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The Role of Stakeholders in the Process of EFL Curriculum Design

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ABSTRACT

Designing an English language curriculum is about creating, implementing and evaluating a curriculum that meets the specific needs of students. It is a flexible process, evolving over time and shaped by student needs, collective contributions and past experiences. Curriculum design is no longer a one-size-fits-all approach, and teachers now have the freedom to design programs that meet the specific needs of their students. Teachers work together to develop a program that meets the needs of their students. The goal is to design a program that meets the needs of the students, not the teacher. Teachers now have access to a wealth of research on language learning and teaching that can inform curriculum development. Through a combination of in-depth research and cutting-edge practice, curriculum design is now used extensively in ESL/EFL language courses around the world. In curriculum design, there is now more emphasis on developing a model over time, and teachers are now more focused on designing a curriculum that builds students' knowledge and skills over time, rather than just them involve in activities. Curriculum design is an important part of teaching English as it directly impacts teaching and learning and influences student success.

Keywords: The role, Stakeholder, Process, EFL, Curriculum Design

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دور أصحاب القرار في عملية تصميم مناهج اللغة الإنكليزية كلغة أجنبية

مدرس مساعد سهى حميد عبيد

ثانوية تكريت للمتميزين /مديرية التربية في صلاح الدين

المستخلص

إن تصميم منهج اللغة الإنكليزية يعني إنشاء وتنفيذ وتقييم منهج يلبي الاحتياجات المحددة للطلاب. إنها عملية مرنة تتطور بمرور الوقت وتتشكل وفقاً لاحتياجات الطلاب والمساهمات الجماعية والخبرات السابقة. لم يعد تصميم المناهج نهجاً واحداً يناسب الجميع، والآن يتمتع المعلمون بحرية تصميم البرامج التي تلبي الاحتياجات المحددة لطلابهم. يعمل المعلمون معاً لتطوير برنامج يلبي احتياجات طلابهم. والهدف هو تصميم برنامج يلبي احتياجات الطلاب، وليس المعلم. أصبح لدى المعلمين الآن إمكانية الوصول إلى ثروة من الأبحاث حول تعلم اللغة وتدريسها والتي يمكن أن تفيد في تطوير المناهج. من خلال الجمع بين البحث المتعمق والممارسات المتطورة، يتم استخدام تصميم المناهج الآن على نطاق واسع في دورات اللغة الإنكليزية كلغة ثانية / لغة أجنبية في جميع أنحاء العالم. في تصميم المناهج، هناك الآن المزيد من التركيز على تطوير نموذج بمرور الوقت، وأصبح المعلمون الآن أكثر تركيزاً على تصميم منهج يبني معرفة ومهارات الطلاب بمرور الوقت، بدلاً من إشراكهم فقط في الأنشطة. يعد تصميم المنهج الدراسي جزءاً مهماً من تدريس اللغة الإنكليزية لأنه يؤثر بشكل مباشر على التدريس والتعلم ويؤثر على نجاح الطلاب.

الكلمات الدالة: دور، أصحاب القرار، عملية، اللغة الإنكليزية كلغة أجنبية، تصميم المناهج الدراسية

1.INTRODUCTION

Curriculum creation involves the active participation of several stakeholders, including teachers, school leaders, parents, community members, students, district officials, and school boards. The obligations of teachers include the task of delineating several elements of a course that are deemed pertinent in view of current technological progressions within the realm of education. Teachers have a crucial role in not only designing the curriculum, but also in facilitating the implementation of curriculum development outcomes. Teachers play an active role in the development of school curriculum via the formulation of course teaching plans, while also considering the unique needs and requirements of their pupils (Dillon, 2009). Consequently, the absence of teacher participation in designing the curriculum will hinder students' ability to attain their learning objectives and goals. Despite the growing integration of modern technology

into the educational system, it is crucial to acknowledge that instructors continue to play a central role in the educational growth and development of pupils. In accordance with Huizinga (2014), it is imperative to include technology into the educational curriculum. However, it is crucial to acknowledge that technology should not entirely supplant the essential contributions of instructors in curriculum development and the broader process of learning. The school administrators constitute an essential cohort of stakeholders. The significance of their role in the implementation of the curriculum cannot be emphasized, since they are responsible for overseeing its execution. Private schools also employ instructors as part of their personnel. The responsibility of buying learning resources, an essential element of curriculum implementation, is also entrusted to them (Velthuis, 2015).

