

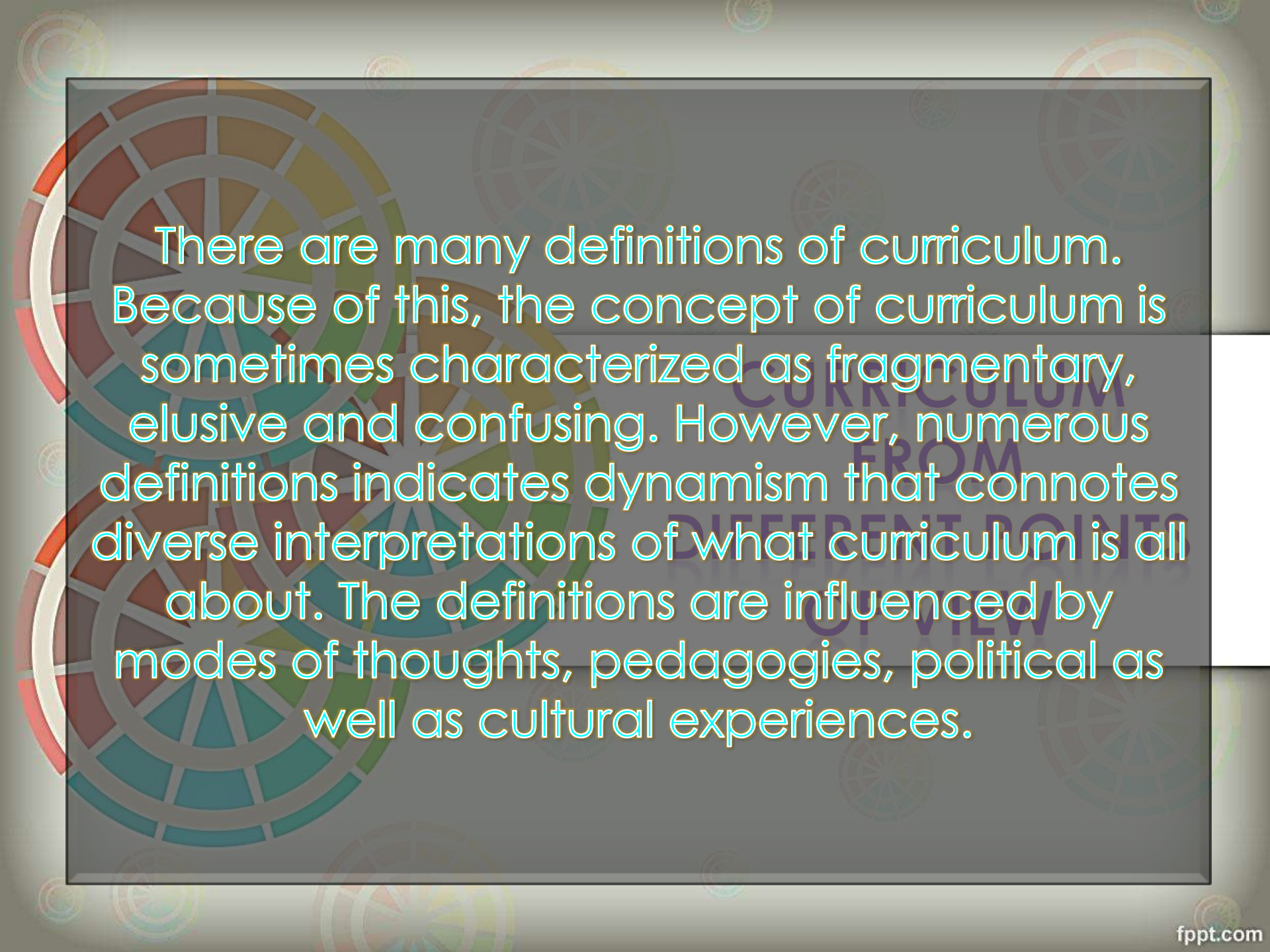


Curriculum

Curriculum: Concepts, Nature and Purposes

Prepared by: Leen T. AL-Rajhi BEED2

Lesson 1:
Concepts, Nature and Purposes of Curriculum
Purita B. Bilbao

The background features a complex pattern of overlapping circles and lines in various colors (red, green, blue, yellow). A semi-transparent dark grey box is centered on the page, containing the main text. In the background, behind the text box, the words "CURRICULUM FROM DIFFERENT POINTS OF VIEW" are written in a large, purple, sans-serif font.

