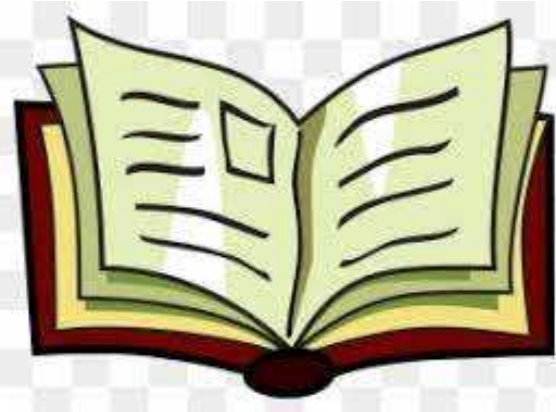


Innovation in Curriculum



## **The framework of innovation in curriculum for 21st century: building nations**

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## 1. Introduction

In the field of education, a curriculum is commonly termed as the complete range of student experiences that take place within the educational journey [1]. The term curriculum is used for an organized order of teaching and structured engagement of students with instructional information, resources used to assess the intended learning outcomes of educational goals [2]. Therefore, a curriculum is what an educational institution attempts to teach. The major type of curriculum is explicit or written curriculum.

The overt, explicit, or written curriculum relates to the formal instructional elements that are explicitly selected and integrated into the educational process. This includes written instructional papers, handouts, textbooks, videos, and additional teaching materials that are deliberately selected to support the objectives of an educational organization [3].

-Societal or Social Curriculum: is an informal curriculum linked to family members, neighbours, peers and people or entities those are connected with the learners socially [4]. Today, YouTube, Facebook, WhatsApp are the examples of social curriculum.

Other types of curriculum stated by [3] are as follows:

-Phantom curriculum: This type of curriculum is link to print, electronic and voice media.

- Concomitant curriculum: refers to what is communicated or emphasized within the home environment or through experiences that are connected to the family. These experiences are either a direct part of the family's interactions or are approved by the family.

There are three major areas of 21st Century Skills, including learning skills (4Cs: critical thinking, creativity, collaboration and communication), literacy skills (information, media, and technology) and life skills (flexibility, leadership and social skills) [5].

## 2. The framework of innovation in curriculum for 21st century: building nations

Following figure 1 illustrates the framework of innovation in curriculum for 21<sup>st</sup> century: building nations.

