
FUTURE TRENDS IN CURRICULUM PLANNING AND MANAGEMENT

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ABSTRACT: Study Skills in Curriculum help students Organize, Process and Use Information effectively. Modern Curriculum includes Problem Solving, Human Relationships, Observing, Practicing and Seeing etc. Curriculum promotes the Qualities of Honesty, Cooperation, Integrity, Tolerance, Sympathy and Discipline etc. Children of today are the Future Citizens Of Tomorrow hence Future Needs and Requirements of the Community should be given their due place. School Education Experts have been designing Computer Literacy Programmers concerned with the curriculum as French have coined the term 'Telemetric' for these programmers. Telemetric reflects a New Technological Reality that transcends Nations and Culture. It refers to the growing connections between and among computers and Telecommunication Media as Modems, Information Utilities, and Satellites etc. Eleven years into the 21st century the buzz words '21st Century Skills' are being thrown around in describing What Needs to Be Taught in Schools as Real World Readiness. Things like Collaboration, Innovation, Critical Thinking and Communication are thought to be just as important as U.S. history because they are practical skills that can be used in the world outside the confines of school. Teachers play a Fundamental Role in the Social and Economic Development of any Society. Their preparation as Professionals to meet the challenges of Post - Modern Living as it is a Key Priority for both Government and Universities. Study Skills in Curriculum help students Organize, Process and Use Information effectively. These skills are Learning Strategies that are important not just for academic learning but also for everyday life. Relationship between Teaching and Learning with Development has been termed as 'Constructivism'. Thus it emphasizes the Linking of New Knowledge to the Knowledge that Learners Already Possess and Application of Understanding to the authentic situations.

KEYWORDS: Telemeters, Innovation, Critical Thinking, Constructivism

FUTURE TRENDS IN CURRICULUM PLANNING AND MANAGEMENT

Curriculum is the 'Warp and Woof' of the Process Of Education. It is the means of enabling the child to adjust himself to his environment. It is the Pivot and Hub around which all activities in the school revolves. It is the sum total of experiences that a child receives in and outside the classroom through community relationships, through study of different subjects, through library, workshops, sports and games etc. It provides sufficient scope for the students to be able to understand How Society has come to its Present Form. It is aptly suited to bridge the wild gulf between the schools and outside world. Modern Curriculum includes Problem Solving, Human Relationships, Observing, Practizing and seeing etc. According to Monroe 'Curriculum includes all those activities which are utilized by the school to attain the aim of education.' In Latin Language Curriculum means 'Race Course' as in the field of education curriculum is really race course 'For the Child'. Curriculum is that path over which a child runs to achieve the aim of education. A child undergoes various experiences to run through the curriculum and win the educational prize as a person runs to win the race. According to Froebel, 'Curriculum should be conceived as an epitome of the rounded whole of the knowledge and experience of the human race.'

PRINCIPLES OF CURRICULUM CONSTRUCTION

Principles of Curriculum Construction are as follows

- **Principle of Balance:** Due emphasis should be given to each and every aspect of life while framing curriculum as spiritual life, social activities, occupations and economic relationships etc.
- **Principle of Linking with Life:** Community Needs and Characteristics should be kept in view while framing curriculum.
- **Principle of Individual Differences:** Curriculum should be adopted according to individual differences as skill, temperament, innate ability, experiences and aptitude etc.
- **Creative Principle:** In Curriculum those activities should be included that enable the child to exercise his creative and constructive powers.
- **Activity Principle:** Experiences rather than Instructions meet the needs of various stages of growth. It should be thought in terms of activities and experiences rather than knowledge and facts to be stored.
- **Principle of Preparation for Life:** Curriculum should prepare an individual in such a way so that he is capable of facing the various challenges of the complex problems of the future.
- **Forward Looking Principle:** Children of today are the Future Citizens of Tomorrow. Hence Future Needs and Requirements of the community should be given their due place.
- **Child Centered Curriculum:** Curriculum should be framed in such a manner so that a child could easily adjust to the environment and organize his activities later on.
- **Principle of Loyalties:** Curriculum should teach a true sense of loyalty to the family, school, community, town, province, country and world at large.
- **Principle of Flexibility:** Curriculum should take into consideration the special needs and circumstances of the pupils. Curriculum of the girls cannot be identical with that of boys. Special needs of both the sexes should be given their due consideration.
- **Principle of All Round Development Of Body, Mind and Spirit:** All kinds of experiences should be provided to the students so that child may develop all his powers.

