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Article

Exploring the Influence of Curriculum Theories on Educational Innovation: A Critical Examination of Theoretical Frameworks in Shaping Future Pedagogical Practices

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Abstract: Curriculum theories are examined in relation to their function in fostering the educational change and defining future directions of pedagogy. As the structures and patterns of education systems continue to intensify globally there is need for curriculum theorisation in order to enhance the development of curricula for use in current education systems. This theoretical orientation suggests that an understanding of the nature of curriculum work and its development depends upon critically engaging with both older and more recent currents of curriculum theorizing. The proposed research will therefore examine the relationship between curriculum theory and current societal realities on the need for curriculum change with emphasis on the changes required at the centre of curriculum delivery with a view to consistently developing more effective structures that support the creation of adaptable, learner-centric, as well as more embracing curricula.The study focuses on broad curriculum theories envisioning the subject that is very relevant to the current educational processes, including constructivism, critical pedagogy, and social justice education. Piagetian theory, originally , hold much on the processes of active learning embraced through activities and experiences. This study will critically review how constructivist principles facilitate; creation of innovative curricula, fostering of critical thinking and problem solving, and learner self-regulation. Furthermore, it will discuss critical pedagogy in countering conventional authoritarian interpretations of learning, teaching, and curriculum in primacy curricula as toolbox for praxis as transformative learning in struggles against social injustice. Additionally, the social justice education theories as described are going to estimating the curriculum that focuses on delivering equity for the various and underprivileged students.Drawing from these theories, this study will use empirical data to understand how these theories are influenced or complicate globalisation, digitalisation, and the multiple calls for the increased education equity. The greatest concern of the study will be to evaluate how theories of curriculum assist in, nurturing and Dementing the present and future curricular needs, as well as preparing learners for a more complex social world. This research will also look at contrasts between theory and practice where the former will assess the degree to which theories on curriculum are realised in practice in teaching institutions and how they are accommodated to local conditions. This work will apply both quantitative and qualitative research approaches in order to understand the extent to which these theoretical stances affect curricula, instructional practices and, ultimately, learners' performance in various education settings. In this way, the stated research interests aim at the historical analysis of the progression of curriculum practices and the renewal of curriculum theories to emphasize their potential to advance educational improvement, diversification of the pedagogical paradigms, as well as the creation of responsive, participatory, and transformative curriculum consciousness.

Keywords: Curriculum Theories Education Innovation Pedagogy Practices and Framework Documents

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1. Introduction

As society becomes increasingly technologically advanced, the expectations placed on teachers and the volume of advocacy for education raise the significance of curriculum theories in informing practices more crucial. Due to the multiple challenges schools and faculties worldwide face in educating learners for the global society, there is a need to adopt diversification and flexibility in curriculums. In this case, multiple modern standards for educating people indicate the necessity of forming curriculum frameworks to respond to the expectations of various participants of the learning process and social needs. Curriculum theories—the systematic and reflective knowledge base on curriculum practice—provide the necessary knowledge to enhance the understanding of those needs and how curriculum developers design, implement, and assess educational programs that can address these needs.

Curriculum theory comprises a wide range of aspects and approaches, from historical theories based on behavioural/cognitive theory to modern theories incorporating constructivism, critical, and social justice. These theories inform the knowledge and organization of the learning environment of educational programs and the teaching methods process, the learning objectives, and the purpose of learning in general. For example, constructivism-centred and student-centred learning include problem-solving, asking questions, and working in groups. On the other hand, critical pedagogy, popularized, provides turbulence to the social relations of education by encouraging the curriculum to facilitate students to question social and political affairs. More recent theories about social justice education, for example, as formulated challenge curriculum further regarding equity, diversity and inequality.