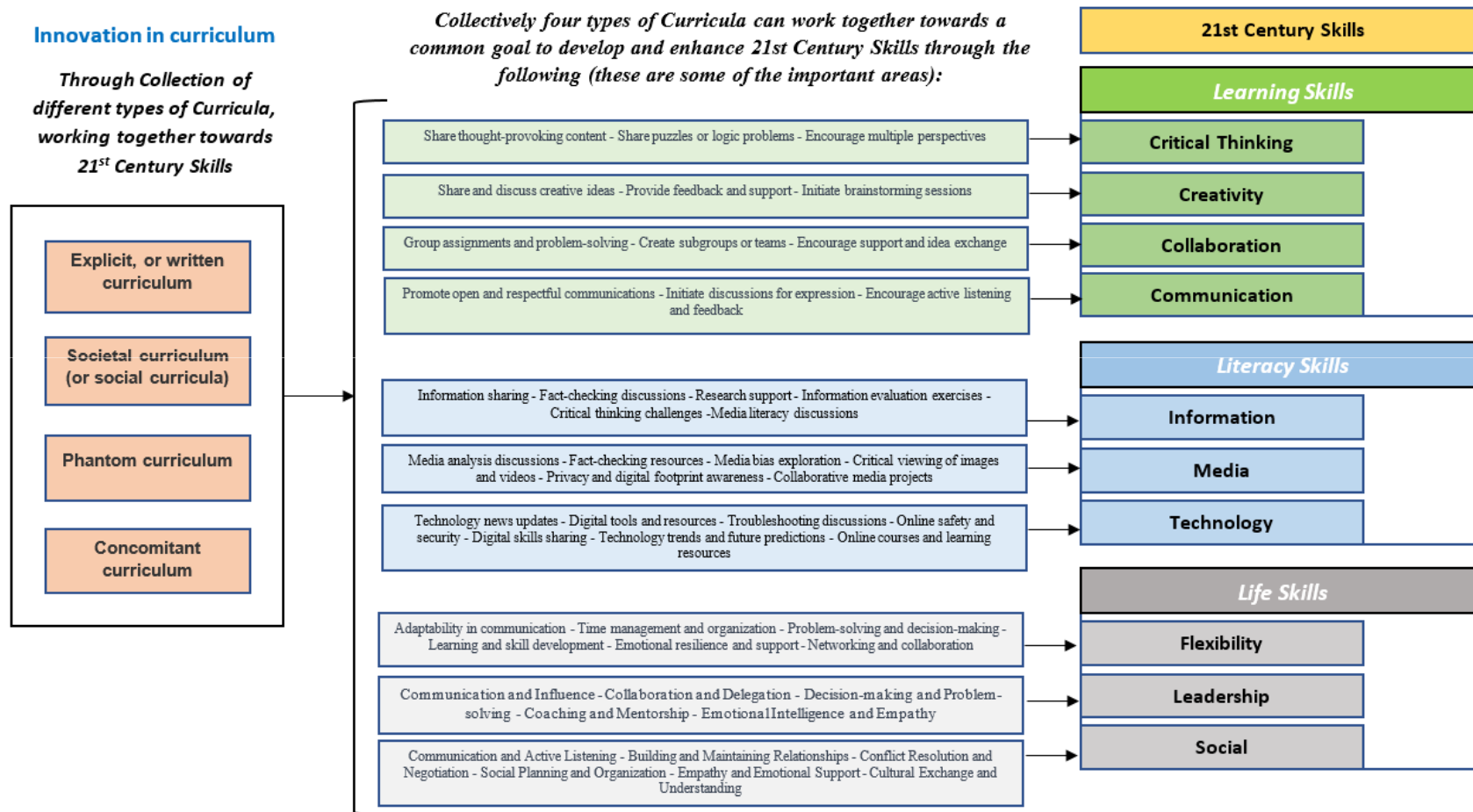


Figure 1. Framework of innovation in curriculum for 21<sup>st</sup> century: building nations

### **3. Methodology**

This paper has used a framework to integrate four types of curricula, including Explicit, Social, Phantom and Concomitant. An educational institution had to integrate these curricula and use them to collectively work towards a common goal to bring curriculum innovation towards 21st century skills, working on different areas (guidelines and strategies) as shown in the framework (figure 1).

When all the stakeholders of these curricula, including teachers and other educational stakeholders (for explicit curriculum), YouTube, Facebook, peers, neighbours and family members (for social curriculum) and print, electronic and voice media (phantom curriculum), and rules and teachings within the home environment (concomitant curriculum) understand their role and work towards a shared goal,, follow the given guidelines and studies to achieve best outcomes towards the development and enhancement of 21st century skills; that will consequently result in building of great nations.

## **4. Findings and Discussion**

The integration of explicit, social, phantom, and concomitant curricula within an educational institution has shown promise in fostering curriculum innovation allied with 21st century skills. By involving various stakeholders and following given guidelines, significant progress can be made in the development and enhancement of these skills. This holistic approach recognizes the importance of structured instruction, social interactions, media influences, and the role of the home environment in shaping students' educational experiences.

Successful integration requires collaboration and understanding among teachers, students, families, and the wider community. By embracing this comprehensive approach, educational institutions can effectively prepare students for the demands of the modern world and contribute to the advancement of society.

## **5. Conclusions**

This research focused on integrating four types of curricula (Explicit, Social, Phantom, and Concomitant) within an educational institution to drive curriculum innovation for 21st-century skills. By involving various stakeholders, including teachers, educational stakeholders, media platforms, peers, family members, and the home environment, the study emphasized the importance of their understanding and collaborative efforts. When all stakeholders actively work towards a shared goal and follow provided guidelines, optimal outcomes can be achieved in the development and enhancement of 21st-century skills. This comprehensive approach has the potential to contribute to the building of great nations by equipping individuals with the necessary skills for success in the modern world.

In conclusion, the integration of these curricula, along with the commitment and coordination of stakeholders, offers a promising pathway for curriculum innovation. By leveraging explicit instruction, social interactions, media platforms, and the influence of the home environment, educational institutions can create a well-rounded educational experience that prepares individuals to thrive in the 21st century. This holistic approach not only enhances educational outcomes but also plays a crucial role in the overall development and progress of nations.

## 6. References

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