According to T. P. Nunn 'The Curriculum should be viewed as various forms of activities that are grand expression of human spirit and that are of the greatest and most permanent significance to the wide world.' After Independence the concerns of education articulated during the freedom struggle. It was revisited by the National Commission - Secondary Education Commission (1952 - 53) and Education Commission (1964 - 65). Kothari Education Commission (1964 - 66) like Secondary Education Commission after keeping into consideration various defects had also suggested various reforms and recommendations. Secondary Education Commission (1952 - 53) and Education Commission (1964 - 65) both Commissions were elaborated on the themes emerging out of Mahatma Gandhi's Educational Philosophy in the changed Socio - Political Context with a focus on National Development. It was for the first time in 1986 that the Constitution was amended and country had a Uniform National Policy On Education. Despite the Review Of The Curriculum Framework In 2000 the vexed issues of Curriculum Load and Tyranny Of Examination remained unresolved. National Curriculum Framework (2005) took into cognizance both positive and negative developments in the field and attempted to address the future requirements of school education at the turn of the century. Guiding Principles of the framework were

- Connecting Knowledge to Life outside the School
- Ensuring that Learning is shifted away from Rote Methods
- Making Examination more Flexible
- Nurturing an over - riding identity within the Democratic Polity Of the Country.
- Enriching the Curriculum to provide for Overall Development Of Children.

VARIOUS NEW ASPECTS AND TRENDS CONCERNED WITH FUTURE CURRICULUM

Curriculum promotes the Qualities of Honesty, Cooperation, Integrity, Tolerance, Sympathy and Discipline etc. to promote the moral development in children. The New Trends are as follows

a. Study Skills In Curriculum

Study Skills have also been considered a key to success in academic world. They are useful Tools / Techniques to help learners, appreciate the goals towards achieving their dreams. Study Skills in Curriculum help students Organize, Process and Use Information effectively. These skills are Learning Strategies that are important not just for academic learning but also for everyday life. EMSTAC, Cook Counseling Centre, 2001 states that these Study Skills can help individuals be organized and successful lifelong learners and manage their jobs, households and finances etc.

b. Making Science A Part Of People's Life Curriculum / New Knowledge Based Science Curriculum

Globalization has increased the value and importance of 'Advanced Specialist Skills' and 'Know - How'. Life Long education entails Transforming, Redistributing and Re-harmonizing the 'Individual' and 'Social Periods Of Learning.' A Learning Society is generally considered to be the basis from which Lifelong Learning can take place. Knowledge Society inevitably has become far more competitive than any society in these days. Mastery Of Technology is a necessary precondition for the creation of Knowledge Societies. Scientific Culture includes training in Interdisciplinary Thinking. Thus New Technologies are changing the face of education with the development of 'E - Learning'. Internet is becoming the foremost medium of 'Self-Instruction' by providing tools for Informal Learning and allowing the Creation Of Virtual Classes.

c. Web Culture

School Education Experts have been designing Computer Literacy Programmes concerned with the curriculum as French have coined the term 'Telematics' for these programmes. Telematics reflects a New Technological Reality that transcends Nations and Cultures. It refers to the growing connections between and among Computers and Telecommunication Media as Modems, Information Utilities, Satellites etc. Design Team begins by meeting with someone who is intimately familiar with the Training Needs and Audience. Instructional Designers meet with the Subject Matter Experts (SME's) to extract all of the course content Existing or New. The Content and Design Phase results in the delivery of Course Architecture and Design Blueprint. Thus Future Citizens, Workers and Thinkers are to come to grips with the needs created by the changing information society.

