UNIT 4:
Curriculum Change and Innovation

Introduction

- In this unit we will look at the concept of the Curriculum change as aligned to global and societal dynamic changes, major curriculum reforms which is aligned with the Constitution 2010 and Vision 2030, holistic development of learners, recognition of the shift to Competency Based Curriculum which concerns with identification and nurturing talents as envisaged by the Curriculum vision of nurturing every learner's potential.

Learning outcome

Upon completion of this Unit, you will be able to :

a) Discuss the Concept of Competency Based Curriculum

b) Discuss Education Curriculum Pillars

c) Apply innovative instructional techniques

d) Appreciate the conditions for successful implementation of Innovation

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Concept of Competency Based Curriculum (CBC)

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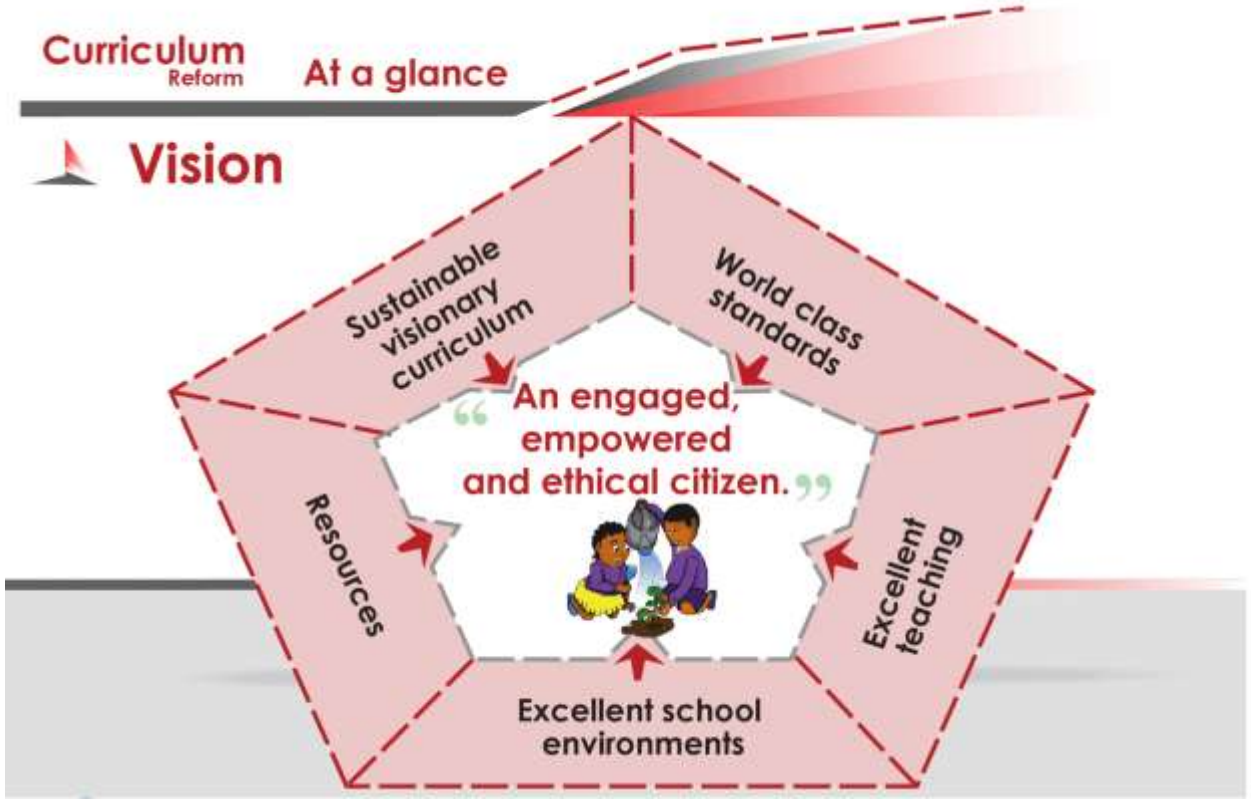
- The concept of competency refers to the skills, abilities and capabilities required for a person to achieve a competency performance.
- The Competency Based Curriculum is premised on the belief that individuals are lifelong learners who continuously accumulate knowledge and require to apply the knowing to doing resulting to performance in mastery of skills. In a Competency Based Curriculum skills attainment and learning are emphasized.
- Now let us look at the vision and mission of CBC.

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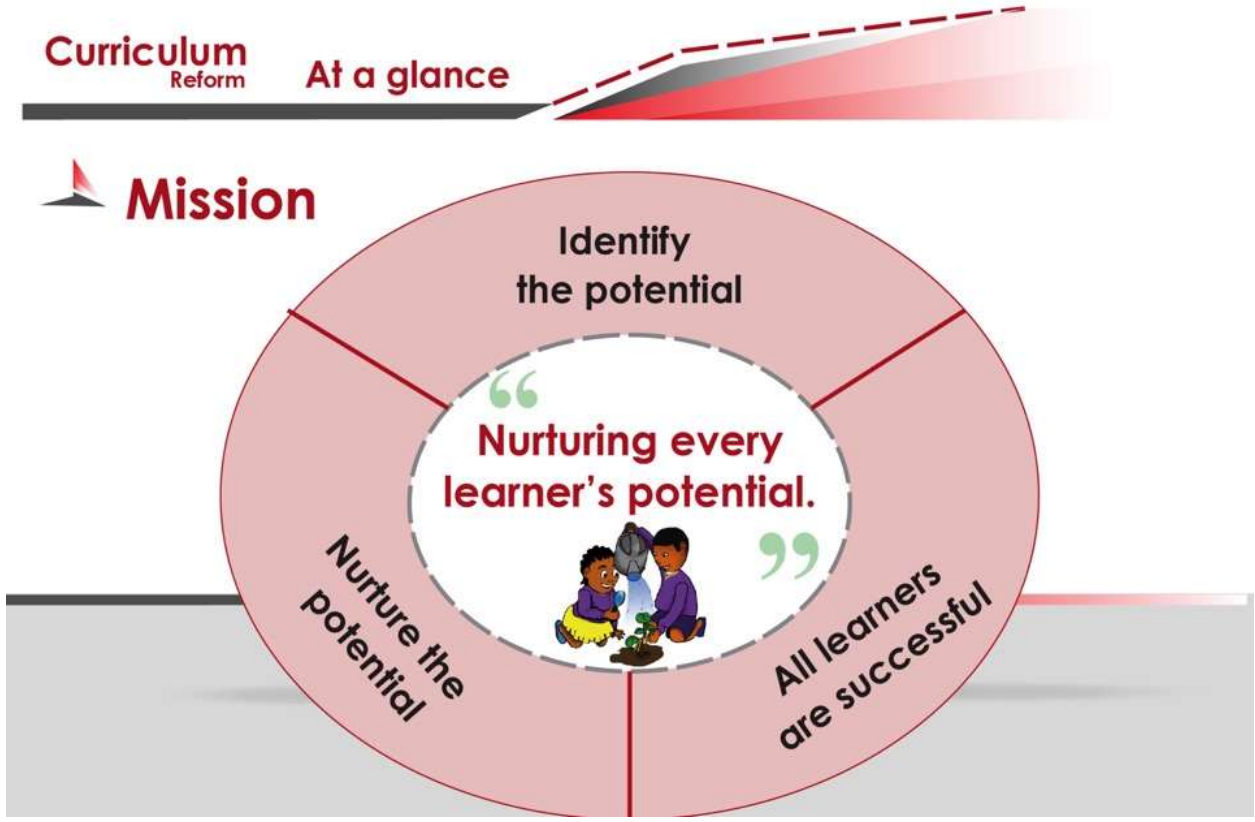
Vision and Mission of Competency Based Curriculum