There are many definitions of curriculum. Because of this, the concept of curriculum is sometimes characterized as fragmentary, elusive and confusing. However, numerous definitions indicates dynamism that connotes diverse interpretations of what curriculum is all about. The definitions are influenced by modes of thoughts, pedagogies, political as well as cultural experiences.

Curriculum from Different Points of View

1.
Traditional
Points of View
of Curriculum

2.
Progressive
Points of View
of Curriculum

Curriculum from Different Points of View

1. Traditional Point of View

In the early years of 20th century, the traditional concepts held of the “curriculum is that it is a body of subjects or subject matter prepared by the teachers for the students to learn.” It was synonymous to the “course of study” and “syllabus”.

Curriculum from Different Points of View

1. Traditional Point of View

Robert M. Hutchins views curriculum as “permanent studies”, where the rules of grammar, reading, rhetoric and logic and mathematics for basic education are emphasized

-Basic Education should emphasize the 3Rs and college education should be grounded on liberal education.

Curriculum from Different Points of View

1. Traditional Point of View

Arthur Bestor, an essentialist, believes that the mission of the school should be intellectual training;

-curriculum should focus on the fundamental intellectual discipline of grammar, literature and writing. It should also include mathematics, science, history and foreign language.

Curriculum from Different Points of View

1. Traditional Point of View

Joseph Schwab's view of curriculum is that discipline is the sole source of curriculum. He said that curriculum should consist only of knowledge which comes from discipline which is the sole source.

Curriculum from Different Points of View

1. Traditional Point of View

In our education system, curriculum is divided into chunks of knowledge we call subject areas in the basic education such as English, Mathematics, Science, Social Studies and others. In college, discipline may include humanities, sciences, languages and many more.

Curriculum from Different Points of View

1. Traditional Point of View

Most of the traditional ideas view curriculum as written documents or a plan of action in accomplishing goals.

Curriculum from Different Points of View

1. Progressive Points of View

Curriculum is defined as the total learning experiences of the individual. This definition is anchored on John Dewey's definition of experience and education. He believed that reflective thinking is a means that unifies curricular. Thought is not derived from action but tested by application.

Curriculum from Different Points of View

2. Progressive Points of View of Curriculum

Curriculum from Different Points of View

2. Progressive Points of View

- Caswell and Campbell viewed curriculum as “all experiences children have under the guidance of teachers”.
- Marsh and Willis view curriculum as all the “experiences in the classroom which are planned and entered by the teacher, and also learned by the students.”
- Smith, Stanley and Shores defined curriculum as a “sequence of potential experiences set up in schools for the purpose of disciplining children and youth in group ways of thinking and acting.”

Curriculum is a dynamic process.

Development connotes changes which are systematic. A change for the better means any alteration, modification or improvement of existing condition. To produce positive changes, development should be purposeful, planned and progressive. This is how curriculum evolves.

Points of View on Curriculum Development

Two models of Curriculum Development



Ralph Tyler



Hilda Taba

Points of View on Curriculum Development



Ralph Tyler's Model:
Four Basic Principles / Tyler's Rationale

He posited four fundamental questions / principles in examining any curriculum in schools.

1. What educational purposes should the school seek to attain?

2. What educational experiences can be provided that are likely to attain these purposes?

3. How can these educational experiences be effectively organized?

4. How can we determine whether these purposes are being attained or not?

Points of View on Curriculum Development



Hilda Taba :

Linear Model / Grassroots Approach

She improved Tyler's Rationale by making a linear model.

She believed that teachers who teach or implement the curriculum should participate in developing it.

She presented seven major steps to her model where teachers could have major input.

