for the most part, were similar to the active teachers’ responses. These respondents provide the profession with the first set of data on characteristics, concerns, and practices of elementary teachers who belong to NCSS.

Teacher Characteristics

Course: Curriculum Development (8603)

Semester: Autumn, 2021

Seventy percent of the survey's respondents were veteran teachers with an average of 16 years of teaching experience in one or more grades. Sixty-five percent taught in a self-contained classroom.

These teachers regularly took time for their own professional development and on-going learning. Nearly two-thirds reported attendance at the NCSS annual meeting or a state or regional social studies conferences. And, 86% reported regular reading of social studies journals, with *Social Education* and *Social Studies* and the *Young Learner* overwhelmingly identified as the professional journals they read regularly. Respondents also listed *Educational Leadership*, *Journal of Geography*, and *Phi Delta Kappan* as publications they read on a regular basis. Over one-third said they had published either an article or a teaching idea in a journal or teaching guide.

Taken altogether, these teachers reported that they enjoyed teaching social studies and thought they provided quality social studies instruction for their students. They also indicated that they strongly believe it is important for their students to study social studies. They identified their greatest satisfaction from teaching social studies as feeling that they teach important content, concepts, and skills for children to learn (61%). One 5th grade teacher noted, "Our district has an excellent social studies program. I have always been encouraged and challenged to do my best instruction. It has changed a lot in the past 20 years, but it is always exciting." Another teacher reported that she integrates language arts into social studies, not social studies into language arts. A veteran teacher who had recently retired said she would really like to see social studies used as an "umbrella" for teaching many subject areas, because social studies is informative and can engage kids in active learning.

When asked about the NCSS social studies standards, *Expectations of Excellence*, 90% of respondents said they were familiar with them, and respondents overall viewed these standards as helpful. A teacher of a fourth-fifth grade combination class wrote, "I think the new NCSS standards have FREED me to teach the way I always have!" Another teacher noted the impact of the NCSS standards on her as making her "more aware of the things I should include within my teaching."

Three-quarters of the teachers were also knowledgeable about the content of their state and local district standards. Several indicated that their states and districts were in the process of developing new guidelines for social studies, but were uncertain as to what would be included in these new guidelines. About one third of the teachers were involved in the development of state or district social studies standards and performance assessment tasks.

Approaches to Teaching Social Studies

Teachers indicated that their instructional approaches were eclectic and that their choice of instructional activities depended upon their goals and the topic being studied. The teachers reported using a variety of strategies in their teaching. The majority of the sample (65%) still taught in self-contained classrooms, and 47% reported teaching social studies as a stand-alone subject.

Teachers were asked how frequently they used textbooks, media, and computers. Eight-one percent reported using maps/globes/satellite images at least once each week, with 67% indicating use of these geographic tools

Course: Curriculum Development (8603)

Semester: Autumn, 2021

several times a week. While 90% indicated using a textbook for instruction, 45% said they used the book no more than once per week, and 8% used no textbook. Media was used in 67% of the classes, but teachers reported using film or video less than once per week. Fewer than 25% of the respondents used the computer at least once a week, with many teachers indicating that the software programs available at the time of the survey did not match the content of their curriculum study units.

Many teachers listed several teaching resources that they use frequently, and a total of 50 different resources were identified (see Table 1). Various types of written materials dominated the teaching resources selected, while the use of pictures and other graphics was reported somewhat less frequently. Teachers noted that the skills needed to interpret various forms of visual information are also important when working with computer and Internet sources of information. Geographic tools, specifically atlases and globes, likewise require additional skills for gathering and interpreting data and were among the more frequently used teaching resources. Resources involving human interactions—such as guest speakers, interviews, living experiences, role playing, and personal experience—were used much less frequently.