- **Vision Statement:** The vision of the basic education curriculum reforms is to enable every Kenyan to become '***an engaged, empowered and ethical citizen'.***
- This will be achieved by providing every Kenyan learner with world class standards in the skills and knowledge that they deserve, and which they need in order to thrive in the 21st century.
- This shall be accomplished through the provision of excellent teaching, school environments and resources and a sustainable visionary curriculum



Mission Statement:

- The mission of the basic education curriculum reforms is ***'nurturing every learner's potential'***.
- The curriculum is designed to ensure that it provides opportunities to identify the potential that every learner brings to school and nurture this potential through the learning pathways and tracks that will be provided at Senior School.
- The mission will ensure that no child is labelled a failure at the end of basic education



Competency Based Curriculum Pillars

- The basic education curriculum framework vision and mission are supported by three important pillars; Values, Theoretical approaches and Guiding principles. Let us look at one pillar at a time.

a) Values:

- Values are defined as standards that guide an individual on how to respond or behave in a given circumstance. Our values influence how we feel, act and make choices in life.
- The teaching of values will facilitate the achievement of the curriculum reforms' vision, particularly with respect to developing ethical citizens.
- The thrust of this will be to nurture learners who do the right thing because it is the right thing to do.
- Students will be guided to learn.

b) Theoretical Approaches:

- A theory is an abstract general explanation of observations or a subject under study that can be relied upon to provide guidance for practice.
- It attempts to predict behaviour or reach a reasonable and general set of explanations for an underlying issue.
- The Basic Education Curriculum Framework is underpinned by several theories:

i. ***Vygotsky's social-cultural development theory***, the primary focus of which is on supporting students through scaffolding the learning experiences.

ii. ***Piaget's cognitive development theory***, which will mainly provide the alignment between the maturational development of the child and how learning should be organized.

iii. ***Bruner's cognitive development theory***, which emphasises the importance of organizing learning in a meaningful way to build from the known to the unknown.

iv. ***John Hattie's Visible Learning,*** that emphasises the role of the teacher in terms of the impact the approaches adopted may have on students' learning.

v. **Dewey's social constructivism**, that focuses on the need to adopt learner centred approaches in curriculum design and delivery.

c) Guiding Principles:

The Basic Education Curriculum Framework is based on the following guiding principles:

- Opportunity
- Excellence
- Diversity and Inclusion
- Differentiated Curriculum and Learning
- Parental Empowerment and Engagement
- Community Service Learning

Conditions for successful implementation of innovations

(a) **Relevance:** The innovation must be relevant to them.

(b) **Feasible:** It must be feasible in their particular organizational context.

(c) **Compatible:** It must be compatible with the practices, values and characteristics of their system.

(d) **Non-threatening:** It must be seen as posing little or no threat to the user group's identity, integrity and territory. The innovation must be shown to be tolerable and non-threatening.

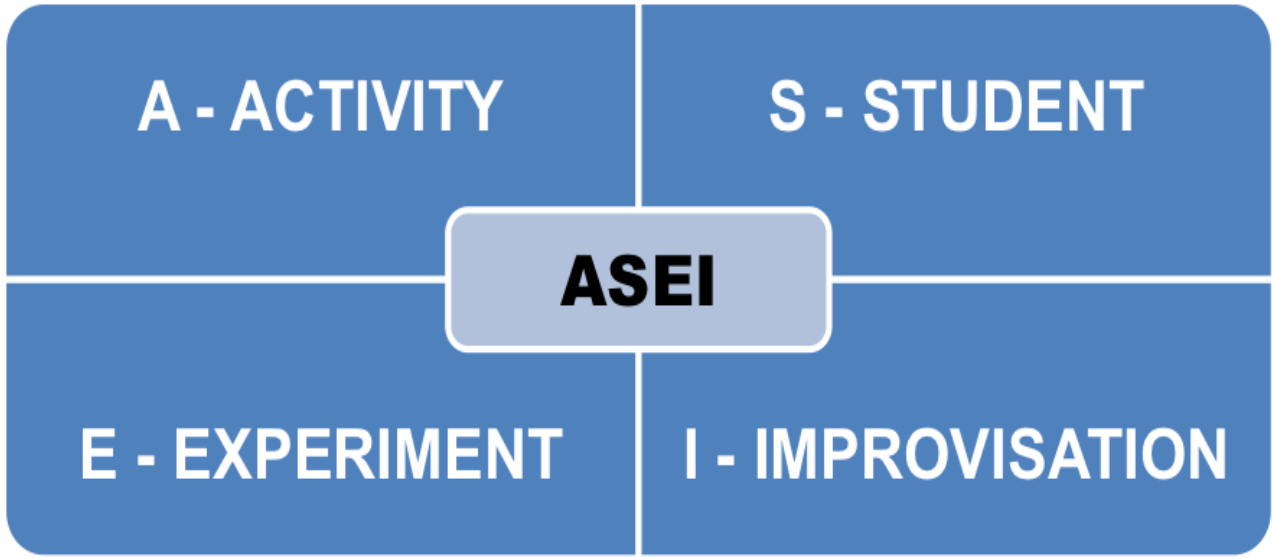
(e) **Beneficial:** The innovation must yield material or non-material benefits. Gains in social status or recognition could be some of the non-material benefits.