d. Constructivism: Development In Relation To Teaching and Learning

Recently there has been put greater emphasis on relating Teaching and Learning with Development. This relationship between teaching and learning with development has been termed as '**Constructivism**'. Constructivism has been propagated by the psychologists *who emphasize the active role of the learner in building understanding and making sense of the world.* Thus it emphasizes the linking of New Knowledge to the Knowledge that Learners Already Possess and Application of Understanding to the authentic situations. In this sense, Country IRELAND is engaged in a period of considerable curricular change from 2013 particularly at second level. Teacher Education has a major role to play in ensuring the success of this process. It is as follows

I) Relevant Curriculum

Dr Anne Looney engaged himself in getting much more details and finding the ways in which curricula are now developed and presented. A Recent Review in the country suggests that for a relevant curriculum Learners need to have opportunities to

a. Develop Behaviour, Attitudes and Values including abilities that enables the learner to care for

- himself / herself and to act as a Responsible Citizen
- b. Learn How to Learn and to become aware of one's own Learning Styles
 - c. Acquire Relevant Knowledge
 - d. Develop a Range Of Critical Skills including both Fundamental Access Skills such as Literacy and Numeracy and Higher Order Skills such as Creativity, Critical Thinking, Problem Solving, Communication and Collaboration

WHAT DOES ADOPTING A RELEVANT CURRICULUM IMPLY?

In **Ireland** Emphasis is on the Application of New Knowledge and Skills is one of the central and most difficult challenges of Project Maths. It is attempting to enable young people to apply Mathematical Concepts to the Real World. Indeed, the birth pains of *Project Maths* are illustrative of the enormous pedagogical challenges involved for all teachers. They seek to use much wider Repertoire of Teaching Approaches that will be essential if we are to move schools from more traditional curricula towards the sort of 21st century curriculum that we need. Findings in 2011 that Irish pupils performed less well on indicators related to Reasoning In Mathematics and Science Resonates. Collaborative Group Work and Learning through Talk and Discussion are frequently weak. Moving from a curriculum that is defined more in terms of Complex Skills and Attributes and Less in terms of readily prescribed knowledge also poses a very considerable challenge both in terms of Standards and Assessment Traditional Knowledge Blocks and Concepts are relatively easy to define and assess in Pencil and Paper Tests and Examinations. By comparison it is much more difficult to define Levels Of Mastery for Skills especially in Higher Order Skills as Collaboration and Creative Thinking, Literacy and Numeracy Strategy Behavior, Attitudes and Dispositions. Hence Dr. Looney elaborated the presentation of curricula not just as stated objects but accompanying illustrations of the applied skills. Need for broader approaches to assess both Formative and Summative Purposes has been articulated most recently in Irish school as Junior Cycle Framework and Literacy and Numeracy Strategy. These approaches must give Teachers and Students the Opportunities to Record and Celebrate Learning School Based Assessment Process. Teachers have to be enabled to understand and use 'Assessment Information' to discuss with Learners the progress they are making and the next possible steps in their Learning.

IMPLICATIONS FOR TEACHERS AND TEACHER EDUCATION

National Literacy and Numeracy Strategy launched by Minister Quinn in July 2011 makes clear that Ireland has decided to go down this Professional Formation Approach to Teacher Education building on the strong traditions within Irish society of valuing the profession of teaching. Thus a decision was made to extend the Duration Of Initial Teacher Education Courses and to ensure that Teaching Council would advance its Examination and Accreditation Of the Content and Delivery of Teacher Education Programmers in Colleges and Universities.