In other terms, the degree to which the school curriculum is executed may be regulated by school administrators via the management of important learning resources' allocation. Various stakeholders, including educators, students, and members of the community, have the potential to provide valuable insights and feedback to school management about the efficacy of the curriculum implementation process. Furthermore, educational institutions have the option to enlist the services of a qualified professional to evaluate the efficacy of the curriculum (Coburn, 2018).

On the other hand, parents play a crucial role in offering assistance and exerting their influence on the implementation of the curriculum via their financial contributions, such as school fees. Furthermore, parents have the potential to play a role in monitoring and evaluating the execution of the curriculum by actively witnessing the educational material obtained by their kid at school and overseeing the completion of homework assignments. Furthermore, it is worth noting that parents possess the capacity to act as intermediates between their offspring and school officials. This is achieved by providing pupils with essential educational resources that may not be easily available inside the confines of the school setting (Agyei, 2012). Moreover, particularly in the case of children with special schooling requirements, parents may play a crucial role in supporting educators by overseeing their children's conduct and social progress. Parents have the opportunity to get reliable and valid information on curriculum development via several means, such as seeking input from their children, consulting with instructors, or engaging with school officials (Coburn, 2018).

Professionals like as psychologists and social workers possess the expertise to provide valuable perspectives on the many strategies used in addressing the needs of students with special requirements. Professional counsellors has the capacity to provide a diverse range of efficacious strategies for addressing the needs of overseas students or kids with disabilities, among others. The involvement of community members may facilitate the implementation of the school curriculum via collaboration and the provision of resources that may be lacking within the school environment but are accessible within the community context. Furthermore, members of the community have the opportunity to engage in voluntary work and provide their services as active participants on school boards (Svihla, 2015).

1.2 The Problem of the Study

Curriculum design is no longer a one-size-fits-all approach, and teachers now have the freedom to design programs that meet the specific needs of their students. Teachers work together to develop a program that meets the needs of their students. The goal is to design

a program that meets the needs of the students, not the teacher. Teachers now have access to a wealth of research on language learning and teaching that can inform curriculum development. In curriculum design, there is now more emphasis on developing a model over time, and teachers are now more focused on designing a curriculum that builds students' knowledge and skills over time, rather than just them involve in activities. Curriculum design is an important part of teaching English as it directly impacts teaching and learning and influences student success.

1.3 The Significance of the Study

Given the importance of curriculum development in formal education, the curriculum has become a dynamic process due to the changes that occur in our society. Therefore, in its broadest sense, curriculum refers to the “total learning experiences of individuals not only in school but society as well” The process of curriculum development covers determining learners’ needs, developing aims or objectives to address the needs, determining an appropriate syllabus, course structure, teaching methods, and materials, and carrying out an evaluation of the language program that results from these activities.

1.4 The Aims of the Study

This study aims to:

1. Investigate the research topic of identifying and selecting essential curricular stakeholders whose contributions are crucial for the process of curriculum creation, and determining effective methods for collecting and processing their needs.
2. evaluating the EFL Curriculum Design in terms of teachers’ point of view.

2. LITERATURE REVIEW

2.1 Curriculum Management

Curriculum management refers to the comprehensive set of procedures and structures within an educational institution that govern the creation, arrangement, and execution of program frameworks, organizational frameworks, content, outcome evaluation, instructional methods, and other related aspects. It is crucial for curriculum management to be effectively overseen, with faculty members actively involved in taking ownership of the process, and with a focus on fostering and encouraging innovative approaches (AACSB International, 2020). In a study conducted by Matkovic et al. (2014), the significance of stakeholders engaged in the process of curriculum creation was shown. Additionally, the researchers devised a process model tool to effectively identify these stakeholders.

The significance of incorporating the perspectives and involvement of many stakeholders in the process of curriculum building has been highlighted by Khan and Law (2015). Various academic disciplines, including nursing and health sciences, engineering, biomedicine, tourism, hospitality, and events education, have employed established methodologies that involve the active participation of stakeholders in the process of curriculum development (Benckendorff et al., 2012).