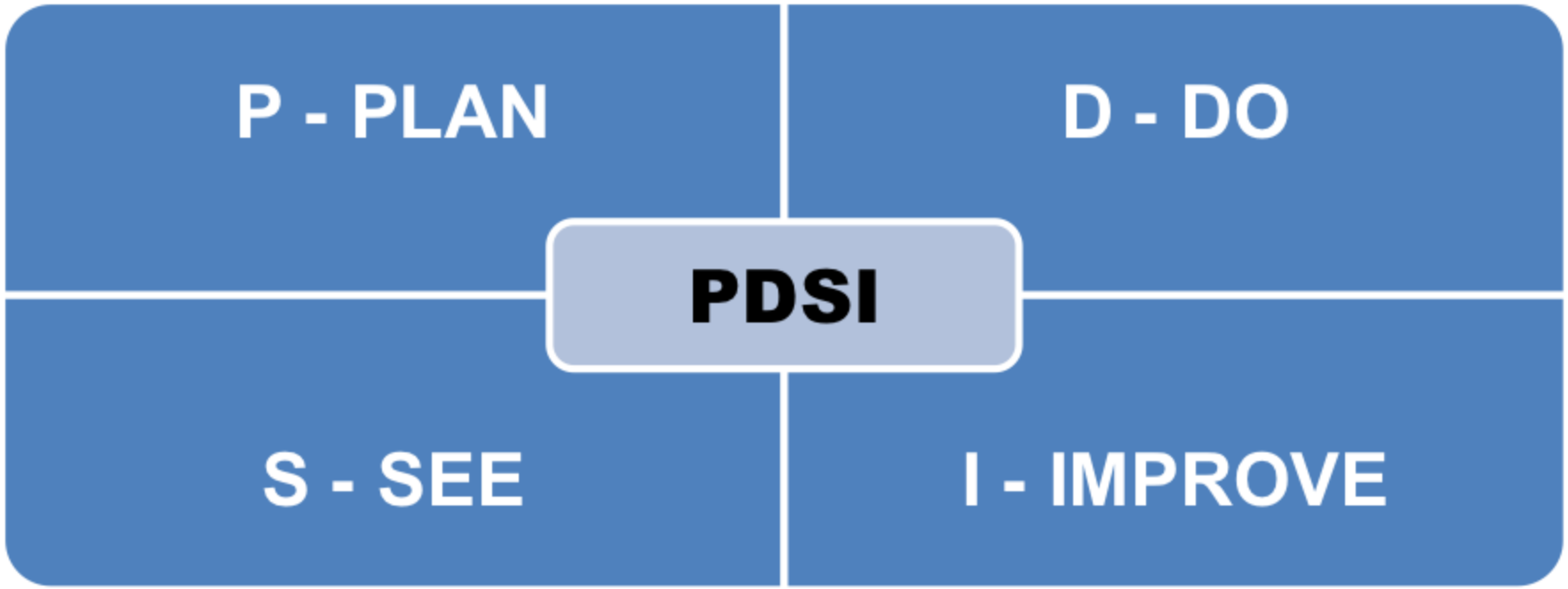
(f) **Flexible/adaptable:** It must be flexible and adaptable.

Innovative instructional techniques

ASEI-PDSI Pedagogical Approach

(a) What does the acronym ASEI-PDSI stand for?

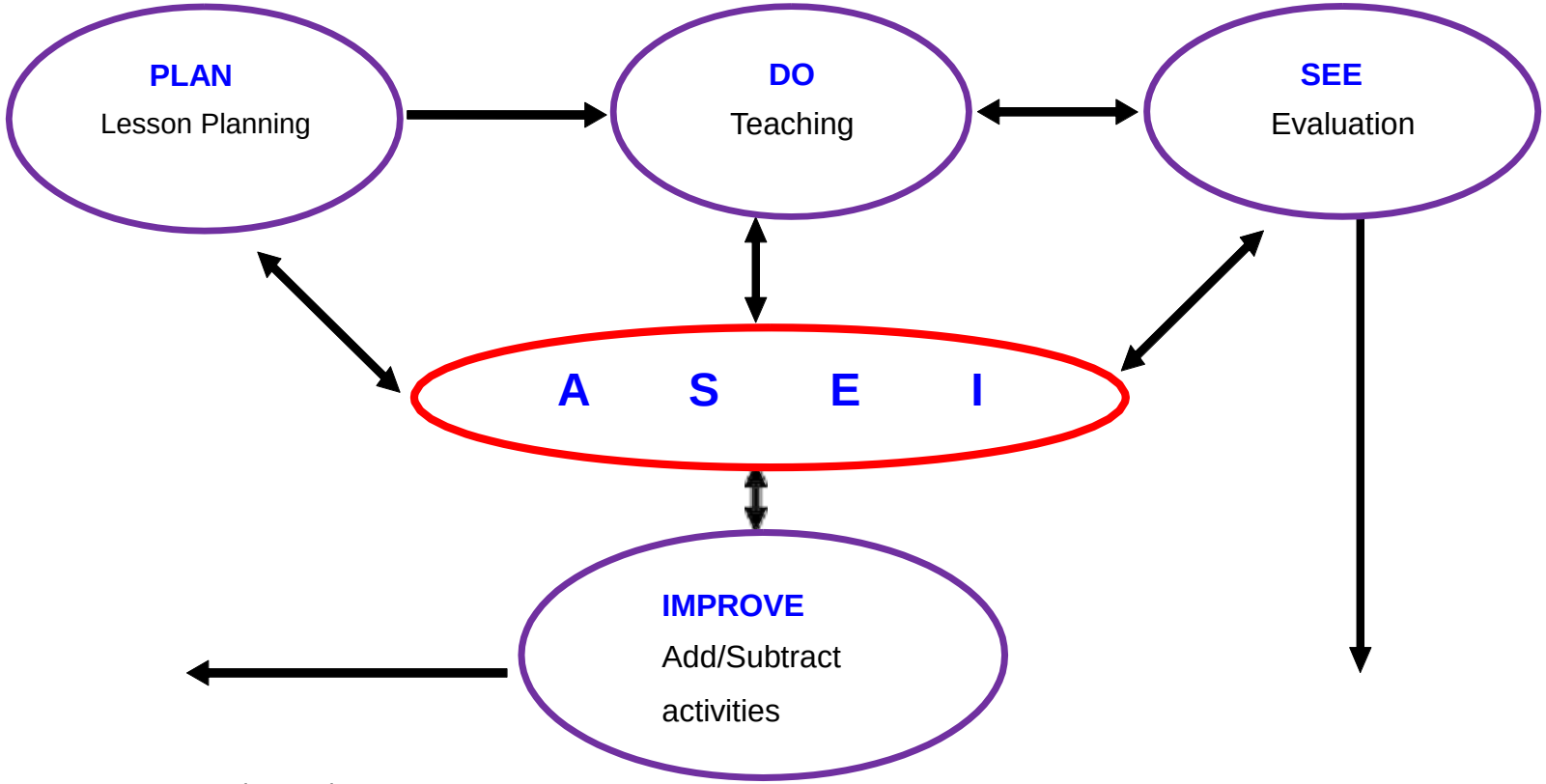



P - PLAN
D - DO
PDSI
S - SEE
I - IMPROVE

Definition of ASEI-PDSI

- ASEI-PDSI is a pedagogical paradigm that is a deviation from tradition to innovative instructional designs. It helps teachers to plan and use methods that create learning environments, opportunities and strategies and enable learners to be in charge of their own learning.
- Teaching was mainly knowledge-based, teacher-centred and theoretical.
- There were few experiments carried out and where done was a lot of wastage of materials and the teachers strictly followed procedures in the textbooks.
- It advocates for a shift from:
  (i) Knowledge-based to Activity-focused.
  (ii) Teacher-centred to Student-centred.
  (iii) Lecture method/theoretical approach to Experiments/research-based approach. Talk and chalk to hands-on.
  (iv) Recipe type large scale experiments to scaled-down experiments, and involving use of improvisations.