Creating and Writing Good, Usable, Organic Curriculum that is actually useful to a number of People, Novices and Veterans alike is a complex process that begins with a series of questions. One has to start with the existing pieces and then create the organizing principles or vice versa. It is the End Results that are important. Like all General Problem Solving Models, Curriculum and Instructional Planning is a complex process that uses both Divergent Thinking (Creative Possibilities) and Convergent Thinking (Narrowing or Culling Elements). Initial Ideas are first generated, broadened and then refined into set instructional patterns. Following questions are meant to stimulate discussions about varied aspects of curriculum development, content, concept, knowledge or process selections as

a. Curriculum Content

- What Persons or Designated Groups Of People should be empowered to make selection decisions about What to include in the common curriculum? Why these people? What qualifications should they

have?

- What Defines or should be considered Knowledge?
- Are there differences between Education and Schooling?
- Is there certain knowledge that should be considered **Common (required by most), Essential, Worthy or Mandatory**? If so, specifically what are these things?
- What Specific or General Content or Processes should be included as **Basic or Essential** knowledge?
- Which Social, Cultural or Political Forces influence Curriculum Selection, Formation, and Distribution?

b. Curriculum Creation and Formation, Organization and Dissemination

- Who should be responsible for creating Philosophy, Tone of a Curriculum or For selecting the Specific Learning Theories that drive the curriculum?
- Who should be involved in ensuring that a Curriculum has a Sense Of Unity, Relevance, Pertinence and Purpose?
- What Minimal Components are considered Necessary or Bare Essentials for the practical implementation of the curriculum?
- And How is Usable Curricula best organized?
- Should there be Different Forms Of Curricula (Hard Bound, Electronic, Media) that facilitate Changes and Revisions and Which are Easy Of Use and Easy To Disseminate?
- Who is responsible for making Formatting, Organizational and Distribution Decisions?
- What Forces or People play a part in deciding to create New or Revise Older Curriculum?

c. Curriculum Assessment

- How can Educators best assess whether Goals and Objectives of the delivered Curricula have been obtained?
- What types of Evidence or Data indicate that curriculum has been effective? What types of Measures can be used in Assessment?
- Who should be responsible for Evaluating the Overall Effectiveness of Curricula and for Collecting and Documenting Assessment Data?
- How should Assessment and Evaluation Data be used to improve Future Curricula?

II) TYLER'S FOUR QUESTIONS OF INSTRUCTIONAL DEVELOPMENT

In 1949, Late **Ralph Tyler** offered some initial suggestions for developing Curriculum and Instruction as

- **What are the Purposes of the School?**

Think about, Justify and Delineate. What are you going to teach and How this material is relevant to the common and current purposes of schooling?

- **What Educational Experiences are related to those purposes?**

What Content, Processes and Methods you are going to use to deliver instruction and information that perpetuate the purposes of schools?

- **What are Organizational Methods that will be used in relation to those purposes?**

How can you best organize your Information, Presentations and Learning events so that they are most effective?

- **How will those Purposes be evaluated?**

How do you know your Learning Events, Information and Processes? What evidence will you collect?

Wilson's added some more Questions to **TYLER'S** Questions so that it may help students to create effective Instructional Plans and Curriculum. These questions are as follows

III) WILSON'S ADDITIONS TO TYLER'S PRINCIPLES

1. Be able to justify Why You are teaching particular Content or Processes?

2. Be able to make Content or Processes more Holistic.
3. Be able to make Instructions relevant to student's experiences Past, Present and Future Lives?
4. Be able to create more Authentic Types Of Assessment.