Most teachers (54%) described their predominant instructional approach as being social science discipline-oriented, e.g., history, geography, economics, or social studies as a single discipline. Twenty-six per cent indicated that their social studies program was predominantly literature based. Sixty-nine per cent indicated that they sometimes teach social studies as part of an integrated, multidisciplinary social studies curriculum unit. While interdisciplinary lessons are familiar to social studies teachers, many states in recent years have promoted the integration of content through thematic units in the overall elementary curriculum. The questionnaire contained seven questions designed to obtain information on teachers' training and use of integrated curriculum content. Specifically, teachers were asked whether their educational background and experiences prepared them to teach integrated/ interdisciplinary lessons, and what preparation they received to do so. Of those who responded to the question, "How did you learn to do integrated, interdisciplinary teaching?", both veteran teachers (educated in the 1960s) and newer teachers (those with five years or less of teaching experience) said they had received instruction in integrated units in their initial teacher preparation programs. Others reported that they learned this approach through a variety of continuing education experiences.

Teachers were asked to give examples of themes or topics they included in their integrated social studies lessons. Twenty-one teachers did not identify any theme on their questionnaires. The remaining 77 teachers listed 217 one-or-two word thematic topics/titles used in their classrooms. These data indicate many elementary social studies teachers use interdisciplinary, integrated, or thematic units to teach social studies to elementary students.

The themes cited most often were "Native Americans," "Westward Movement," "Civil War," and "Colonial America," but no single topic added up to double digits.

Teachers in grades one and two stressed the teaching of cultural universals—such as housing, food, traditions, and cultural and environmental geography—through studies of the local community or other nations. This

Course: Curriculum Development (8603)

Semester: Autumn, 2021

selection of topics clearly reflects the long-popular expanding horizons concept, which still dominates elementary textbook series and state curriculum guidelines, with slight modifications for the facts that the United States is now oriented more globally and is receiving immigrants from a wider range of nations.

Beginning with grade three, the largest number of titles given for integrated or thematic units fits into the category of history. Local history or the history of groups (such as immigrants, blacks, and inventors) tended to dominate the content. Geographic themes, the second largest category, focused on regions and map study. A very few third grade teachers mentioned topics related to the disciplines of economics and political science/civic ideals/democracy.

Teachers in grades four to six, and respondents in the “others” category, offered a more diverse range of responses. However, integrated study units overwhelmingly focused first on history, second on anthropology (culture, including multicultural studies), and third on geography. When disciplines not usually associated with history and the social studies were included in an integrated unit, the respondents indicated that science disciplines such as physical environments were most frequently integrated with social studies. When literature was used as the integrating mode, it was to teach about either the Holocaust or other cultures. One experienced teacher commented that elementary teachers need training and resources for dealing with topics related to economics and the globalization of world communities.

Providing for Student Differences

Teachers reported using a wide variety of strategies to respond to the different needs of their students (see Table 2). These included taped lessons, peer tutoring, journal, modified assignments (as for different reading expectations), extended time for completing work (including tests), and calling on specially-trained resource teachers. Clearly, the dominant trend is toward providing activities that are flexible in nature, including cooperative learning activities, student selection of projects, model building, and journal writing.

Most respondents wrote single words or short phrases in response to the question about providing for differences in students’ abilities and interests. Some longer statements included the terms and elaborated upon them.

Knowing the particular skills, talents and interests of the children allows me to challenge those needing challenge...[For] the children needing help, I provide the right kind of research activities/materials so that they don’t feel overwhelmed. All are challenged, but allowed to work at their own speed [and encouraged] to try their best.

I use different teaching techniques such as: cooperative learning, role-playing, lecture/ note taking, discussion. I also vary the types of assignments and rarely (if ever) assign work right from the text.

[I] prepare activities for visual/auditory/kinesthetic learners each day. I’ve begun to introduce performance assessment techniques and individualized rubrics.

Concerns about Social Studies Education

Course: Curriculum Development (8603)

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Elementary teachers were asked to identify two or three major concerns they have about social studies education now and during the next five years. All but eight respondents replied, providing a total of 208 comments that were grouped into fourteen categories. Each category included at least five expressions of concern, and could be described in terms of either a lack (see Table 3) or a want (see Table 4) of something. The concern most frequently mentioned was the lack of priority given to social studies programs in schools and districts. This low priority was sometimes perceived as coming from other teachers or school policies that either pushed for integrated units in place of social studies or indicated that reading/language arts, mathematics, or science were the primary disciplines to teach elementary students.