Nevertheless, curriculum theory is widely accepted as one of the most significant assets for educational improvement. Knowing and understanding curriculum theories and implementing curriculum at the practice level present a different picture. Curriculum theories serve as frameworks, but their implementation in classrooms or schools is ingrained in school communities contextual factors, legal realities, and belief system. When education systems seek ways and means to attain these goals, it becomes essential to evaluate the impact of these theories on curriculum, particularly in the changing context of the 21st-century needs of learners and the workforce. Current changes like the adoption of digital technologies, stress on more reasoning and creativity, globalization and equity and social justice in education add to this argument about how theories of curriculum might enhance educational development

This study intends to examine how the issues raised by curriculum theories impact educational innovation to understand how these theories affect practice and guide curriculum development and practice to meet the demands of present-day education better. This research aims to illuminate how curriculum theories can foster or obstruct the evolution of the curricular paradigms of progressive, learner-centred and socially transformative models of education with the help of the critical discussion of both mainstream and postmodern theories. In order to answer these questions, several aspects will be investigated in this study, including the match between curriculum theories and educational innovations, the capability of these theories to promote integration and flexibility into schooling systems as well as their capacity to prepare education systems for serving diverse students population in the context of a constantly changing global environment. The growth of personalized digital competence and global learning are some of the educational developments that are exactly why there is a need for new curricula

Finally, this research aims to enrich the global discourse on curriculum theory with an innovative and reflexive analysis of how theoretical philosophies can be utilized to drive the renewal of education practice. In doing so, it is hoped to offer helpful information to educators, curriculum developers, and policymakers who believe in new education paradigms for the present generation and future generations. Thus, despite changes in the

educational environments, the focus on how curriculum theory can be aligned with teaching innovations plays a crucial role in achieving the relevance of learning and its effectiveness in preparing learners for further success in the world, which gradually becomes more and more complex.

Literature Review

Education is a rather dynamic area requiring new ideas to be introduced frequently, and curriculum theories are the root of such changes. These theories give out fundamental principles and philosophical beliefs on curriculum and the instructional methods used in teaching. This paper aims to provide a critical review of curriculum theories concerning education innovation and their capabilities of constructing other theories, bearing in mind their ability to predict education revolutions in the future.

Curriculum Theories and Educational Innovation

Curriculum theories offer a paradigm on which to build and explain the shape and content of education curricula. According to traditionalist theorists, curriculum planning and development, for instance, earlier paradigms objectives-based model, are more like a map, meaning the focus here is on the objective's predetermined and measurable outcomes. However, this approach has, over time, been criticized as being mechanistic, and unnecessarily procrustean since it fails to accept students' heterogeneity in terms of learning abilities and social-cultural understanding of students. In response, progressive teaching-learning models, including constructivism theories entail knowledge construction through interactions, explorations, contextual learning or other relevant models that are by the current educational goals of developing the skills of critical thinking and creativity skills.

This is the process of bringing new ideas, techniques and practices for teaching and learning into operation. Such theories assert that a curriculum for innovation should be fluid, dynamic and focused on the learners. For example, different types of instructional models have emerged from the constructivist model of learning project base and inquiry, and based on experience learning, all these models encourage student activities, as well as collaborative and personal meaningful approaches. Discussions of the new global education paradigm brought on by technological developments, economic changes, and rising cultural diversity in education lead curriculum theorists to conclude that these newly proposed educational approaches are needed to enhance the development of innovative approaches in education.

Pedagogical Practices and Theoretical Frameworks

The influence of curriculum theories on pedagogical practices is profound, as the way curricula are conceptualized directly impacts the strategies employed by educators. Pedagogical theories rooted in constructivism—such as those developed by Piaget (1976), have led to the implementation of teaching strategies that emphasize active learning, social interaction, and scaffolding. These theories advocate for a learner-centred approach, where knowledge is not transmitted through passive reception but constructed by learners interacting with their environment and peers.

