

KNOWLEDGE AND CURRICULUM

All about article

This article is about the difference between curriculum and knowledge, and focus on how it relates to the school curriculum and knowledge. First we will explore about the meaning of both curriculum and knowledge. After that we will look at the difference or distinction between curriculum and knowledge. This article has begins with a brief curriculum and knowledge. I do this because I have to change my own ideas on the questioning of knowledge in today's education system, in quite substantially in the course of academic career as curriculum. I hope that this may helps your study and more familiar with my understanding of ideas at the personal as well as the intellectual level. For the B.Ed (Teaching study) embarking on postgraduate studies, I hope it may reassure our study and that to take up to see as well intentioned.

1.1 Introduction

There are different views and opinion on the meaning of knowledge. Even educators often have various views point and different opinions on the definition of knowledge. Knowledge is idiomatic expressions and defined as a belief that is true and justified. The philosopher Plato has defined knowledge as justified true belief.

On the other hand, we say knowledge is a familiarity, awareness of understanding of someone or something, such as information, descriptions or skills. Which is acquired us through an experiences or education by perceiving, discovering or learning. Education is a means to discover new things which we don't know about and increase our knowledge.

From the psychological point of opinion as to how a curriculum be organized in order to achieve students learning at the acceptable level and what amount of information knowledge can absorb in learning the various contents of the curriculum. Education has takes place social responsibly in society and education is essentially a social process and social environment educates the child education.

1.2 Knowledge

Educators are engaging students in different activities which will help to understand their prior knowledge also generate curiosity in them to learn and connect. This knowledge can be productively applied to promote technological change and facilitate reliable and regular flow of information and human beings can communicate with each other. We should be able to exchange the knowledge, beliefs; threats, opinions, wishes and feelings are only our imagination sets limits. Subjects are the area of learning within the curriculum and that has constitutes an institutionally defined the field of knowledge for teaching and learning.

1.3 Acquiring Knowledge

Knowledge is the basis for everything in existence. Without basic knowledge nothing would exist as we perceive it to be. Knowledge acquisition is the process of use to define the rules and ontology required for knowledge base system. Education is collective function knowledge. It has objectives to help the child to adapt to the social environment in which she or he can destine to live. This means that we are consciously aware of the knowledge for every function. Only through education society assures for citizens will have a sufficient of ideas and sentiments, without any collective functional knowledge cannot progress and perpetuate it. It can be acquired along the following ways:

1. Observation and Experience
2. Reason / Logic
3. Testimony
4. Authority
5. Revelation

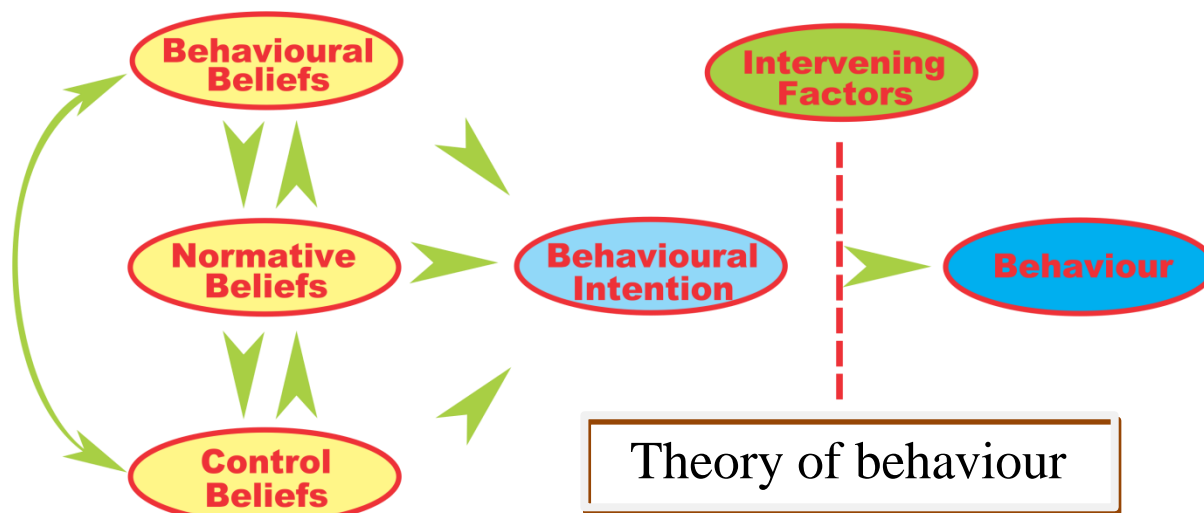
1.3.1 Types of Knowledge

There is more to the subject of knowledge are provides. For example, many people believe, there are different types of knowledge which take different levels of effort to achieve that knowledge. There also various opinions about the classification of these knowledge. It also very important to provide a effective teaching and learning experiences by means of constructing productive curriculum. It's has suggests the following types of knowledge. They are

1. Declarative knowledge
2. Concepts and Principles and

3. Procedural knowledge

With some reflection it's becomes clear, at least into some extent, what is real information for depends in part on how to come to know things. For Examples of a concrete concept include the ability to classify new items and a person is able to understand relationships between ideas or concepts which they use to predict and explain or control circumstances.