In addition, new district and state policies were perceived by many teachers as weakening the social studies in favor of reading and mathematics. One teacher wrote, "In Texas, higher priority is given to other subjects by the state and/or school system. Texas tests reading and math in grade five and social studies in 8th grade." A teacher in California reported, "My principal told us this year that the state has dropped all suggested time for social studies, so it doesn't have to be taught. Very sad! I'm still working very hard in the social studies area! This year (1997) has been the worst as the upper grade teachers are completely demoralized!" Some of the teachers also indicated that this increasing lack of priority for social studies was motivated by special interest groups who opposed elements of particular social studies content.

The second greatest area of concern was the need for more staff development in social studies for both veteran and new elementary teachers. This concern recognizes both the rapid changes taking place in knowledge and technology, and the fact that the undergraduate teaching degree provides only a small amount of the content knowledge base needed to teach social studies—and is subject to becoming quickly outdated in today's world. Topics suggested for staff development included both increasing social studies content knowledge and adding new teaching strategies based on the application of technology to social studies content.

One teacher who strongly supported quality staff development programs reported that "because of all the workshops I've attended and what I've done with county and local standards, I'm finding other elementary teachers look to me as an expert. Even though I'm far from being an expert, I find I am more knowledgeable than the average elementary teacher." This is a powerful statement concerning the need for continued learning.

Concerns about testing focused on (1) the misuse of test results to evaluate teacher effectiveness and student learning to rank order schools in a district or districts in a state, and (2) the lack of parent understanding of test results and rubrics used in alternative assessments. Several teachers noted the need for social studies leaders to work with classroom teachers to update the curriculum in order to meet the new social studies standards that have been adopted. They also noted that there should be a strong linkage between curriculum, instruction, and assessment. Teachers were eager to obtain good computer software for more topics, and to secure Internet connections to help both students and teachers in social studies learning.

Q.3 "Economic Foundations of Curriculum can accelerate the development". Justify this statement with specific arguments.

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Course: Curriculum Development (8603)

Semester: Autumn, 2021

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Course: Curriculum Development (8603)

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Course: Curriculum Development (8603)

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The second greatest area of concern was the need for more staff development in social studies for both veteran and new elementary teachers. This concern recognizes both the rapid changes taking place in knowledge and technology, and the fact that the undergraduate teaching degree provides only a small amount of the content knowledge base needed to teach social studies—and is subject to becoming quickly outdated in today’s world. Topics suggested for staff development included both increasing social studies content knowledge and adding new teaching strategies based on the application of technology to social studies content.

One teacher who strongly supported quality staff development programs reported that “because of all the workshops I’ve attended and what I’ve done with county and local standards, I’m finding other elementary teachers look to me as an expert. Even though I’m far from being an expert, I find I am more knowledgeable than the average elementary teacher.” This is a powerful statement concerning the need for continued learning.

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Q.4 Prepare guidelines for writing textbooks of grade II learner.

Once students reach 2nd grade, they’re often ready to accelerate their learning. That’s because at this point, they’ve adjusted to the more rigorous learning environment initially encountered in 1st grade, and are able to further expand their skills and knowledge in every subject area.

In 2nd grade, your child becomes a more experienced writer and reader by practicing their skills in more complex and comprehensive ways. Students read bigger and more complicated books, and write longer and more in-depth pieces. What’s more, second graders pursue projects that involve research and critical thinking.

Read on for what to expect this year, and shop all books and resources at The Scholastic Store! For more book and reading ideas, sign up for our Scholastic Parents newsletter.