1. Diagnosis of learner's needs and expectations of the larger society

2. Formulation of learning objectives

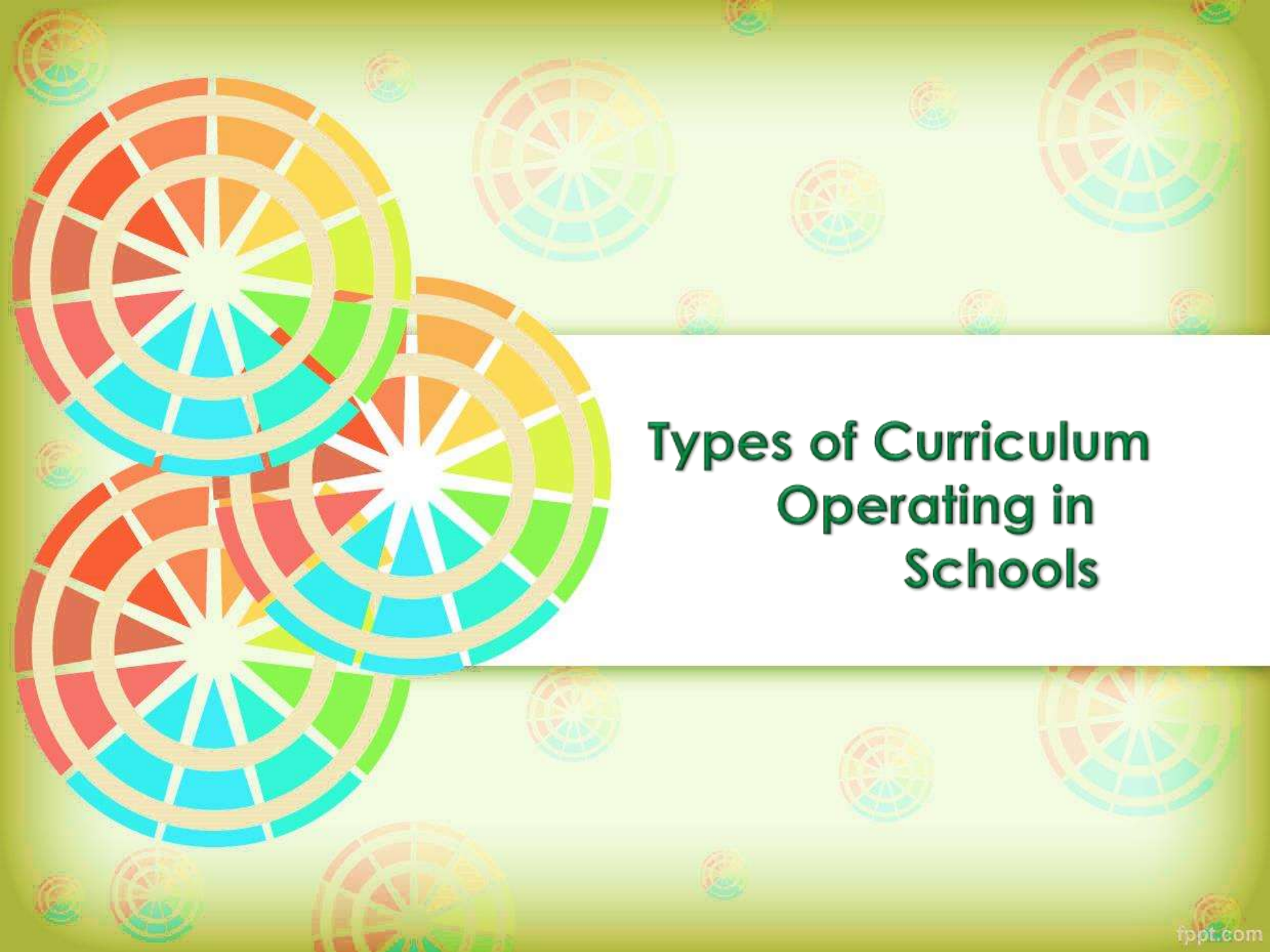
3. Selection of learning content

4. Organization of learning content

5. Selection of learning experiences

6. Organization of learning activities

7. Determination of what to evaluate and the means of doing it.

The background features a light green gradient with several overlapping circular patterns. Each pattern consists of concentric rings divided into segments of various colors including red, orange, yellow, green, and blue. The largest pattern is on the left side, partially overlapping the white text box. Smaller, semi-transparent versions of these patterns are scattered across the background.

Types of Curriculum Operating in Schools

Types of Curriculum Operating in Schools

1.
Recommended
Curriculum

2.
Written
Curriculum

3.
Taught
Curriculum

4.
Supported
Curriculum

5.
Assessed
Curriculum

6.
Learned
Curriculum

7.
Hidden
Curriculum

8.
Concomitant
Curriculum

9.
Phantom
Curriculum

10.
Null

Types of Curriculum Operating in Schools

-most of the curricula are recommended

- Proposed by scholars and professional organizations

The curriculum may come from a national agency or any professional organization who has stake in education

1.

Recommended Curriculum

Types of Curriculum Operating in Schools

Includes documents, course of study or syllabi for implementation.

2. Written Curriculum

Most written curricula are made by curriculum experts with participation of teachers.