One of the oldest and worthy traditions in the philosophy of knowledge is characterizes behaviour as justified true belief. Educators are conducted for concept of knowledge and it refers to the body of information that teachers teach and students are expected to learn in a given subject or content area. Careless, unskilled and uninformed behaviours are the most likely to be addressed today's education programme because they are unintentional. A behavioural belief has reflected how important an individual considers the outcomes of knowledge.

1.3.1.1 Declarative knowledge

Declarative Knowledge is known as “descriptive knowledge”. Knowledge's are like glue that sticks information as learning together. When we have prior knowledge about a topic or subject, we can understand it better way. It also plays an important role for the students leaning life especially in the school. Although, several modern philosophers are mapping knowledge and they attempting to develop educational systems that has begin with the basic structure and domains of knowledge. Declarative knowledge refers to facts or information

that stored as memory, Declarative knowledge is referred as a conceptual, propositional or describes things which is refers to the knowledge of how to perform and operate.

1.3.1.1.1 Advantages declarative knowledge

Knowledge in this sense is to do with a familiar with something. Learner always learns performance knowledge by doing, not by listening or watching. Learning is a constructive experiences and it's cannot be directly placed in a student's head. But by using a declarative knowledge has two main advantages.

First, the same knowledge can be used for different way and types of commonsense reasoning such like temporal projection, abduction and post-diction.

Second, using a declarative knowledge that has allows to proving technique to solve reasoning problems and it's built from scratch.

1.3.1.2 Concepts and Principles

Knowledge It cannot created a priori and it's not innate in a deterministic form. It's created through our sensory interface with the real world, and it's processed finally by our mind. Now we know much more about Knowledge. Knowledge is connected to everything and we can't isolate the knowledge. Not only we possess the information which we are knowledgeable enough to explain the fact and provide reasoning and accountability to the information. This is concept knowledge. The fact is we are aware of but we do are aware of this information and do not know anything much more about it. We also able to tell others about this information, but we really cannot explain it any further. This is concept information.

1.3.1.3 Procedural knowledge

Another kind of knowledge is procedural knowledge, and this knowledge guide how to do something. People, who claim to know how to area, or how to drive, these are not simply claiming that it's understand all the theory that involved in those activities. Rather, they just claiming that actual possess the skills involved that it's able to do these things.

Procedural Knowledge is also known as interpretive knowledge and it is the type of knowledge in which it clarifies how a particular thing can be accomplished. It's not so

popular because it's generally not used. Procedural knowledge is clearly differs from declarative knowledge.

1.3.2 Difference the Procedural and Declarative Knowledge:

Procedural Knowledge	Declarative Knowledge
It is also known as Interpretive knowledge.	It's known as Descriptive knowledge.
Its means how a particular thing can be accomplished.	While It's means that basic knowledge about something.
It's generally not used means it is not more popular.	It is more popular.
It can't be easily communicate.	It can be easily communicate.
It is generally process oriented in nature.	It is data oriented in nature.

1.4 Curriculum

There is available a multiplicity of concepts for a curriculum since educationists had given their own different interpretations of the content and functions of curriculum. There are three such concepts by three different thinkers, which has represented in three major contributions to the body of knowledge on curriculum. They are:

The *first* concept is stated by Albert Oliver and it's refers to curriculum is merely as the educational program. it's consisting of three very important elements, such as child studies, child activities and knowledge guidance.

The *second* concept is described by Philip Phenix, it is based on scheme of values which constitute the aims and objectives or purposes of education.

The *third* concept has given by Hilda Taba to looks at curriculum as the functioning for the public school. She list out the three major functions which has preserving, transmitting cultural and heritage.

1.4.1 Meaning of Curriculum

Curriculum refers to an interactive system and a series of instruction and learning with the specific goals, contents, strategies, measurement, and resources. Desired outcome of curriculum is successful transfer to development of knowledge, skills, and attitudes. The term curriculum is derived from Latin word called (Currere) which means that to run or a running

course. Thus means that a curriculum is a course to be run for reaching a certain goal. Curriculum is a one of the most important things in the educative process.