Reading in Second Grade

Course: Curriculum Development (8603)

Semester: Autumn, 2021

Second graders continue to develop their literacy skills as they learn more complex words and absorb longer, more rigorous texts in a variety of genres including fiction, non-fiction, and poetry. Students also expand their reading comprehension skills as they talk about what they read, and develop more advanced ideas around those topics. Just like in previous years, second graders also continuously practice reading as they use texts for other subjects throughout the day.

To build reading skills, your second grader:

- Reads more complex words, such as two-syllable words.
- Reads words with common prefixes and suffixes, for example: pre-, re-, un-, -able, -ad, and -er.
- Reads grade-appropriate, irregularly spelled words (consult your child’s teacher for a specific list of these words).
- Reads a variety of texts including fiction, nonfiction, fables, and poetry.
- Understands the structure of a story, specifically the purpose of beginnings (introducing the text) and endings (concluding the text).
- Understands the most important details of a text—its main purpose and the “who,” “what,” “where,” “when,” “why,” and “how.”
- Talks about characters’ responses, main events, lessons learned, and important ideas or concepts.
- Begins to make connections within and between texts.
- Compares at least two different versions of the same story, such as two versions of a classic fairy tale.
- Reads at grade level with correct accuracy, pace, expression, and comprehension.
- Self-corrects mistakes and re-reads when necessary.

Second Grade Reading Activities

Make a “W” Chart: While you and your child read books together, make a “W” chart. Fill out the "who," "what," "when," "where," "why," and "how" of the book as your child discovers them.

Pay Attention to Prefixes and Suffixes: When your child uses a word with a prefix or suffix, occasionally stop to talk about it. Break down the word and say what the prefix or suffix and root word mean when they’re put together, and brainstorm other words that have the same suffix or prefix.

Make Up Your Own Version of a Story: After your child reads a story, work together to create your own versions, changing details such as setting, time, or even the ending. You can even tweak the story so it occurs in places or with characters you know. This helps them understand story structure and make comparisons.

Writing in 2nd Grade

Second graders write texts that are more detailed, lengthy, and varied, all of which refines their writing skills. They also use technology to publish their writing (you can help prepare them for this by going online at home together).

Similar to reading, writing occurs throughout the day as students use it for a variety of subjects.

To build writing skills, your second grader:

- Writes a variety of types of texts including:
 - Opinion Pieces: Students state their opinions and provide reasons to support them, closing with a conclusion.
 - Narrative Pieces: Students write about an event, describing actions, thoughts, and feelings, and provide a conclusion.
 - Informative/Explanatory Pieces: Students introduce a topic, use facts and definitions to develop points, and provide a conclusion.
- Revises and edits writing to improve it.
- Uses digital tools with the aid of the teacher to publish writing.
- Researches topics for shared, group, or class-wide research and writing projects.

Second Grade Writing Activities

Start a Journal: Use it to remember the trips, weekends, and special times your family has spent together. Your child can both write and illustrate the journal — in fact, you can pick a favorite entry from the journal and work with your child to write a longer piece or story about that event, illustrating it with photographs or drawings.

Write What You Think: Kids often have very strong opinions! Ask your child to express their opinion about something through writing and to explain the reasoning behind her thoughts. Your child can then read the piece out loud to family members and take questions from the “audience.”

Read Other People’s Writing: Second grade is a great time for your child to start reading magazines created specifically for kids. These often have many types of texts, including narratives, fiction, non-fiction, and opinion pieces for your child to absorb and learn from. Read the magazines together and talk about the articles — doing so will help fortify their own writing skills.

Q.5 Explain briefly the approaches adopted for the development of educational objectives.