An example of this is the Basic Education Curriculum (BEC) and the written lesson plan of each classroom teacher made up of objectives and planned activities of the teacher.

Types of Curriculum Operating in Schools

The different planned activities which are put into action in the classroom compose the taught curriculum.

These are varied activities that are implemented in order to arrive at the objectives or purposes of the written curriculum.

It varied according to the learning styles of the students and the teaching styles of the teacher.

3.
Taught
Curriculum

Types of Curriculum Operating in Schools

In order to have a successful teaching, other than the teacher, there must be materials which should support of help in the implementation of a written curriculum.

4. Supported Curriculum

Support curriculum includes material resources such as textbooks, computers, audio-visual materials, laboratory equipment, playgrounds, zoos and other facilities.

Support curriculum should enable each learner to achieve real and lifelong learning.

Types of Curriculum Operating in Schools

This refers to a tested or evaluated curriculum.

5. Assessed Curriculum

Series of evaluations are being done by the teachers at the duration and end of the teaching episodes to determine the extent of teaching or to tell if the students are progressing.

Assessment tools like pencil-and-paper tests, authentic instruments like portfolio are being utilized.

Types of Curriculum Operating in Schools

This refers to the learning outcomes achieved by the students.

6.

Learned
Curriculum

Learning outcomes are indicated by the results of the tests and changes in behavior which can be either cognitive, affective or psychomotor.

Types of Curriculum Operating in Schools

7. Hidden Curriculum

This is the unintended curriculum which is not deliberately planned but may modify behavior or influence learning outcomes.

Peer influence, school environment, physical condition, teacher-learner interaction, mood of the teacher and many other factors make up the hidden curriculum,

Types of Curriculum Operating Schools

8.

Concomitant Curriculum

Things that are taught at home; those experiences that are part of a family's experiences, or related experiences sanctioned by the family.

This type of curriculum may be received at church, in the context of religious expression, lessons on values, ethics or morals, molded behaviors, or social experiences based on a family's preferences.

Types of Curriculum Operating in Schools

9. Phantom Curriculum

The messages prevalent in and through exposure to media

Types of Curriculum Operating in Schools

10. Null

is what is not taught. Not teaching some particular idea or sets of ideas may be due to mandates from higher authorities, to a teacher's lack of knowledge, or to deeply ingrained assumptions and biases.

The background features a light green gradient with a white horizontal band across the middle. On the left side, there are several large, overlapping circular patterns. Each pattern consists of concentric rings and radial lines, creating a wheel-like appearance. The colors used in these patterns include red, orange, yellow, green, and cyan. Smaller, semi-transparent versions of these circular patterns are scattered throughout the background.

