Curriculum in the New Global Age

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(A) Definition of Curriculum
The field of curriculum was born in the United State with Franklin Bobbit’s small book simply entitled *Curriculum* (1918).
The word “curriculum” has been in existence since about 1820 and comes from the Latin “currere” which means “to run” or “to run the course”
The curriculum may be defined in two ways

1. It is the range of experiences, both indirect and direct, concerned in unfolding the abilities of the individual

2. It is a series of consciously directed training experiences that the schools use for completing and perfecting the individual
Curriculum development is a process where the choices of designing a learning experience for clients (students) are made and then activated through a series of coordinated activities.
Curriculum is concerned not with what students will do in the learning situation, but with what they will learn as a consequence of what they do.
Curriculum as a desired goal or set of values that can be activated through a development process, culminating in experiences for learners.
Curriculum is a systematic group of courses or sequence of subjects required for graduation or certification in a major field of study.
Curriculum is all of the experiences that individual learners have in a program of education whose purpose is to achieve broad goals and related specific objectives, which is planned in terms of a framework of theory and research or past or present professional practices.

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Curriculum is all of the learning of students which is planned by and directed by the school to attain its educational goals.
A curriculum is a plan for learning.
A curriculum usually thought of as a course of study or plan for what is to be taught in an educational institution.
9. Curriculum is everything that goes on within the schools, including extra–class activities, guidance, and interpersonal relationships.

10. Curriculum is that which is taught both inside and outside of school directly by the school.

11. Curriculum is everything that is planned by school personnel.

12. Curriculum is a series of experiences undergone by learners in school.

13. Curriculum is that which an individual learner experiences as a result of schooling.
Curriculum is a systematic group of courses or sequence of subjects required for graduation or certification in a field of study.
Curriculum as that reconstruction of knowledge and experience that enables the learner to grow in exercising intelligence control of subsequent knowledge and experience.
Curriculum as what is taught to students, both intended and unintended information, skills, and attitudes.

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Curriculum as a plan or program of the learning experiences that the learner encounters under the direction of the school.
Interpretations of Curriculum

1. Curriculum is that which is taught in school.
2. Curriculum is a set of subjects.
3. Curriculum is a content.
4. Curriculum is a program of studies.
5. Curriculum is a set of materials.
6. Curriculum is a sequence of course.
7. Curriculum is a set of performance objectives.
8. Curriculum is a course of study.
Five concurrent curricula

1. Official curriculum:
   The curriculum described in formal documents
2. Operational curriculum:

The curriculum embodied in actual teaching practices and tests.

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3. Hidden curriculum:

Instructional norms and values not openly acknowledged by teachers or school officials.
4. Null curriculum:
The subject matters not taught.
5. Extra curriculum:

The planned experiences outside the formal curriculum.
(B) Relationship between Curriculum and Instruction
Curriculum can be conceived as the “what” and instruction as the “how”
We may think of the curriculum as a program, a plan, content, and learning experiences, whereas we may characterize instruction as methods, the teaching act, implementation, and presentation.
Instruction as “the interaction between a teaching agent and one or more individuals intending to learn”
Curricular activities as the production of plans for further action and instruction as the putting of plans into operation.
Decisions about curriculum related to plans or programs and thus are *programmatic* while those about instruction are methodological.

Both curriculum and instruction are subsystems of a larger system called schooling or education.
Curriculum is program and instruction is method.
Model of curriculum and instruction relationship

1. Dualistic Model
2. Interlocking Model

instruction

curriculum

curriculum

instruction
3. Concentric Model
3. Cyclical Model

Curriculum

Instruction
“meeting the needs of students” and “individualizing instruction”
Principles of Curriculum Development
Any discipline worthy of study has an organized set of theoretical constructs or principles that governs it.
Any discipline encompasses a body of knowledge and skills pertinent to that discipline.
A major characteristic of any theoretical principle is its capacity for being generalized and applied in more than one situation.
Sources of the Curriculum Field

System theory
Technology
Evaluation
Sociology
Psychology
Supervision
Organizational theory
Management
Subject area
Philosophy
History
Communication theory
Instruction

Curriculum

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A discipline has its theoreticians and its practitioners.
As a discipline, curriculum processes

1. an organized set of principles

2. a body of knowledge and skills for which training is needed

3. its theoreticians and practitioners
Curriculum specialist

1. a philosopher
2. a psychologist
3. a sociologist
4. a human relations expert
5. a technology expert
6. a theoretician
7. a historian
8. a scholar in one or more discipline
9. an elevator
10. a researcher
11. a systems analyst
The field curriculum is like the “brain” of the school body.
Curriculum work is about programming and enhancing the lives of children.
“curriculum cycle”