The inclusion of stakeholders is crucial throughout the many stages of curriculum creation, therefore necessitating the identification and mapping of the relevant stakeholders for each step. Consequently, the following section introduces a theoretical

framework for delineating stakeholders over the whole of the five phases of curriculum creation and then applies this framework to a specific instance of a Supply Chain and Logistics Graduate Program (Alayyar, 2012).

2.2 Components of Curriculum Management

One of the primary components of curriculum management is the systematic planning, implementation, and evaluation of the curriculum (Ornstein & Hunkins, 2009). There are several methodologies that may be used in the process of curriculum creation. This article employs the ADDIE model (Morrison et al., 2019), a well-used and accepted curriculum development framework, including five distinct phases: analysis, design, development, implementation, and evaluation. This technique is widely used across several disciplines within the natural and social sciences. During the analysis phase, an assessment is conducted to examine the existing situation, followed by an evaluation of the learners' requirements. Subsequently, learning goals and objectives are established. The subsequent stage is the design phase, during which a comprehensive outline of the course or program design is formulated and a blueprint is generated (Kettunen, 2015).

2.3 Organization of Various Curriculum Development

The systematic incorporation of all stakeholders in the curriculum development process facilitates efficient collaboration among diverse groups. Teachers and leaders responsible for curriculum creation play a crucial role in providing suggestions and expressing their thoughts about the content that should be included into the curriculum (Coenders, 2010). Due to the substantial amount of time that students spend in the presence of their instructors, it is widely acknowledged that teachers possess a heightened comprehension of their students' academic and social needs. The teachers start their analysis by evaluating the existing curriculum, identifying its merits and shortcomings, and identifying potential areas that may need improvement. Subsequently, the perspectives of parents, community leaders, and other relevant stakeholders are considered prior to the development of a definitive version of the curriculum (Jonker, 2014).

The curriculum creation team for parents consists of all members of the parents' association teams. Nevertheless, in order for the authenticity of their viewpoints to be established, it is essential that these parents through the process of registration with the district curriculum development committee. The parents' team is bestowed with the prerogative to choose their own leadership. The district curriculum planning team actively seeks and takes into account the input of parents by means of the parent leadership committee (Pareja, 2014).

The professional counsellor's organization is also mandated to choose its leaders. The approval of the leadership of the professional organizations that provide assistance for the curriculum construction process is contingent upon the evaluation and endorsement of the district curriculum development committee. The reason for this is that professional organizations fulfil the role of providing guidance and expertise on important policy issues related to the creation of school curricula. Consequently, it is essential for the curriculum development team of the district to ensure that these professional entities are overseen by a reliable and credible group (Penuel, 2013).

Moreover, while analysing the curriculum and assessing academic performance, these professional organizations work in close partnership with educators and experts in curriculum creation. The district curriculum planning team is also required to address the

concerns and perspectives of many stakeholders within the community, including community authorities and religious leaders. However, it is imperative that community leaders be duly registered to ensure that the curriculum development team gives due consideration to their concerns. In addition, it is essential for individuals to choose their leaders who will effectively communicate their contributions to the district curriculum development team (Drake, 2014).

The development of the curriculum is a shared responsibility among various stakeholders, including parents, teachers, community members, professional bodies, and school administration. However, the actual implementation of the curriculum is often delegated to the district curriculum development team, which is overseen by the district director of curriculum. This team works in collaboration with teachers and school administration (Jonker, 2015).

2.4 Designing Structure for Stakeholder

The establishment of a comprehensive framework for stakeholder participation in curriculum development requires a meticulous assessment of many factors that contribute to effective learning, including both in-class and out-of-class experiences. Due to the extensive geographical expanse of my district, which accommodates a student population of 13,000, it is essential to assemble a substantial curriculum development team in order to adequately cater to the needs of this sizable student cohort. The responsibility of overseeing the district curriculum development team, including chairing curriculum development committees and providing guidance and leadership in the district's curriculum design process, lies with the district curriculum director (Binkhorst, 2013, p. 56).