Major Foundations of Curriculum

Philosophical

Historical

**Major
Foundations
of
Curriculum**

Psychological

Social

Philosophical

Historical

**Major
Foundations
of
Curriculum**

Psychological

Social

PHILOSOPHICAL FOUNDATIONS of CURRICULUM

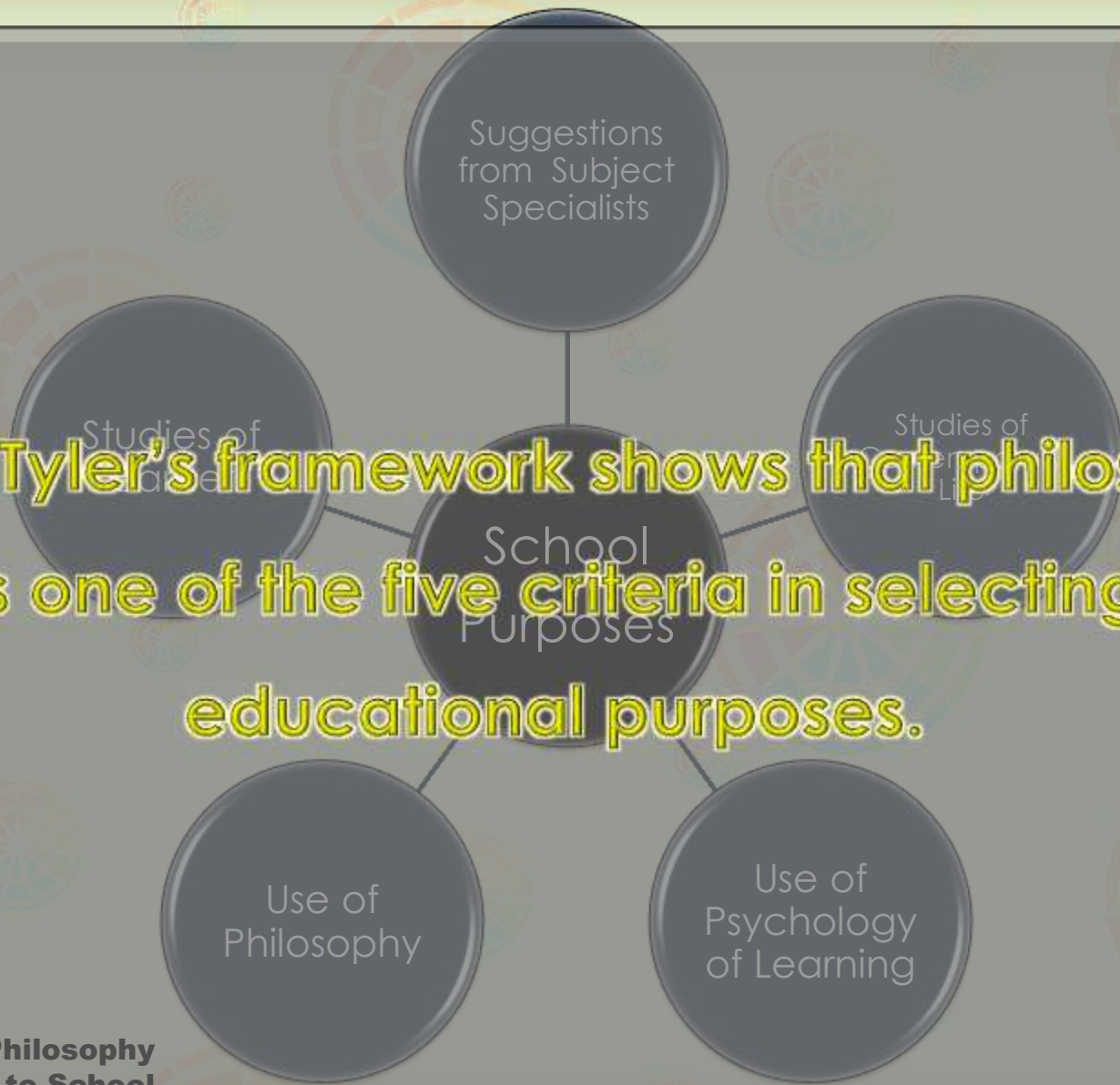


Philosophy provides educators, teachers and curriculum makers with framework for planning, implementing and evaluating curriculum in schools. It helps in answering what schools are for, what subjects are important, how students should learn and what materials and methods should be used. In decision making, philosophy provides the starting point and will be used for the succeeding decision making.

Philosophical Foundations of Curriculum

The philosophy of a curriculum planner, implementer or evaluator reflects his or her life experiences, common beliefs, social and economic background and education.

Ralph Tyler's framework shows that philosophy is one of the five criteria in selecting educational purposes.



Tyler's View of Philosophy in Relation to School Purposes

Four Educational Philosophies

Perennialism

Essentialism

Progressivism

Reconstructio-
nism

P
h
i
l
o
s
o
p
h
i
c
s

Four Educational Philosophies

a. Perennialism

Aim of Education

- To educate the rational person;
- To cultivate the intellect

Role of Education

- Teachers help students think with reason

Focus in the Curriculum

- Classical subjects, literary analysis and curriculum is constant

Curriculum Trends

- Use of great books and return to liberal arts

Four Educational Philosophies

b. Essentialism

Aim of
Education

- To promote the intellectual growth of the individual and educate a competent person

Role of
Education

- The teacher is the sole authority in his or her subject area or field of specialization.

Focus in the
Curriculum

- Essential skills of the 3 R's and essential subjects of English, Science, History, Math and Foreign Language.

Curriculum
Trends

- Excellence in education, back to basics and cultural literacy

Four Educational Philosophies

c. Progressivism

Aim of
Education

- To promote democratic and social living

Role of
Education

- Knowledge leads to growth and development of lifelong learners who actively learn by doing

Focus in the
Curriculum

- Subjects are interdisciplinary, integrative and interactive. Curriculum is focused on students' interests, human problems and affairs

Curriculum
Trends

- School reforms, relevant and contextualizes curriculum, humanistic education

Four Educational Philosophies

d. Reconstructionism

Aim of Education

- To improve and reconstruct the society
- Education for change

Role of Education

- Teachers act as agents of change and reform in various educational projects including research

Focus in the Curriculum

- Focus on present and future trends and issues of national and international interests.