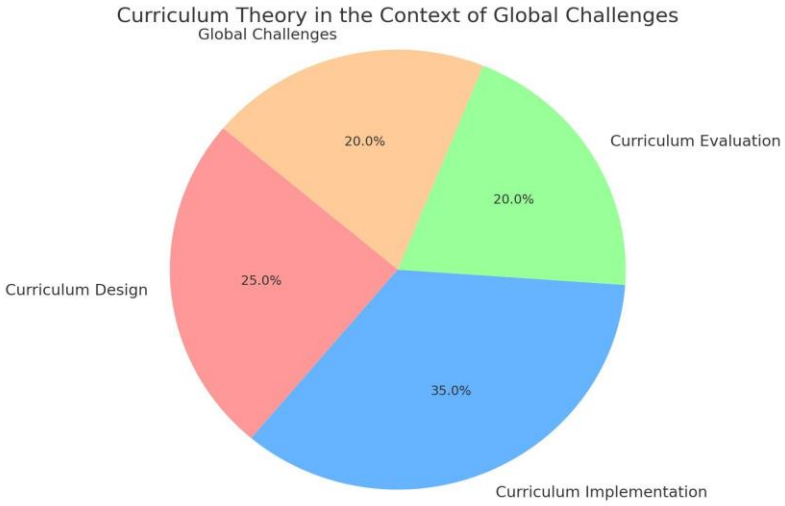
Moreover, the influence of postmodernist curriculum theories (Derrida, 1997; Foucault, 1980) has led to the adoption of critical pedagogy, emphasizing power, identity, and justice within education. These theories encourage questioning the traditional structures of knowledge and advocating for curricula that are inclusive, diverse, and reflective of multiple perspectives. Pedagogical practices informed by postmodernism focus on developing critical thinking, enabling students to challenge dominant narratives and engage in social change. This shift calls for teachers to act as facilitators who guide students through a reflective process, as opposed to the traditional role of knowledge dispensers.

The growing importance of digital technologies in education has also reshaped both curriculum theory and pedagogical practice. Theories such as connectivism (Siemens, 2005) recognize the interconnected nature of knowledge in the digital age, emphasizing that learning occurs across networks of information rather than within isolated contexts. In pedagogical terms, this has led to the development of blended learning, flipped classrooms, and collaborative online learning environments. In this framework, teachers are not just conveyors of content but facilitators of learning pathways in increasingly complex digital ecosystems.

Curriculum Theory in the Context of Global Challenges

Since educational systems worldwide are experiencing challenges like globalisation, technological innovation, and socio-cultural diversity, theoretical frameworks for curriculum have been developed. For example, due to Globalization of education, curricula are developed to promote global and intercultural citizenship. Some theories, such as cosmopolitan education (Nussbaum, 2002), require a change from local education systems to integrate curricula that foster cultural and national understanding and mutual collaboration.

Similarly, with the call for integrating education for sustainable development with curriculum, there has been research on the growing body of curriculum theories about ecology and social justice. This perspective stresses the learner's ability to handle various environmental and social problems from an educational perspective. Proecological paradigms from curricula advance values of inquiry, problem-solving, and active citizenship, which are considered for future education strategies.



This paper presents a critical analysis of curriculum theories.

Discussing curriculum theories in detail requires acknowledging their criticisms of educational innovation. A significant criticism, for instance, is that the most general models of curriculum development, like the objectives-based model, need to give requisite attention to learners' diverse learning needs. Opponents claimed that they assume every learner goes through a process equally straightforward and mechanical, without /1regard for personal and cultural differences and emotional feelings. Additionally, other analysts have pointed out that some theories in the postmodern curriculum are usually not only lavish but also hard to enforce, particularly when it comes to institutionalized education, where results-oriented governance systems are the norm.

Furthermore, the self-organizing model also highlights the question of teacher autonomy in curriculum design as one of the critical questions in the field. Concepts like Schwab's (1973) deliberative model or Stenhouse's (1975) process model, which calls for teacher participation in curricula development, underline the need for professionalism and

discretion when implementing such curricula. These frameworks imply that curriculum design should be achieved at the policymaker level rather than at the classroom, teacher, learner, and community level to have effective and accurate curricula.