Furthermore, the educational institution would appoint a curriculum director to serve as a subordinate to the district curriculum director, providing support in the execution of their duties. According to Binkhorst (2017, p.211), the district curriculum development team would consist of curriculum development specialists specializing in several subject areas, including mathematics and science.

Curriculum experts play a vital role in supporting the district curriculum director in making critical decisions throughout the curriculum development process. During the process of formulating the school curriculum, the district curriculum development team will engage in the collection of pertinent information and ensure comprehensive participation from professionals, parents, the community, and other pertinent stakeholders. Annually, the district's curriculum development team conducts a dedicated week for curriculum development research. This week serves as an opportunity to gather ongoing data and evaluate the effectiveness of curriculum implementation in schools (Cviko, 2015).

2.5 A Dynamic Approach to Curriculum Leadership

It is essential for all participants involved in the curriculum development process, such as educators, administrators, and other experts, to prioritize the student as the focal point of their endeavours. Furthermore, the curriculum director emphasized the need of

establishing a comprehensive curriculum leadership structure to effectively execute and implement the curriculum goals (Huizinga, 2016).

In contrast, a dynamic approach to curriculum leadership is an ongoing process that integrates critical thinking with contemporary technology to develop a forward-thinking and purpose-driven curriculum. Nevertheless, the director promptly emphasized the need of always aligning the curriculum with the demands of our contemporary technologically advanced society. This entails embracing a dynamic curriculum leadership approach in order to establish a curriculum that is based upon the student and geared towards advancement. The author highlights the importance of instructors and school leaders being cognizant of the ever-changing work environments and information communication technologies. This awareness is crucial in ensuring that students are adequately equipped to navigate and adapt to the technological dynamics of the contemporary world (Walter, 2012, p. 543).

It is essential that many stakeholders, including parents, teachers, school administrators, social workers, psychologists, and community members, actively participate in the process of curriculum creation. Furthermore, throughout the process of curriculum development, he emphasized the need of considering the specific interests and requirements of children with special needs. Special attention and support should be provided to students who are of foreign origin or have impairments, in order to ensure their educational pursuits are effectively facilitated. According to the director, the individual responsible for curriculum development leadership should possess the ability to effectively integrate and organize a multitude of concepts in order to formulate a comprehensive policy statement for curriculum development (Linder, 2015).

3. RELATED STUDIES

3.1 Wiles (2008)

Wiles (2008) examines the significance of leadership in curriculum development for the establishment of a robust curriculum. The individual proceeded to assert that the maintenance of present programs is vital for static curriculum leadership. Additionally, he emphasized the need of curriculum leadership in imparting specific knowledge, attitudes, and behaviors to students, as well as aiding in the design of educational programs to effectively facilitate all essential aspects of the learning process. Wiles also said that curriculum creators had to embrace change as an important element of the development process.

3.2 Tallerico (2012)

Tallerico (2012) emphasizes the need of curriculum development leaders offering direction. Furthermore, it is important for the curriculum leader to consistently monitor and evaluate the outcomes of curriculum management, and, if feasible, establish a control program.

4. METHODOLOGY (THEORETICAL FRAMEWORK)

this study uses a qualitative approach method. The researcher uses this method because the qualitative approach method is a method that focuses on in-depth observation and data collection in terms of a questionnaire. Therefore, the use of a qualitative approach in research can produce a more comprehensive study of a phenomenon. Because this research aims to analyse Curriculum Design and Development in English language Teaching.

4.1 Questionnaire of the Research:

A questionnaire is a method of collecting data that explore the subjects' attitudes, ideas, perceptions, points of view, etc. Thus, this is a multipurpose and adaptable research tool (Sharp, 2009: 61).

This questionnaire that is adopted in the present study and was used previously by Bruder (1978). He included ten items in his questionnaire and used to find out to what extent the prescribed English textbook syllabus has met the recently identified criteria of a good EFL textbook from the teacher's point of view.

This questionnaire aims at gathering valuable feedback from teachers regarding the effectiveness and quality of the EFL curriculum design. The insights gained will be instrumental in identifying areas for improvement and enhancing the overall educational experience for learners.