Curriculum Trends

- Equality of educational opportunities in education; access to global education

Philosophical

Historical

**Major
Foundations
of
Curriculum**

Psychological

Social

Curriculum Theorists



- Franklin Bobbit (1876-1956) - presented curriculum as a science that emphasizes on students' need. Curriculum prepares for adult life.

Historical Foundations of Curriculum

- Werret Charters (1875-1952) - considered curriculum also as a science which is based on students' need and the teachers plan the activities.



Curriculum Theorists

- William Kilpatrick (1871-1965)
 - viewed curriculum as purposeful activities which are child-centered. The purpose of curriculum is child development and growth.



- Harold Rugg (1886-1960) - Curriculum should develop the whole child. He emphasized social studies in the curriculum and the teacher plans the lesson in advance.

Curriculum Theorists



- Hollis Caswell (1901-1989)
 - sees curriculum as organized around social functions of themes, organized knowledge and learner's interests.



- Ralph Tyler (1902-1994)
 - believes that curriculum is a science and an extension of school's philosophy.

Historical Foundations of Curriculum

The historical development shows the different changes in the purposes, principles and content of the curriculum. The different changes are influenced by educational philosophy, psychology and pedagogical theories.

This implies that curriculum is ever changing putting in knowledge and content from many fields of discipline.

Philosophical

Historical

**Major
Foundations
of
Curriculum**

Psychological

Social

Psychological Foundations of Curriculum

Psychology provides a basis for the teaching and learning process. It unifies the elements of the learning process and some of the questions which can be addressed by psychological foundations of education.

Three major groups of learning theories:

1. Behaviorist Psychology
2. Cognitive Psychology
3. Humanistic Psychology

1. Behaviorist Psychology

Connectionism

- Edward Thorndike (which influenced Tyler and Taba, the well known curricularists)

- consider that learning should be organized in order that students can experience success in the process of mastering the subject matter.

Classical Conditioning

- Ivan Pavlov

Operant Conditioning

- B.F. Skinner

The method is introduced in a step by step manner with proper sequencing of task which is viewed by other educational psychologist as simplistic and mechanical.

Modeling and Observation theory

- Albert Bandura

Hierarchical Learning

- Robert Gagne

2. Cognitive Psychology

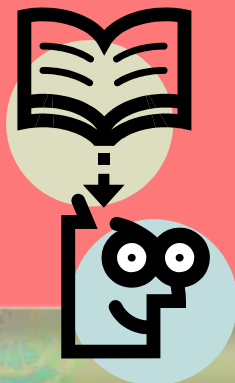
- To the cognitive theorists, learning constitutes a logical method for organizing and interpreting learning.
 - Jean Piaget
- Learning is rooted in the tradition of subject matter and is similar to the cognitive development theory.
 - Lev Vygotsky
- Teachers use a lot of problem and thinking skills in teaching and learning. These are exemplified by practices like reflective thinking, creative thinking, intuitive thinking, discovery learning and many more.
 - Howard Gardner
 - Felder and Silverman
 - Daniel Goleman

3. Humanistic Psychology

Humanist psychologist are concerned with how learners can develop their human potential; the process not the products; personal needs not the subject matter; psychological meaning and environmental situations.



In Summary, psychology has great influence in the curriculum. Learners are not machines and the mind is not a computer. Humans are biological beings affected by their biology and cultures. The psychological foundations will help curriculum makers in nurturing a more advanced, more comprehensive and complete human learning.



Philosophical

Historical

**Major
Foundations
of
Curriculum**

Psychological

Social

Social Foundations of Education

Schools exist within the social context . Societal culture affects and shapes schools and their curricula.

In considering the social foundations of curriculum, we must recognize that schools are only one of the many institutions that educates society. The home, the family, community, likewise , educate the people in the society. But schools are formal institutions that address more complex and interrelated societies and the world.

Social Foundations of Education

Society as ever dynamic is a source of a very fast changes which are difficult to cope with and to adjust to. Thus, schools are made to help to understand these changes. In order for schools to be relevant, schools curricula should address diversity, explosion of knowledge, school reforms and education for all.

The relationship of curriculum and society is mutual and encompassing. Hence, to be relevant, the curricula should reflect and preserve the culture of society and its aspirations. At the same time, society should also imbibe the changes brought about by the formal institutions called schools.