- PDSI may be seen as a cyclic process of checking the process of ASEI lessons against a plan and answering the question of how the activity is being carried out in relation to the intended objectives.
- This is illustrated below.



Using ASEI-PDSI in teaching Mathematics and Science Education

- ASEI-PDSI is used in Kenya to teach Mathematics and Science Education.
- The innovative ASEI-PDSI approach to teaching and learning of mathematics and science is advocated in Strengthening of Mathematics and Science Education (SMASE) INSET.
- This approach although mainly tried in mathematics and science is applicable in other subjects. It is expected that participants in the programme share the lessons learnt with their colleagues once back in schools through school-based INSET.
- School leadership is critical in ensuring continued practice and further capacity development at the school level.

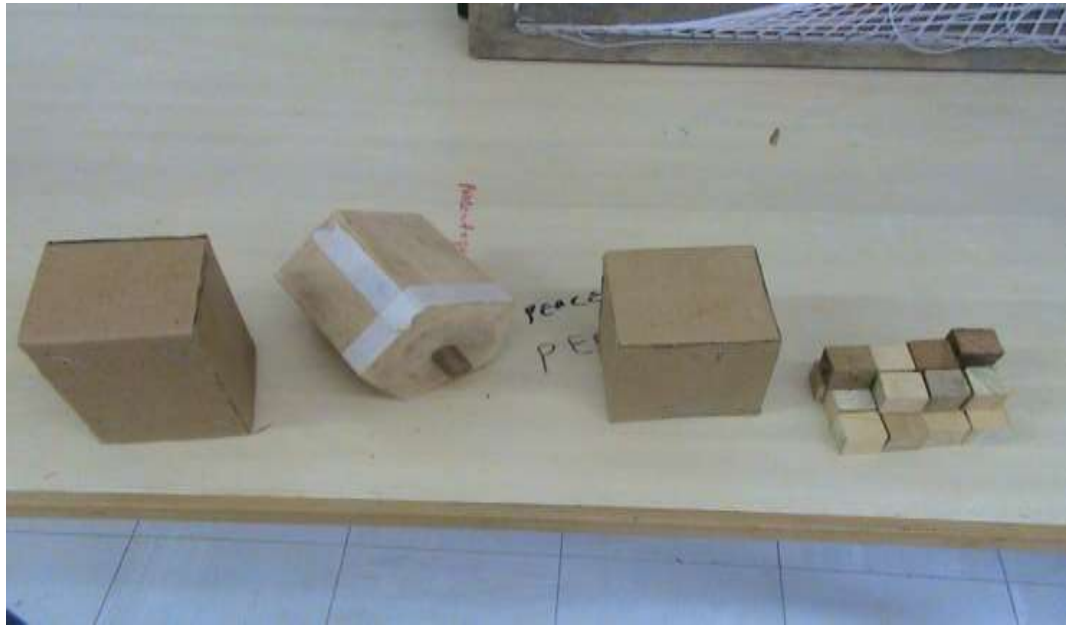
Rationale for ASEI-PDSI:

- This methodology came up to address problems arising from dominant classroom practices that were ineffective.
- At the same time learners manifested poor reading and writing skills, poor reading culture and negative attitude towards school in general and mathematics and science in particular.
- This was evident in the poor performance, untidy work, missed lessons, absenteeism, indiscipline, low morale and general dislike for mathematics and sciences.
- This situation necessitated the ASEI-PDSI approach focussing on improving classroom practices.
- All teachers of mathematics and science in our secondary schools have been introduced and sensitized on the principles of ASEI-PDSI.

Characteristics of ASEI

(i) Activity

- The '**A**' part of ASEI, focuses on the benefits of active learner involvement in the teaching/learning process. Teachers are encouraged to effectively use varieties of activities (minds and hands on) for effective lesson delivery. Such activities should be in line with the lesson objectives. Activity of ASEI means a 'bridge' between practical activities and the topic concept.



ii) Student: The **'S'** part of ASEI calls for a shift from the common teacher-centred teaching methods to student-focused activities. Learners need to be actively involved in the teaching/learning process having opportunities to manipulate, express opinions and explain ideas based on their prior experiences and related to lesson content. They should then verify these through suitably designed teaching/ learning activities.



iii) Experiment: The **'E'** part of ASEI emphasises a shift from demonstration type experiments to investigative and hands-on experiments. Students should learn to observe, manipulate, measure, reason and develop skills of gathering information. Demonstrations should thus play a lesser role in science instruction, with individual and group investigation receiving more priority.



iv) Improvisation: The **'I'** part of ASEI encourages the practice of improvisation/innovativeness. This is achieved through scaling down materials for experiments, e.g., diluting chemicals to suitable levels and use of small quantities of chemicals, utilization of available materials in the student's immediate environment. This raises interest and curiosity, modification/simplification of recipe-type textbook experiment(s) and use of a non-conventional apparatus and resources.



Characteristics of PDSI

(i) **Plan:** Planning part of PDSI deals with designing of instruction (planning the lesson) and outlining lesson activities based on the ASEI principles. Teachers should take into consideration the learners' backgrounds and experiences in relation to the topic. Consider how instructional activities will enable learners to understand concepts; appreciate/value what is being learnt (rationale for the activity/lesson) and how to apply what is learnt in real life contexts.



ii) Do: The 'Do' of PDSI deals with implementing the planned lesson activities and is focused on lesson delivery in the teaching/learning process.

- Introduction should allow interactive and innovative options such as games, role play, story-telling and skits. In lesson development, the instructional design should have sufficient, varied and interesting learner activities to motivate learner engagement and facilitate meaningful learning experiences like discussions, reporting, asking and answering questions; and process skills such as observing, drawing and manipulating.
- Such strategies help to enhance understanding of content and also cultivate creativity and innovation, critical thinking and problem-solving skills necessary for the 21st century.



iii) See: The 'See' of PDSI calls for monitoring the learning processes against the planned activities and lesson objectives.

- Teachers can monitor learner progress through their answers to questions, explanations to concepts and ability to follow procedures.

iv) Improve: This aspect of PDSI means evaluating and making sense of the outcomes of the lesson in order to integrate the feedback in the same or subsequent lessons to modify the lesson as it progresses in order to eliminate misconceptions as well as improvement of subsequent instruction.