The items of the questionnaire are presented in the form of ten statements to be endorsed on a five Likert scale ranges "Strongly disagree" to "strongly agree". the questionnaire is shown in table one:

#	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	The Objective EFL Curriculum align well with the specific needs of the learners					
2	The content of the curriculum is suitable for the discipline and the learners' professional goals					
3	The curriculum effectively promotes the development of relevant language skills (listening, speaking, reading, writing) specific to the learners filed.					
4	The teaching materials and resources provided are					

	adequate and support the curriculum effectively.					
5	The assessment methods used in the curriculum are appropriate for measuring learners' progress and understanding.					
6	The curriculum incorporates technology effectively to enhance the learning experience.					
7	The curriculum allows for flexibility to adapt lessons based on the specific needs and backgrounds of the learners.					
8	The curriculum provides sufficient support and guidance for teachers in its implementation.					
9	The curriculum encourages collaborative learning and interaction among students.					
10	The curriculum addresses cultural issues relevant to the learners' professional contexts.					

4.2 Conclusion of the questionnaire:

One question must be asked to get the conclusion of this questionnaire, and it is about the teacher's point of view regarding this questionnaire and its relationship to the curriculum design. In order to answer this question, the questionnaire items have been applied on the sample of the teachers who are teaching EFL. The weighted mean and the weighted percentage of the teacher's point of view have been calculated as shown in table Two. The obtained results of the weighted percentage ranges between 78% and 40%.

Table (2)

The weighted mean, and weighted percentage of teacher's points of view on the Items of the Curriculum Design

No. of Item	Weighted Mean	Weighted Percentage	Rank Order
3	4.87	78%	1
6	3.18	63%	2
7	3.5	61%	3
1	3.3	60%	4

2	2.99	59%	5
4	2.87	57%	6
5	2.9	56%	7
9	2.33	46.67%	8
10	2.27	45.6%	9
8	2.0	40%	10

1. Item 3: which points out that “The curriculum effectively promotes the development of relevant language skills (listening, speaking, reading, writing) specific to the learners filed” and belongs to the first domain has obtained the first rank since its weighted mean is 4.78% and its weighted percentage is 78%. This shows that the development of the relevant language skills specific to the learners filed.

2. Item 8: which reads “The curriculum provides sufficient support and guidance for teachers in its implementation” which belongs to the last rank since its weighted mean is 2.0 and its weighted percentage is 40%. This shows that curriculum does not provide sufficient support, and guidance for the teachers in teaching EFL.

5. RESULTS AND DISCUSSION

There is no single best approach to designing English language teaching programs, rather it evolves over time and is shaped by student needs, collaboration and past experience. “A well-designed program has a direct impact on how the teacher teaches and how the student learns. Because the curriculum.” Design has a direct impact on teaching and learning and shapes student performance. It is an important part of teaching English. English teachers are involved in some way in curriculum development during their teaching career, so they can benefit from understanding the processes involved.

Curriculum design is about the creation, implementation and evaluation of a syllabus, which is the master plan or blueprint for a course, and the manner in which course content is translated into a teaching and learning plan. Learning that achieves desired learning outcomes. English curriculum design is a flexible process, evolving over time and shaped by student needs, contributions to teamwork and past experience.

The language program combines in-depth research and theory with cutting-edge practice and is widely used in ESL/EFL language teaching around the world.

Simply defined, curriculum design is the process of working on an informed plan for teaching and learning, and it is an essential undertaking wherever English is taught and learned in an organized setting.

These settings might include an intensive English program, a primary or secondary school, a university pathway program, or an adult education program, among others. During the curriculum design process, instructors, administrators, and stakeholders work together to identify their particular program’s mission and goals and learners’ needs. They can then develop a framework for what will be the focus and organization, or scope and sequence, of teaching and learning. In this way, they situate their curriculum design in the local context in which learning is taking place. Once they implement the new curriculum, they can begin evaluating it and making adjustments if necessary.

6. CONCLUSIONS

Designing English language programs is a flexible process that evolves over time and is shaped by student needs, contributions to teamwork and past experiences. There is no one-size-fits-all approach to curriculum design, and teachers now have the freedom to design programs that meet the specific needs of their students. Curriculum design is now more collaborative, student-centric, inquiry-oriented, and focused on developing models over time.

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