1.4.2 Scope of Curriculum

Curriculum is very comprehensive in its scope. It has touches all aspects of the life of the student which needed and interest, In learning environment which should be educationally congenial to them, ways and manners. Which of their interests can be handled as warmed up with their education. The curriculum sets out the subjects which to be studied, with order and sequence. To ensures some balance between humanities and science and consistency in the study of subjects. This are facilitating inter subject links within their subject studied.

Some of Educational philosophies are asked questions, what educational purposes should the school seek to attain? And how can learning experiences to be selected, which are useful in attaining these objectives? There is no hard and fast rules for the answering these types of questions but there is always have been different theories for education, which are based on different attitudes to education system and to life itself. These are the concerned to adapt the teaching for the needs and development of individual children and this is most used in situation in kindergarten and primary education.

To be effective educational concept, curricula must be comprehensive and it's provided learning experiences specifically designed to support children at various levels of development. It's helpful tool that education staff use to plan learning experiences tailored to children at different level of ages. It's cannot say that curriculum is too broad or narrow unless it's does not match the needs of the students or the goals of the institution.

1.5 Nature of Curriculum

The teaching-learning process generally does not operate in a vacuum; therefore the curriculum is a tool in the hands of the teacher which helps to mold their teaching material according to their objective in the classroom. Using these tools they can develop learning material which has highly self-active, the self-determining. Therefore curriculum is also identified as activities which are provided by the schools to the learners for achieving the desired objectives and help a child in its cognitive development. The curriculum helps to provide better learning experiences by responding, reacting, and reflecting on various processes in the educational approach. Even many courses of studies are suggested that

curriculum activities help as a guide for teaching to follow and it is one of the most important elements in the educative process. In fact, the curriculum is fundamental to the process of education for deciding what to do and how to do it. The curriculum is based on the intended learning outcome with the following processes.

1. Plan;
2. Experience;
3. Subject Matter;
4. Objective;
5. System; and
6. Field of study;

1.6 Curriculum Development

Curricula play an important role in standardizing the education system because this development means a continuous process or a never-ending process. Standardizing and centralizing curricula it is a difficult and challenging task, therefore the main focus of the curriculum is to develop the students learning factors apart from planning and strategy for teaching. The curriculum has to design the student objectives base on educational goals in terms of changing teaching-learning behaviors. Therefore curriculum has a broader sense in achieving educational aims, and development is the multi-step process of creating and improving curriculum, rather than a linear or stagnant approach. Additionally, iterative curriculum development is able to structure student performance after evaluating them. One of the most effective approaches for these developments is to address the needs of learners because it has to make sure everyone is facilitating an enriching educational program. When it develops below factor has to consider.

1. Teaching objectives;
2. Methods of teaching;
3. Examination or testing; and
4. Feedback;

1.7 Distinction between knowledge and Curriculum

knowledge	Curriculum
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It is the theoretical or practical understanding of a subject.	It is a group of courses offered in a particular field to study.
It's has refers to learning concepts, principles and information regarding a particular subject by person through in the books, media, encyclopedias, academic institutions and other sources.	It's always has consists of the roadmap or guideline for any given discipline both philosophy of teaching of the instructors as well as of the educational institution.
It understands. It's mental or theoretical, rather than practical. It can be gleaned from a book, and it's can gain knowledge by researching.	It is the guidelines of which different content matters should be taught and assessed.
It is both objective and subjective.	It's a detailed plan for instruction set by policy-makers.
It is rational in nature and it is certain and verifiable.	It can be any criteria, element, aspect that aids in children's to learning.

1.6 Conclusion

I feel that curriculum is everything which has planned and designed to sequentially improve students' knowledge and skills. There were countless efforts by Educational philosophies to define it following the rules of scientific inquiry, but it has always resulting in definition was not able to integrate all the semantic attributes of knowledge. I personally think that curriculum is a kind of design, setup, offering and arrangement of subjects and courses. This means that knowledge comprises both objective and subjective attributes and curriculum is the program of instruction. This should be based on both standards and the best practice for children's to learn. It's also a framework that should teachers to plan with the instruction for their students.

We acquire knowledge while other species cannot acquire knowledge. This is an important aspect of human beings because it also develops the feeling of appreciation and sound of good judgment. Education has given always for future life so that students can earn their living. On the other hand knowledge is an application for the facts and theories. There is no set of guidelines for knowledge but curriculum has a predefined set of rules and regulations. However knowledge has no such boundaries.

Evaluation of curriculum is essential part the whole process for curriculum development. It is continuous and not a tail end experience. The importance of curriculum is to evaluation and determines the value of the curriculum itself.