The theory acknowledges that knowledge is dependent of the knower and only the knowledge created for oneself from the information which is obtained from the environment while learners provide answers from their own perspectives. It is based on guided discovery, discussions on thoughts, ideas and activities to enable students learn effectively. It is learners-centred approach where students start with existing knowledge while teachers guide learners to discover knowledge thereby facilitating the learning process as opposed to giving direct instructions to learners. This approach promotes diversity and different cultures than other theories due to being student-centred which entails involving them in learning process as active participants using all their senses. It facilitates learning in students who learn better by kinaesthetic approach and enables them apply the information acquired to life situations. The constructivist curriculum considers learners’ previous knowledge, propels teachers to devote more time to topics of interest to learners and enables teachers to emphasise relevant and crucial information. It usually involves group work thereby providing opportunities for students to gain

social skills, share ideas, knowledge and information together. It is particularly effective for enhancing learning for Special Education Needs students with sensory processing disorder like autistic spectrum through the teacher's guidance, encouragement by challenging ideas and enabling them participate actively in learning. However, the theory has some shortcomings such as lack of structure which hinders the progress of students who need highly structured environment to succeed. Some students may lag behind others as it supports a more personalized study based on the prior knowledge of learners and formative assessment rather than standardised curriculum and summative assessment which enables the teacher to know the areas and levels of support required to enable them progress. This prevents grade-centred goals and rewards and measurement of student state-wide progress to be compared. It is difficult for teachers to customise the curriculum to every student due to differences in their prior knowledge. The relevant training involved in constructive teaching is wide and usually entails high cost long-term professional development. The theory may also lead to confusion and frustration in learners as the success depends on students' ability to establish relationships and abstracts between prior knowledge and their current knowledge. Constructivism principles when incorporated into learning may be beneficial but most students require more structure and evaluation to progress. **Learner based models (Dewey).** Dewey's theory (2008/1902) is based on experiential education and the role of the schools in education. He believes that education is life itself and a process of living as opposed to being a preparation for future living. His experiential education centres on the concept of instrumentalism in education on 'learning by doing or hands-on learning' which falls under the educational philosophy of pragmatism (experience of reality) and implies learning by theory and practice. Dewey creates instrumentalism which is a theory of knowledge which views ideas as existing primarily to solve encountered environmental problems. He considers civil society and schools as two basic elements and main topics that should be addressed and modified to promote experimental intelligence and plurality for the improvement of life and environment of people. He believes that the interaction of students with their environment enhances adaptation and learning which ensures students and teachers learn together thereby promoting inclusivity. His approach is child-centred with focus of learning on the child's needs and interests which involves supporting him to explore the environment. Dewey acknowledges the facilitating role of the teacher in the process of allowing children to use their interests in modelling the educational environment as this enables teachers to apply their professional judgement in streamlining the process and curbing the excesses of children. He notes that an important mastery and control of a well-trained teacher ensures the child's education is achieved. He acknowledges the role of schools in education as where to learn how to live in addition to where to acquire content knowledge thereby enhancing the aim of education which is the achievement of the full potentials of all learners and maximum utilisation of skills. He itemises his teaching methods in relation to the ages at which the tasks carried out by children progressively becomes complex from simple ones. He states children go to school to make things: cook; sew, work wood, and to make tools through clear acts of constructions whose context and consequences articulate studies such as reading, writing and calculus. He expects students to be active learning perceivers and critical thinkers as opposed to

passive learners. His pedagogical key provides children with experiences of first hand on conflictive situations which are mainly time based on personal experiences. He notes that conducive conditions are vital to active participation of children in the personal analysis of their problems as well as participation in the methods for solution at the expense of multiple tries and mistakes otherwise the mind is not completely free. The theory is of limited application as it cannot be applied in all disciplines but only provides understanding and explanation in the inter-relationship in philosophy, pedagogy and psychology. The two types of knowledge which originates from Newell's symbolic framework are declarative and procedural. He states that declarative knowledge is 'Knowing that' while procedural knowledge is 'knowing how'. Procedural knowledge is based on naturally occurring reflexes which involve the application of declarative knowledge to a task to facilitate mastery in the long-term memory. It eventually results in problem solving skills through active participation using different senses thereby promoting inclusivity. Declarative knowledge is actual information (static) which is acquired by passive memorization such as ideas, symbols, numbering, semantics and formulas and it is based on theories, models and principles that are of practical application to procedural knowledge.