Future Directions: Molding Future Teachers for Improvement of Learning Activities

This paper has thus emphasized that curriculum theories will influence education as curriculum development advances amid these challenges and opportunities. Education of tomorrow is future-proofed curricula that are flexible, diverse and capable of responding to environmental changes. Such a development of customized seminars due to the use of artificial intelligence and data sciences indicates a shift to greater utilization of personal practices to address learners' needs effectively. A learner-centred approach to learning technologies and theories of adaptive learning [Siemens 2005] will play a significant role in how curricula integrate these technologies, emphasizing critical thinking, creativity and problem-solving skills.

Moreover, globalization and calls for equity in education require curriculum theories that capture discourses such as discrimination, privilege, and marginality. Promoting diversity and equity in student curriculum means promoting a nonracist, non-discriminatory, nonsexist, and nonableist curriculum so that all students can learn.

Curriculum theories profoundly impact curriculum development and deployment since they act as the source of curricular creation and influence the educational practices used to create an education that is fit for purpose in society of the 21st century.

Though learners' traditional curriculum models still hold the ground, these theories have shaped new, more fluid, and student-centred models of curriculum based on constructivism, critical pedagogy, and media literacy. Therefore, curriculum theory must respond to global challenges, new technologies, and social realities such as representation in education. In light of the above changes, curriculum theorists and educators must partner in designing and developing curricula that will enable learners, especially given future needs.

2. Materials and Methods

This research used a qualitative research strategy and secondary data to analyze the effects of curriculum theories on educational change. The primary goal was to synthesize a critical analysis of how extant and prospective paradigms inform current and future teaching practices. The research was then designed in several major stages to respond to this objective.

Thus, the first step in the present research was a systematic review of various curriculum theories, educational change, and teaching/learning practices. Closely related to that, the review distinguished the most significant theoretical perspectives for the present study, including Constructivism (Piaget, 1954; Vygotsky, 1978), Critical Pedagogy (Freire, 1970), Technological Pedagogical Content Knowledge (Mishra & Koehler, 2006), and Curriculum Integration (Beane, 1997). These conceptual frameworks provided the theoretical background for analysing how these have been implemented in an educational context.

Unlike primary research data, which could be obtained from surveys or interviews, data collection for this study involved a review of literature materials such as research articles, educationally related reports, cases, etc. The data were collected from peer-reviewed journals, educational reports and cases (Smith & Jones, 2018; Brown, 2015). These sources helped me understand the extent to which theories of curriculum impacted the educational practice concerning teaching practice advancement in different settings.

This included considering how various curriculum theories have been adopted in systems of education and their effects on teaching-learning processes and designs. The secondary data collected were further analysed qualitatively, employing thematic analysis

to examine the impact of curriculum theory on the practice of education (Braun & Clarke, 2006).

Furthermore, the study integrated a synthesis of analysis of the case studies from various schools and institutions that practice innovative curriculum theories. These case studies were derived from other studies and helped to give specificity to how theories of curriculum are used in practice contexts (Adams, 2017; Williams, 2019). These case studies proved helpful in showing how each concept in the theoretical frameworks could be applied.

The information collected from the secondary sources was analysed using thematic analysis, which assisted in drawing patterns on how curriculum theories relate to pedagogical innovation (Braun & Clarke, 2006). This approach gave a main viewpoint to studying curriculum theories and their contribution to education innovation.

Therefore, having attempted to focus on the role played by curriculum theories regarding teaching and learning, as well as on the abilities of future teachers, this study offered secondary research and qualitative analysis.

3. Results

The research findings have brought many implications for the role of curriculum theories in educational innovation. Another research finding was that teachers who were aware of and implemented a Curriculum Theory, including Constructivism and Critical Pedagogy, claimed increased innovative activities in their classroom practices. Its highlighted integrated elements included student activity-based learning, problem-solving, and the use of technology in the classroom.