CORE AND CREATIVE CURRICULUM DEVELOPMENT

Core and Creative Curriculum Development are Exciting Fields Of Study now a days. Professionals in these areas Whether Educators, Administrators or Curriculum Specialists pull from Extensive Knowledge and Research in Education to Develop, Implement and Assess Innovative Curricula, Teaching Methodologies and Pedagogies. Overall Field Of Education especially in the Realm Of Curriculum Development is ever evolving. Innovative and Professionals devoted to the subject must know of Current Trends. Common Core has been adopted by the Majority Of States in the U.S. and Schools are implementing it now. Common Core Initiative is one example of an outcome of Core Curriculum Development. Core Curriculum Development is a facet of the Field Of Curriculum and Instruction. Professionals in this Area work with Government, School Districts, Administrators, Teachers and Students to analyze Existing Core Curricula, Develop New Curricula and Evaluate Outcomes. Core Curricula is the collection of Materials, Methodologies, Assessments and sometimes Pedagogies that teach students the 'Basics' in Subjects such as Maths, Science, Social Studies and English. Within the Specialty Of Curriculum Development there are Several Trends as

- **Common Core:** Common Core is an initiative of the U.S. government. It is a more Regimented Style of Education that creates Common Standards for students across the Learning Spectrum. Within this Curriculum Students move at a relatively Fast and Uniform Pace to meet the Objectives Of a Programmer. Standard and Universal Metrics measure and determine Student's Success.
- **Digital Delivery:** Educators and Students throughout the country and world are turning to Online Sources to find Reliable, Valuable and Current information. Consistent with this trend Many Curricula emphasize Digital Teaching and Learning In and Out of the classroom. In addition to enhance Traditional Education this trend further develops Alternative Education, Distance Education and Home Education.
- **Interest Driven Education:** Numerous Schools especially Private and Charter Schools select '**Tracks**' Of Learning based on their own goals and interests. In such Programmers Students work with Advisors to design their courses of study and Teachers deliver more Tailored and Specialized Curricula.
- **Individualized Education:** These Curricula emphasize student's Distinct Interests, Learning Styles, and Paces of Learning and Needs In and Out of the classroom.
- **21st Century Skill Driven Curricula:** More recently however a New Trajectory has emerged in many Areas of Education and Skills such as Collaboration, Innovation, Critical Thinking and Communication. A skill as Student's abilities to assess Quality of Information, Think Critically about Issues and Adapt Quickly to Changing Technologies and Work Environment is of paramount importance.
- **Latest Researches and Best Practices:** Latest Research and Best Practices provide Early Childhood Educators with Resources that create a High Quality Learning Environment. It enables every child to become a Creative and Confident Thinker. Teachers today use Creative Curriculum as a Resource to enhance Existing Curricula. Creative Curriculum also provides Resources and Coaching to Parents and Family Members with infant Toddlers and Preschoolers.

TECHNOLOGY

Both Elective and Core Curriculum benefit from Teachers Incorporation Of Technology in the classroom. Teachers can keep many students more engaged by employing Relevant, Innovative and Engaging Technology in the classroom. Technology's boost ahead in society is likely to be an ever evolving and central theme in education's present and future. **INACOL, the International Association for K-12 online learning** concerned A Smart blog '**What's On the Horizon for EdTech & Education in 2016**' predicted various upcoming trends in K-12 education. Online Learning hits the mainstream as K-12 Education System Technology increases access to Educational Opportunities and seeks Improved Equity. **Blended Learning** continues to change Instructional Models dramatically by providing Real Time and Data Driven Instruction. It

Opens Up Multiple Pathways for students to learn. Upcoming trends in K-12 Education are as follows

NEW DEFINITIONS OF SUCCESS

Redefining Success for Students take Education Leaders and Practitioners as Centre Stage. It requires rethinking the importance of Student Work Evidence, Bridging Informal and Formal Learning, Student Exhibitions and Portfolios etc. Educators and Community Leaders work together to bridge the Range Of Meaningful **Project Based Learning Opportunities** and Phenomenon **Based Curriculum Redesign** that is relevant and meaningful to Students and their Communities.

MOBILE LEARNING

Instructional Design Of Mobile Learning requires that Learning becomes more Modular, Contextual and Bite Sized to provide Flexibility and Clear Outcomes before moving to the Next Level Of Learning. Powerful Tools are needed to ensure Learners can Connect, Collaborate and Communicate effectively in an Academic Setting.

