



KENYATTA UNIVERSITY

UNIVERSITY EXAMINATIONS 2013/2014

INSTITUTIONAL BASED PROGRAMME (IBP) – APRIL 2014 SESSION

EXAMINATION FOR THE DEGREE OF MASTER OF EDUCATION

EMP 821: CURRICULUM THEORY AND CHANGE

DATE: Wednesday, 27th August 2014

TIME: 2.00 p.m. – 5.00 p.m.

INSTRUCTIONS:

Answer question ONE and any other TWO questions

- 1.a) Describe any two ingredients of curriculum theory. (4 marks)
- b) Explain the following two phases of educational change process:
- i) Orientation phase (2 marks)
 - ii) Implementation phase (2 marks)
- c) In relation to the Kenyan context, describe any four specific roles of curriculum theory. (8 marks)
- d) Give three justifications for the use of Bloom's (1956) taxonomy in the curriculum making process. (6 marks)
- e) Describe the following conceptions of the curriculum:
- i) Curriculum as content (4 marks)
 - ii) Curriculum as a plan for instruction (4 marks)
2. Evaluate any five factors that influence the adoption rates of a curriculum change. (20 marks)
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3. Drawing from curriculum studies and your personal experience as a curriculum practitioner, examine any five reasons behind the suspicion and hostility between theorists and practitioners. (20 marks)
4. One of the county governments in Kenya would like to recruit an effective curriculum change leader in one of its schools. Describe five characteristics that such a leader should have for him/her to be recruited by the county. (20 marks)
- 5.a) With appropriate examples, distinguish between product and process curriculum models. (6 marks)
- b) Explain Tyler's (1949) four fundamental curriculum questions. (8 marks)
- c) Provide a critique of Tyler's (1949) model. (6 marks)