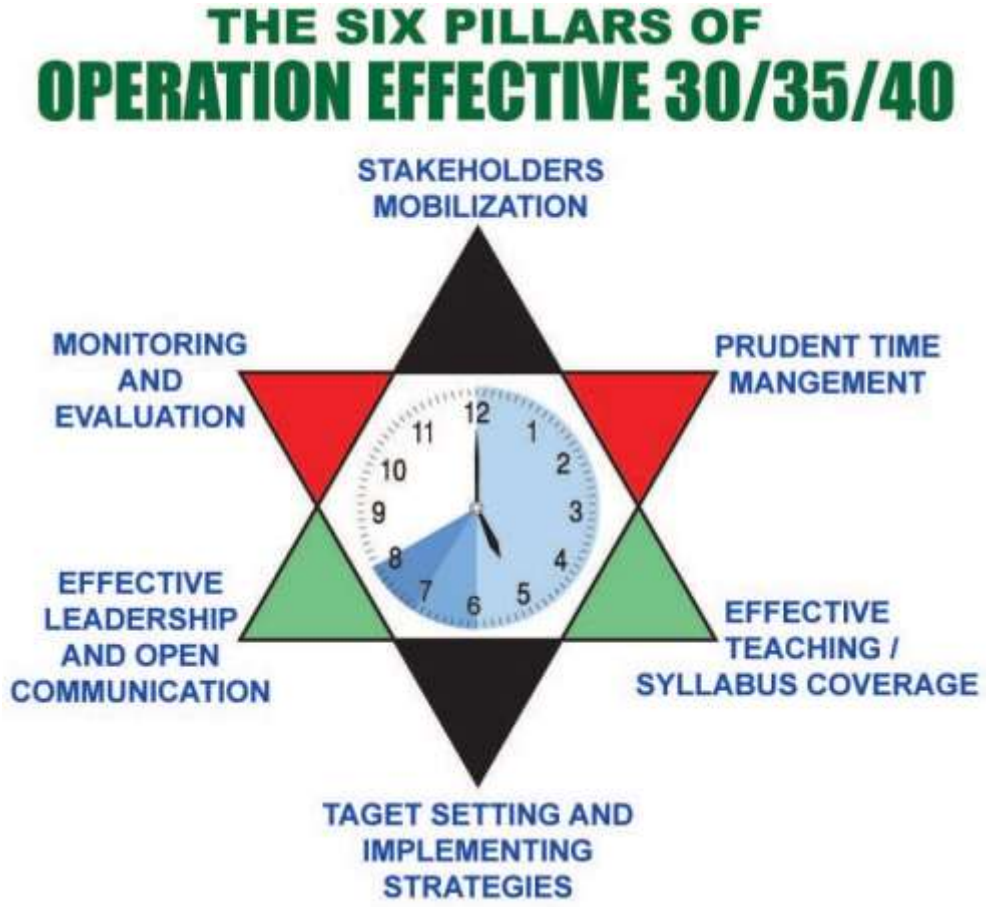
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Operation effective 30/35/40

(a) What is Operation 30/35/40?

- Operation 30/35/40 is a performance improvement strategy to help address low academic achievements. It was generated by the Central Province Head Teachers during the 2008 Annual Conference at the Kenya Methodist University, Meru.
- It refers to effective co-ordination of action - based teaching/learning activities within the 30/35/40 minute's lesson in lower primary, upper primary and secondary schools respectively.
- It calls for re-branding of learning institutions by re-engineering or developing effective initiatives and change of attitude and the way of doing things to meet the desired academic results.
- A school that lacks fresh ideas stagnates and is overtaken by more dynamic and innovative schools. Schools must re-brand.
- Adopt reforms to avoid stagnation and eventual extinction.



(a) **Operation 30/35/40** calls for:

- Reawakening;
- Revival;
- Rejuvenation;
- Commitment;
- Efficiency;
- Effectiveness; and
- Shared vision among all stakeholders in the education sector.

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(a) **Operation 30/35/40 pillars**

- Mobilization and sensitization of all key stakeholders to enable them understand their roles, responsibilities and strategic commitments.
- Enhancing good management practices to ensure improved time management and prudent utilization of institutional resources.
- Encouraging schools to be innovative, creative, critical and analytical in formulating and implementing specific and realistic strategies to ensure proper and timely syllabus coverage and adequate testing at every level.
- Engaging the learners in a variety of instructional strategies that make the teaching / learning process interesting, stimulating and learner-centred like ASEI-PDSI.
- Encouraging schools to embrace and internalize the concept of target setting, benchmarking and strategic planning.

Education for Sustainable Development (ESD)

- Education for Sustainable Development (ESD) is an approach to teaching and learning based on the ideals and principles that underlie sustainability.
- These principles include; human rights, poverty reduction, sustainable livelihoods, peace, environmental protection, democracy, health, biological and landscape diversity, climate change, gender equality and protection of indigenous cultures.
- It seeks to engage people in negotiating a sustainable future, making decisions and acting on them.
- The role of Education for Sustainable Development (ESD) is to help people develop the attitudes, skills, and knowledge to make informed decisions for the benefit of themselves and others, now and for the future, and to act upon those decisions.

Skills are essential to ESD:

(i) Envisioning. This is being able to imagine a better future. The premise is that if we know where we want to go, we will be better able to work out how to get there.

(ii) Critical thinking and reflection. It involves learning to question our current belief systems and to recognize the assumptions underlying our knowledge, perspective and opinions. Critical thinking skills help people learn to examine economic, environmental, social and cultural structures in the context of sustainable development.

(iii) System thinking and acknowledging complexities and looking for links and synergies when trying to find solutions to problems.

(iv) Building partnerships – promoting dialogue and negotiation, learning to work together.

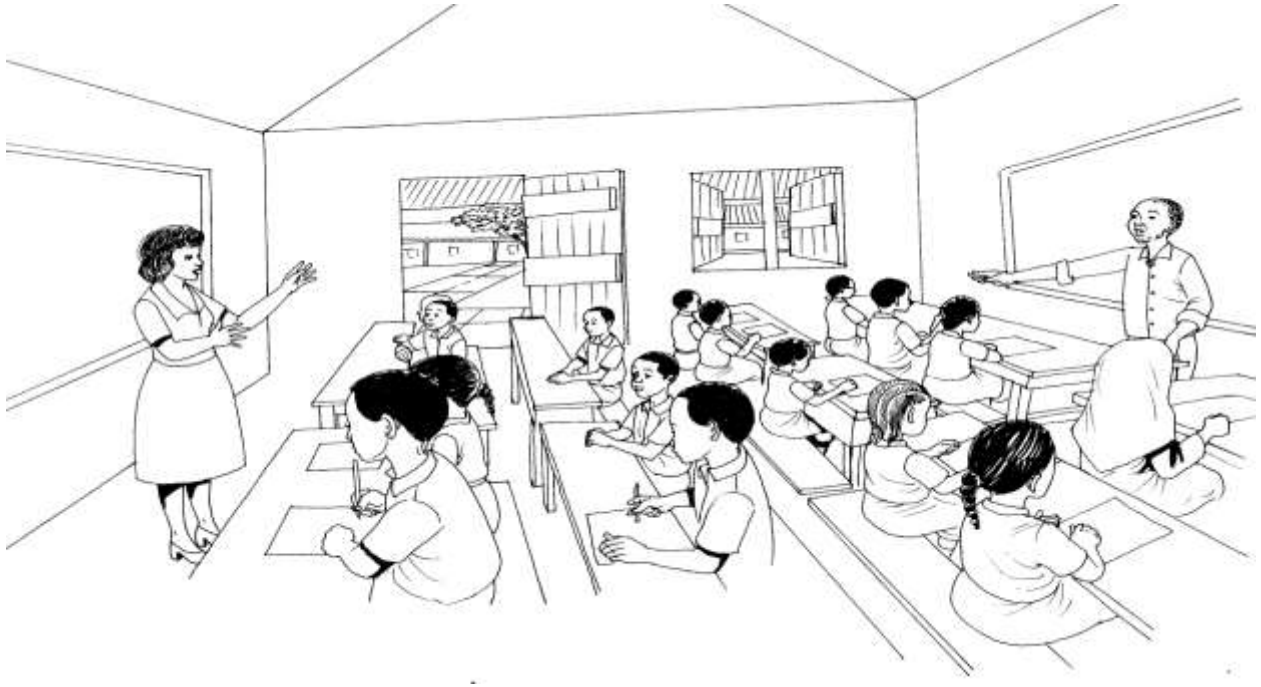
(v) Participation in decision-making – empowering people.