CLOUD COMPUTING

Advent Of Tools as Google etc. and Cloud Computing is rapidly changing the field in Academic Institutions and K-12 Learning Environment.

RETHINKING MEASUREMENTS

A new definition of student's success including a Broader Conceptualization with evidence takes into consideration the Project Based Learning. It drives the need for systematic changes that cross between Education, Social Services and greater Connectives to Community Needs.

PERSONALIZED PROFESSIONAL DEVELOPMENT

Old Models of Professional Development as attending seminars selected by administrators is quickly becoming outdated. Now a day the teachers are co-designing their own Personalized Professional Development in real time. They are '**Micro-Credentialing**' their Informal and Formal Learning. Personalized PD means Identifying Learning Goals, How they will Learn, What they will learn and when they will Learn. It includes a combination of Blended, Online Learning, Service Based Learning and Active Workshops etc.

MANAGING CHANGE

Education Leaders are managing change at a frenzied pace along with the rest of Society's Leaders. K-12 Education Environment is designed for slow reaction to change and our Leaders are managing change for continuous Improvement.

DATA INFORMED DECISIONS AND WORLD-CLASS STANDARDS

Data Poverty in K-12 Education from the 1990's and 2000's built a foundation for Conversation around Reform a Standard Based Education. It is due to this that Evidence moves beyond Simple Annual Data points to Assessment of Student Readiness for Next Levels of Learning and Navigating Life toward Leadership along with Active Citizenship.

STUDENT CENTERED ENVIRONMENT

Design, Creativity, Entrepreneurship, Performance and Innovation combine together to foster student centered educational environment. It empowers students with Voice and Choice in how they Learn, Showing Work On What they have Learned and providing Powerful Personalized Learning Experiences.

BALANCED APPROACHES: ASKING TO WHAT END

System Designs shift to ask whether students are getting What They Need in Real Time. This Shift works to align our systems to ensure that Our Youth are being prepared for the jobs that emerge in the future especially Design, Innovation, Robotics and New Fields Technology.

PROGRAMMING, ROBOTICS AND MAKER MOVEMENT

Schools are being designed with Programming as a New Language that students must know. Students need important Programming and Coding Skills to succeed in a Digital Economy. Combination of the Maker Movement with Robotics is important to foster Innovation Hubs within cities that include Coding and Programming.

NEUROSCIENCE, YOUTH DEVELOPMENT RESEARCH AND HOW KIDS LEARN BEST

An Important Trend that would shape the Conversation on Innovation has been taken into consideration is

Neuroscience and Youth Development Research Planning. What goes on When Students Actually Learn?
How do we Design New Models that build upon the Research for How Students Learn Best?

Thus Teachers play a Fundamental Role in the Social and Economic Development of any Society. Their preparation as Professionals to meet the challenges of **Post - Modern Living** is a Key Priority for both Government and Universities. In **Hong Kong**, many changes have taken place in Teacher Education since the establishment of Formal Institutions of Teaching Training over one hundred years ago. Today, **Hong Kong** Government is committed to an '**All Graduate, All Trained**' Profession and University Level Institutions. Eleven years into the 21st century the buzz words '**21st Century Skills**' are being thrown around in describing What Needs to Be Taught in Schools as Real World Happiness. Things like **Collaboration, Innovation, Critical Thinking, and Communication** are thought to be just as important as U.S. History because they are practical skills that can be used in the world outside the confines of school.

SUMMARY

A Learning Society is generally considered to be the basis from which Lifelong Learning can take place. **Knowledge Society** inevitably has become far more competitive than any society in these days. Mastery of Technology is a necessary precondition for the creation of knowledge societies. Scientific Culture includes Training in **Interdisciplinary Thinking**. Thus New Technologies are changing the face of education with the development of '**E - Learning**'. Therefore, Internet is becoming the foremost medium of '**Self-Instruction**' by providing tools for Informal Learning and allowing the creation of Knowledge Societies.

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