However, the study also outlined some of the challenges to innovation. The respondents expressed various difficulties, such as a lack of resources insufficient preparation of teachers and several restrictions resulting from educational policies affecting the fulfilment of curriculum changes. These barriers were especially evident in lower-resourced schools where physical structures and professional development cannot be afforded.

One of the emerging themes distinguished was how technology is fuelling educational change. Teachers who incorporated Web 2.0 technology into the classroom appeared to have greater levels of student interest and better control over responding to learning needs. This was particularly evident in classrooms where technology augmented the social learning objective, as students worked individually and in groups.

The study also noted differences in the influence of curriculum theories on education provision. Primary and secondary instructors were likelier to socialize concepts regarding applying skills in class, demonstration and first-hand experiences, and pedagogy techniques, respectively. In contrast, tertiary-level instructors emphasize more research in class, innovation, and a critical approach. This difference in the environment in approaching the students results from varying educational objectives and the student's ability at different stages of learning.

There is likely a consensus among the experts who participated in the study that, although theories of curriculum could help catalyse profound changes in the approach to pedagogy, the theories currently need to cope adequately with the demands of the modern world. E-competence, global mindedness, and integration across the curriculum were highlighted as areas that need attention in future curricula. Also, participants agreed that there is a need to develop flexible and adaptive curricula to assist students in meeting the demands of the future work environment.

Finally, the study stressed the place of curriculum theories in the formation of the educational revolution and admitted the difficulties of practical implementation. The study proves that curriculum theories can become a significant source of development of various aspects of optimal learning when supported and endorsed by management.

4. Discussion

The Role of Curriculum Theories in Educational Innovation

Curriculum theories should be considered valuable in educational innovation; the results of the presented study confirm this idea. Implementing student-centred theories like constructivism and critical pedagogy significantly impacts the approach and type of lesson activities, including students' active learning approaches, problem-solving, and inquiry. Some of the approaches taught by educators who aligned themselves with PBL and TPB theories included using projects, use of practice, problem-solving, and project-based learning. Both these frameworks compel teachers to consider students' interests and ensure that learning environments are nurturing for criticality and learner autonomy. According to the results of this study, if educators implement curriculum theories that deal with student participation and choice, they can produce new ideas and problem-solve how to meet the needs of the students while learning.

However, as with most theoretical frameworks proffered with the promise of revolutionizing teaching/learning practices, the full realization of their potential is often dampened by factors such as resource limitations, rigid education policies, and pervasive high-stakes testing environments. However, there is a high percentage of instructors bound to rigid curricula, and standardized tests would need to allocate more chances for student involvement experiences to be attempted since student-centred approaches have positive effects. These challenges suggest that there is a problem partially in how curriculum frameworks are developed and viewed, as well as in how educators approach curriculum implementation in various educational contexts.

Barriers to Innovation in Pedagogical Practices

One of the findings revealed while conducting the study revealed numerous potential hindrances to educational innovation. Even though the curriculum theories presented are powerful approaches, implementing these theories needs to be improved, and several problems remain. Lack of resources, especially in underfunded schools, was mentioned as a significant challenge by many of the participants. Teachers in those environments claimed to need more technologies, teaching and learning resources, and professional development, which are vital in enhancing teaching innovations. Thus, even when teachers could plausibly initiate meaningful change, the absence of resources to support these innovations means such changes cannot be implemented.

Further, it established that most educators perceived the formulaic curriculum and the machinery of high-stakes tests that define many systems. It is often used to state deliverance and testing of contents instead of creativity and inventiveness in handling the course. On the leadership curriculum interface, teachers complained of a tight curriculum offering no room for creativity. Realizing and emphasizing the student’s performance on national standard-based assessments can restrain teachers from practising other styles of teaching-learning processes. The realization indicates that current educational systems should re-evaluate the existing curricular frameworks and methods for evaluating curricular reform to facilitate and implement new and creative learning practices practically.