Example of an ESD program – Botanical gardens

- Botanic gardens are important centres for environmental education.
- In recent years there has been a growing interest in Education for Sustainable Development (ESD) amongst botanic garden educators.
- Botanic gardens provide information to the public about biodiversity through publications, lectures and guided tours.
- In schools, Botanic gardens should provide opportunities for students to discuss and debate issues or participate in protecting the environment.
- Issues that can be discussed include democracy, equality, gender, poverty and population control as these issues are related to the environment.
- The gardens use a wide range of teaching methodologies with their audiences, in particular experiential learning and group teaching. In addition, these gardens should involve the learners in critical reflection.
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Multi-grade learning

Definition: Multi-grade learning involves the teaching of children from two or more grade levels in one classroom. Multi-grade is most suitable in areas experiencing low staffing levels or understaffed, for example, in ASAL districts and hard to reach places. Such contexts require the employment of particular teaching methodologies and classroom administration.



Rationale:

The rationale for establishing multi-grade classes is the following:

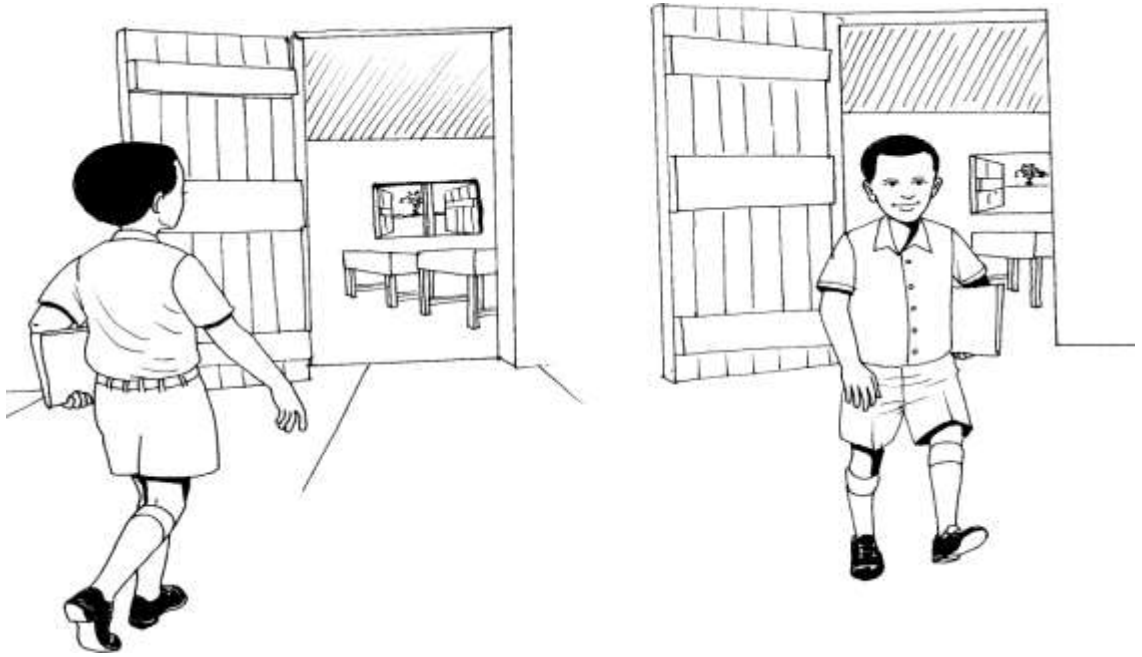
- **Low-cost:** They are smaller and can be established more cheaply than complete schools.
- **Save time:** They are more dispersed and thus located closer to the settlements where the children live. Younger children can attend school and the time spent travelling between school and home can be reduced to an acceptable level. This in turn means that there is sufficient time outside school hours for the children to continue to contribute to the family's economic activities.
- **Access:** Attending school is, therefore, likely to be more acceptable to the families concerned, and thus both increase the number of children receiving education and reduce the failure rate. Multi-grade schools, being smaller and more dispersed, would enjoy much closer links with the smaller communities that they would be set up to serve. This would have a very positive effect on local attitudes and access to education. The professional teacher is a key resource person in the multi-grade context.
- **Local content:** The local content is a significant part of the curriculum. It is particularly important to resolve the issue of appointing well-trained and locally-oriented teachers.

Key instructional dimensions affecting successful multi-grade teaching

- **Classroom organization:** Instructional resources and the physical environment to facilitatelearning.
- **Classroom management and discipline:** Classroom schedules and routines that promote clear, predictable instructional patterns, especially those that enhance learners' responsibility for their own learning.
- **Instructional organization and curriculum**: Instructional strategies and routines for maximum co-operative and self-directed student learning based on diagnosed student needs. This also includes the effective use of time.
- **Instructional delivery and grouping:** Methods that improve the quality of instruction, including strategies for organizing group learning activities across and within grade levels.
- **Self-directed learning:** Students' skills and strategies for a high level of independence and efficiency in learning individually or in combination with other students.
- **Peer tutoring:** Classroom routines and students' skills in serving as "teachers" to other students within and across differing grade levels.

Multi-shift learning

- Multi-shift learning is a situation whereby learners attend school in different shifts or sessions. It is used in areas with a high population density and limited teaching/learning resources. The multi-shift system takes various forms. They include:
  - Two sessions a day or double shift.
  - Attendance on alternative days.
  - Overlapping school terms.
  - Double shift systems can be made more comfortable if learners alternate between different sessions. Pupils who begin with morning classes are later asked to attend afternoon classes and vice-versa.