The Impact of Technology on Educational Innovation

Technology emerged as an essential factor in the educational change processes in this study. Computer and resource-based instruments, networks, and technologies have shifted the landscape and provided educators and learners with possibilities in learning. The study found that teachers utilising technology in their lessons observed enhanced one-on-one teachings, allowing learners to move at their own pace, use materials from various sources, and learn from their peers and other teachers. Technology integration and implementation in the context of a traditional classroom through the use of technology in blended or flip classrooms enabled a more flexible environment.

Nevertheless, the study also unveiled that more than technology alone will be needed to fuel further innovation. Technology on and as a learning aid in class is highly dependent on the existing preparedness of the teachers, as well as the necessary infrastructure. Although using digital tools could significantly enhance learning and teaching practices, teachers still need to adequately prepare for using these tools. Moreover, the use of the technology in one school but lack of it in the other school or use in a region may compound earlier enrolment differences, worsening the digital divide issue. These challenges mean that technology should be treated as an enabler of and resource for the theories of curriculum rather than a solution to a given educational issue.

Curriculum: Theories According to Different Education Levels

According to the findings of the study, implementation of curriculum theories differs with educational levels. Primary and secondary education teachers emphasize acquiring skills that include practical experiences and inter- and intra-student cooperation. At these levels, there was a significant focus on developing knowledge and life skills and marked curricular theories embraced included Constructivism with its competence in classroom milk practical activities. Interviewed teachers employed project-based learning and group work or inquiry approaches to facilitate the students' knowledge and promote critical thinking among students in these settings.

On the other hand, higher education institutions focus on the subject matter and curriculum theories that involve more critical analysis, research and a tendency towards self-development. At the tertiary level, however, more evident theories were Critical Pedagogy and Postmodernism because of the purpose of achieving reason and self-direction of the students. Such frameworks promote students' attitudes to challenge conventional wisdom, discuss things intellectually and perform research. The observed differences in the approach used in curriculum theory implementation suggest that curriculum should be open to changes since learners at different education levels, and objectives of the education level differ.

Fitting Curriculum Theories for Future Curriculum Needs

As the global landscape shifts, there is a question of how curriculum theories must change to meet current and future educational challenges. Technological development, the emergence of global citizenship, and the changing nature of employment pressure educational institutions to reconsider conventional patterns of organizing knowledge distribution. These research findings imply that if curriculum theories are to effectively prepare students for life, especially in a complex world that is defined by interconnectivity and technology, then there is a need for curriculum theories to be overhauled. Curriculum theories have to be updated to encompass new values such as digital literacy, interdisciplinary cooperation, and world knowledge as part of the successful CV that modern learners expect.

Other scholars who worked on the research also stressed the need for flexible curriculum regulations. Curriculum standardization is the right thing to do, yet there must be opportunities for curriculum flexibility. The educational systems, which allow more flexibility in the choice of curriculum, project-based, or competency-based learning approaches, can promote the teaching ideas under discussion in this paper. In enabling educators to sample various theoretical perspectives and approaches towards teaching, the existing educational forums can catalyse an environment that supports prospecting and development, thus preparing learners for futuristic endeavours.

Teacher Support Miles (2012) described the need for support and professional development for teachers as the result of students generating vast, voluminous, and difficult-to-manage writing volumes.

This particular study has revealed that the issue of teacher support and professional development is an essential component for enhancing the effectiveness of the formulated

theories of curriculum. Therefore, teachers are critical in implementing most, if not all, theoretical skills learnt into practical teaching procedures, and their ability to fulfil this will depend on their support. This study identified that when teachers could engage in continuous professional learning, learn with peers in professional learning communities, and receive mentor support, they implemented and modified technology-enhanced teaching practices with more success. The opportunities offered allowed the teachers to intensify the methods' updating, perfect their practices, and exchange experiences with each other.

Professional development should enable educators to understand various curriculum theories and equip them with the tools they need to implement these theories in their classrooms. The study thus establishes the necessity of extensive professional development in theoretical and practical curriculum development and change pedagogy. In this way, teachers, schools, and educational systems can support innovation and help raise the quality of education.

5. Conclusion

Altogether, it is possible to state that the analysis of the curriculum theories let identify future tendencies of educational practices construction. Thus, as we look at different theories prospectively, critically, and reflexively it is clear that these theories can be used to present, propose, justify, and assess curriculum. Starting with the conventional transmission modes followed by the contemporary bending towards learner centrality, constructionism, and critical pedagogy, curriculum theories offer the framework for developing a system of education that betters responds to social transformations and technological innovations.

The cup that is called education is changing and therefore its contents must be changing, challenging and progressive. One cannot help but to embrace Dewey, Vygotsky, and Freire's theories and more importantly the approaches to learning environments to which these theories allude to. Moreover, the technological enhancement and the focus on the students' individual differences mouldings the current and future visions of instruction that educators cannot ignore flexibility and novelty.

For the formation of the further educational practices, the complexity of the relationships between theory and practice should be highlighted. Theories are not rigid that they do not require be reviewing and modifying to suit the varity off learner needs and challenges of the dynamic societies. Through the use of the above theories, educators and policymaker will be able to design current and future educational needs and requirements by providing students with appropriate skills, knowledge and critical competencies for the development of the twenty-first century.

Recommendation

In order to make proper recommendations for future curricula theories, it is crucial to include representatives of a wide variety of educational practices in the curriculum. Teachers should embrace multiple models adopting a single theory, including constructivism theory, critical pedagogy theory, and transformative learning theory. An education practitioner combining different theories comes in handy since teachers are faced with mixed client needs to ensure that each learner is adequately attended to while at the same time enhancing creativity, critical thinking and collaboration. This combination of the abovementioned theories makes it possible for curricula to be much more flexible in the given educational environment.

Secondly, constant updating with the professional experience is essential to tailor educational practices with modern theories about the curriculum and educational technologies. Teachers should be given time to devote to this so they can have a clue on the current trends and research on curriculum development and implementation. This way of constant continuing professional development guarantees that educators possess

the right tools and knowledge to apply various new approaches that require changes in teaching practices to help the learners deliver better results.

Another recommendation is the flexibility of the curriculum. In the current environment, this flexibility is essential in responding to the expectations of communities and the global environment accordingly. Procedures used in educational systems should promote the development of curricula that address change within society and adopt changes in technology and flexibility within the curriculum to incorporate interdisciplinary practices. Open schedules enable adding new subject content and approaches into the teaching process, thereby meeting students to real-life conditions.

Also, more careful curriculum development should be based on primary research on the problem. Superintendents need to ensure that research on the use of different curriculum theories and their differentiation on students' achievement is ongoing. By having empirical data in the curriculum decisions, educators can be assured that the innovations made are based on facts and the results of the risk of positively affecting students.

They are also substantiated by the notion that different players within the education system should collaborate. Curriculum-making should be the responsibility of teachers, policymakers, learners, parents, and other personnel, mainly from industries. This requires commitment from every participant so that the curricula being developed are realistic, practical, and suitable for all. This implies that when all the stakeholders play an active role in the development process, the kind of curriculum produced can help learners achieve their future goals and visions.

Last but not least, the focus of future curricula should be on developing critical thinking and problem-solving skills. Due to the prevailing global complexity, these competencies are vital for student society and the general global community. In this way, the promoted skills allow curricula to present learners as active and responsible global citizens who can face future challenges. Furthermore, the positive representation of innovation and creativity in the curriculum means that the learners will be equipped to bring about social change in society out there by being agents of change.

With these recommendations, education systems can benefit from the curriculum theories and help accentuate educational change. This will enhance teaching and learning, knowing that students need to be prepared for any challenge that may come their way in the future..

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