Migratory/Mobile schools

Definition: Migratory/mobile schools follow the learners as they migrate from one place to place. These schools are found among the nomadic communities where people move from place to place in search of pasture. These schools, therefore, follow the children to where the families camp.

Mobile school initiative: Education for Marginalized Communities in Kenya (EMACK) is an initiative of the Ministry of Education, Science and Technology and the Aga Khan Foundation sponsored by United States Agency for International Development in partnership with the Nomadic Heritage Aid (NOHA). EMACK initiated mobile schools as an alternative form of education for children aged between 5 and 14 years in pastoralist communities in Wajir District, e.g., the Rabai Mobile School. This mobile school initiative aims at enhancing access to education through the provision of culturally and religiously (e.g., the Madrassa and Duksi) appropriate basic education to children who would otherwise find it difficult to access formal education (MoE, 2009).

- The mobile initiative also provides children, usually over 7 years, with basic skills for possible transition to formal education centres.
- In addition, the programme works with mobile school teachers to enhance pedagogical methods. They also work with school management boards to enhance their governance
- structures and build their capacity to manage the schools.
- Alongside the mobile schools, camels are also being used to provide mobile libraries, e.g., Garissa camel mobile library.



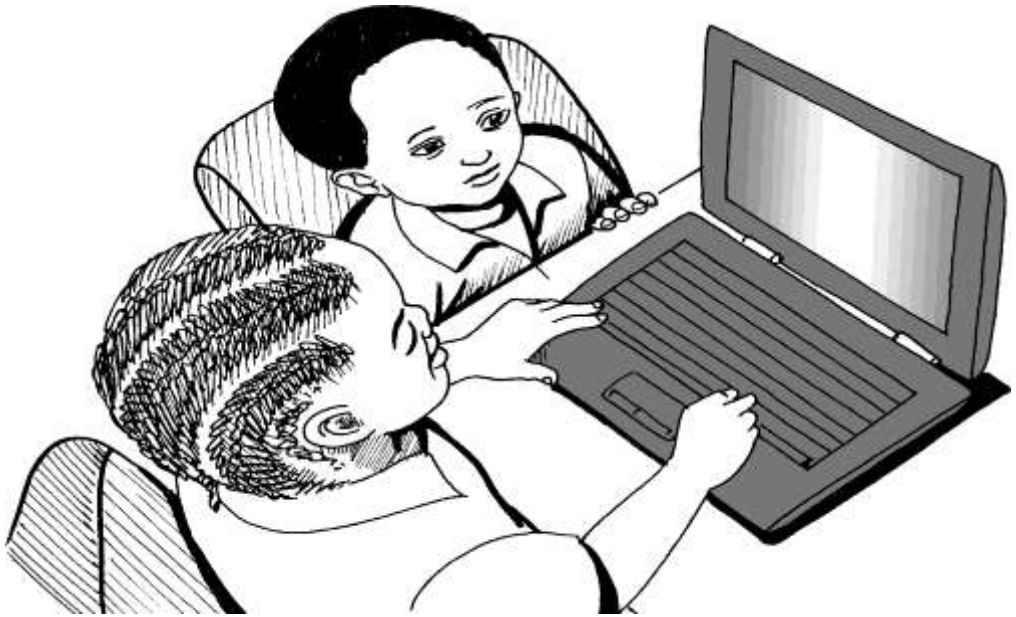
Shepherd school/satellite schools

- These schools have been established to offer non-formal education. For instance, the Baragoi community has established Samburu Lechekuti Shepherd School which is flexible in nature and allows students to learn in the evening after attending to their communal pastoralist roles.
- These schools do not discriminate any one on the basis of age or ability.

E-learning

Definition: E-learning (or eLearning) refers to the use of electronic media and Information and Communication Technologies (ICT) in education. E-learning is inclusive of, and is broadly synonymous with multimedia learning, technology-enhanced learning (TEL), computer-based instruction (CBI), computer-based training (CBT), computer-assisted instruction or computer-aided instruction (CAI), internet-based training (IBT), web-based training (WBT), online education, virtual education, virtual learning environments (VLE) (which are also called learning platforms), m-learning and digital educational collaboration. These alternative names emphasize a particular aspect, component or delivery method.

Delivery: E-learning includes numerous types of media that deliver text, audio, images, animation, and streaming video, and includes technology applications and processes such as audio or video tape, satellite TV, CD-ROM, and computer-based learning, as well as local intranet/extranet and web- based learning. Information and communication systems, whether free-standing or based on either local networks or the Internet in networked learning, underlay many e-learning processes.



Characteristics:

- E-learning can occur in or out of the classroom.
- It can be self-paced, asynchronous learning or may be instructor-led, synchronous learning.
- E-learning is suited to distance learning and flexible learning, but it can also be used in conjunction with face-to-face teaching, in which case the term blended learning is commonly used.
- In addition to virtual classroom environments, social networks have become an important part of E-learning.
- Social networks have been used to foster online learning communities around subjects as diverse as test preparation and language education.
- Virtual worlds for e-Learning have been amongst the first applications to be deployed in clouds in order to exploit the characteristics of cloud computing with respect to on-demand provision of resources during runtime.

E-learning resources

The following are various e-learning resources:

(i) **Use of computers, tablets and mobile devices**: Computers and tablets allow students and teachers' access to websites and other programs, such as Microsoft Word, PowerPoint, PDF files, and images.

(ii) **Blogging:** Blogs allow students and teachers to post their thoughts, ideas and comments on a website. Blogging allows students and instructors to share their thoughts and comments on the thoughts of others which could create an interactive learning environment.

(iii) **Webcams:** The development of webcams and webcasting has facilitated the creation of virtual classrooms and virtual learning environments. Virtual classrooms supported by such technology are becoming more and more popular, especially since they are contributing as a main solution to solving problems with travel expenses. Virtual classrooms with such technology also provide the benefits of being easy

(i) to set up.

(ii) **Whiteboards:** Interactive whiteboards, similar in use to "smartboards", allow teachers and students to write on the touch screen, so learning becomes interactive and engaging.

(iii) **Screen casting:** Screen casting is a recent trend in e-learning. There are many screen casting tools available that allow users to share their screens directly from their browser and make the video available online so that the viewers can stream the video directly. The advantage of such tools is that it gives the presenter the ability to show his ideas and flow of thoughts rather than simply explain them, which may be more confusing when delivered via simple text instructions. With the combination of video and audio, the expert can mimic the one-on-one experience of the classroom and deliver clear, complete instructions. From the learner's point of view, this provides the ability to pause and rewind and gives the learners the advantage of moving at their own pace, something a classroom cannot always offer.

Advantages and disadvantages of e-learning

a) Key advantages of e-learning include:

- Improved open access to education.
- Improved interactions between students and teachers.
- Provision of tools to enable students to independently solve problems.
- Acquisition of technological skills through practice with tools and computers.
- No age-based restrictions on difficulty level, i.e. students can go at their own pace.

b) Key disadvantages of e-learning include:

- Ease of cheating.
- Bias towards tech-savvy students over non-technical students.
- Teachers' lack of knowledge and experience to manage virtual teacher-student interaction.
- Lack of social interaction between teacher and students.
- Lack of direct and immediate feedback from teachers.
- Synchronic communication hinders fast exchange of question and
- Danger of procrastination.

Teacher Design Teams (TDT)/Peer teaching

Definition: Teacher design teams may be defined as a co-operative group working together to produce a unit of instruction. In a teacher design team, members are involved in creating a product, reshaping and synthesizing the product and in many ways creating a new fashion and a collaborative group working together and building a community.

Central to these definitions is the idea of:

(i) Working together, co-operation among members in designing;
(ii) Redesigning of courses or units of instruction or creating new fashion and
(iii) Building a community.

Features: These features allow teachers in the team to collaborate and support each other towards realizing a common goal. As such design teams have the potential to positively impact teachers' professional development. There are four types of collegial collaborations which include:

- Storytelling;
- Helping each other;
- Sharing of ideas and experiences and
- Joint working.

Benefits of Teacher Design Teams (TDT):

- Collaborations in design teams can also be fostered by (formal) presentations, interactions during training (and in design teams) and sharing of ideas about technology integration to colleagues.
- Teachers in the design teams require appropriate pedagogical and technical support for effective learning on how to integrate an innovation.
- Specifically teachers like collaborations, discussions, free conversations, advice and the support offered in the design team.
- Moreover, teachers benefit from the collaborations and discussions in the design team especially in terms of enhancing their skills on instructional delivery.
- One of the approaches used in TDT is lesson study

Lesson study

Definition: Lesson study is a form of classroom inquiry in which several teachers collaboratively plan, teach, observe, revise and share the results of a single class lesson. In a lesson study, teachers carefully explore how student learning, thinking and behaviour change as a result of the lesson. The practice of lesson study can lead to instructional improvement as teachers become more knowledgeable about how their students learn and think and how instruction affects student thinking.

Forming lesson study groups: Teachers work through the steps listed below.

- Form a Team: Teams are usually composed of 3–6 instructors.
- Develop Learning Goals: Team members articulate what they would like students to know and be able to do as a result of the lesson.
- Design the Lesson: The team designs a lesson to achieve the learning goals.
- Plan the Study: The team decides how to observe and collect evidence of student learning.
- Teach and Observe: One team member teaches the lesson while others observe and collect evidence of student learning.
- Analyze and Revise: The team discusses the results and assesses student progress towards learning goals.
- Document and Disseminate: The team document the lesson study and shares their work with colleagues.

What is unique about lesson study?

- Lesson study involves backward design which starts with the clarification of the goal or endpoint of the learning process and then the design of instructional experiences that lead to the goal. During the lesson design phase teachers talk about how students are likely to respond to each element of the lesson.
- Teachers try to anticipate how students will interpret the subject matter, what kinds of difficulties they may experience and what kinds of experiences are likely to support their learning.
- The pervasive concern with student learning throughout lesson study distinguishes it from other types of teaching improvement activities. In lesson study, teachers:
  - Base the lesson design on their ideas about how students learn.
  - Observe student learning when the lesson is taught.
  - Analyze observations of student learning after the lesson is taught, and
  - Use information about student learning to revise the lesson.

Benefits of lesson study:

There are four main reasons that lesson study is worth the time and effort in education.

- **Teaching Improvement:** It is an ideal venue for teaching improvement. In contrast to workshops and seminars that discuss general teaching strategies, lesson study looks directly at one's classroom. Teachers focus on how their students learn and what kinds of instructional activities support student learning and thinking. By focusing on one lesson, instructors can learn about students, instruction, goals and subject matter without undertaking extensive course revision.
- **Instructional Materials:** Lesson study results in a field-tested lesson and materials that can be used and adapted by other instructors. The systematic, evidence-based approach makes it possible for teachers to build on one another's work. By the end of the lesson study process, teams produce knowledge about how students learn from instruction.
- **Teaching Community**: The lesson study process helps build communities of practice around teaching. Instructors report that collaborating with their peers is a particularly rewarding experience. Lesson study cultivates mutual understanding of goals, teaching practices and student learning among teachers.
- **Scholarly Inquiry:** Lesson study is a form of the Scholarship of Teaching and Learning— the final products are suitable for professional presentations and publication. Lesson study integrates teaching and research, theory and practice.

Remote Learning

- *Remote learning* is where the learner and the educator, or information source, are not physically present in a traditional classroom environment.
- Teachers are critical in ensuring continuity of learning within and outside the classroom walls.
- The prolonged disruption of learning due to the COVID 19 pandemic brought to fore the need to continuously empower teachers on remote learning pedagogy to be able to respond to emerging trends that impact negatively to their practice.
- Teachers are encouraged to become more innovative in their service delivery and to ‘inject new ideas and approaches.

- During the COVID-19 pandemic teachers explored several avenues to continue engaging their learners remotely with some degree of success.
- The teachers attempted to implement strategies for remote learning using WhatsApp, zoom, google classroom, Microsoft Teams among others.
- Delivery modes of remote learning are varied from those that support ‘pure’ to blended.
- Remote learning is not synonymous to virtual learning but provides an opportunity for learners and teachers to remain connected and engaged with the content while working from their homes and/or different locations.
- It includes use of broadcasted lessons (radio & television) and other technologies such as computers, mobile phones among other devices.

The following are types of remote learning modes that teachers utilized;

i. Audio based modes
ii. Audio-visual modes
iii. Learning Management Systems i.e., Microsoft teams, google classroom, Edmodo, etc.
iv. Mobile based modes

Benefits of Remote Learning

- Enhanced Learning Outcomes
- Cost Effective to Learning Resources
- Flexibility in teaching and learning schedules
- Collaboration among learners and teachers
- Learner Character Development (self-control and motivation)
- Accessibility to variety of resources and experiences
- Enhancing ICT Skills
- Environmentally friendly due to reduced printing of reading materials

Threats and risk children and youth are exposed when using internet include;

- Grooming, sexual abuse
- Cyberbullying, trolling and cyberstalking
- Digital footprint, reputation and identity theft
- Illegal and inappropriate behavior
- Pornography and inappropriate content
- Too much time spent on the internet
- Copyright infringement and illegal downloads

Conclusion

- In this Unit, we have looked at the curriculum innovations. We have examined the Basic Education curriculum framework as a curriculum innovation and seen some paradigm shift from the 8-4-4 curriculum to CBC.
- Specifically we have looked the pillars of CBC, core competencies and core values.
- In addition we have looked at several innovative instructional approaches and learn about their rationale, advantages and disadvantages .
- It is out hope that with the knowledge and skills acquired you can be able to appreciate CBC as a curriculum innovation and utilize some the innovative instructional approaches we have looked at.

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