1. Defining the vision.
2. Designing the plan.
3. Implementing the curriculum.
4. Evaluating the result.

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The curriculum can be thought of as the master blueprint for student learning at the school.
Curriculum planning defines what students will experience in the classrooms.
The curriculum can be thought of as the master blueprint for student learning at the school.
Regular part of curriculum work

1. Seeing curriculum development as a cycle or a system.

2. Regular fundamental areas of concern.

3. Use of data in decision making.

4. Involving others in the planning process.
Curriculum Design Principles

1. The curriculum is holistic and coherent.

2. The curriculum is inclusive and accessible / student centered.

3. The curriculum fosters a deep approach to learning, encouraging independence in learning.

4. The curriculum is based upon / has links to research and scholarship.

5. The curriculum is based on feedback, evaluation and review.
Seven common concepts of curriculum

1. Scope and sequence
2. Syllabus
3. Content outline
4. Standards
5. Textbooks
6. Course of study
7. Planned experiences
1. Scope and sequence:

The depiction of curriculum as a matrix of objectives assigned to successive grade level and grouped according to a common theme.
2. Syllabus:

A plan for an entire course, typically including rationale, topics, resources, and evaluation.
3. Content outline:

A list of topics covered organized in outline form.
4. Standards:

A list of knowledge and skills required by all students upon completion.
5. Textbooks:

Instructional materials used as the guide for classroom instruction.
6. Course of study:

A series of course that the student must complete.
7. Planned experiences:

All experiences students have that are planned by the school, whether academic, athletic, emotional, or social.
The fundamental in curriculum development

1. The learner
2. The society
3. Organized subject matter
Three sources of data in curriculum planning

1. The study of society
2. The study of learners
3. The study of subject matter
Operational tasks of curriculum development

1. Determine the fundamental objectives

2. Select activities and other materials of instruction

3. Discover the most effective organization and placement of this instruction
Tyler’s Rationale

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

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

3. How can these educational experiences be effectively organized?

4. How can we determine whether these purposes are being attained?
Seven major steps of curriculum development

1. Diagnosis of needs
2. Formulation of objectives
3. Selection of content
4. Organization of content
5. Selection of learning experiences
6. Organization of learning experiences
7. Determination of what to evaluate and means of doing it
Curriculum development as a problem-solving action

1. Identification of the problem
2. Diagnosis of the problem
3. Search for the alternative solution
4. Selection of the best solution
5. Ratification of the solution by the organization
6. Authorization of the solution
7. Use of the solution on a trial basis
8. Preparation for adoption of the solution
9. Adoption of the solution
10. Direction and guidance of staff
11. Evaluation of effectiveness
Designing school curriculum without consulting teachers and parents is an artificial and unproductive process.
The leader must ask “Are we operating in a static world where schools are unchanging, or are we living in a dynamic world in which significant change is ever present?"
The fact is, our world is not static and the curriculum in school represents our nation’s program for preparing students to live in the future.
A new curriculum leader will rarely be successful if they try to “be the boss”
(C) Foundations of Curriculum / Bases of curriculum.
Foundations of Curriculum / Bases of curriculum.

1. Social forces in society
2. Treatment of knowledge
3. Human growth and development
4. Learning as a process
5. Technology
Social forces in society

The first quarter of the 21\textsuperscript{st} century calls for us the focus our full attention on many of the following:

1. The power of new technologies for learning.
2. The need to reallocate educational resources.
3. Understanding the difference between education and training.
4. The connectivity of information between schools and the society.

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Treatment of knowledge

The Internet and the development of search engines and browsers accelerated this concern to unimagined levels in the early years of the 21st century. If creativity amounts to making unusual associations, then any student in the Internet age can be considered creative given the many possible combinations of knowledge. Nonlinear learning is an area that all curriculum developers will have to confront in the first quarter of this new century.
Knowledge about human development has also provided the impetus for the development of a host of new school programs: early childhood education, special education, compensatory education, and middle school education. Perhaps most important, understanding about patterns of growth and development have caused educators to consider formal educational planning from the perspective of the individual student.
Learning as a process

At the level of philosophy, educators differ considerably regarding the type of learning that schools should promote. Three major approaches to learning have evolved:

(1) a behavioral approach,
(2) an approach incorporating drive theories,
(3) an environmental approach.
Three major approaches to learning.
1. The behavioral approach

- external perspective
- learning as a product of teacher behavior
- conditioning
- reinforcement
- extinction
- transfer
- fixed curricula
- cause – and – effect programming
2. The incorporating drive approach

- need – structured approach
- need and drives of students
- natural motivational energy to promote learning
- focus on interests and needs of students
- readiness
- identification
- imitation
- modeling
3. The environmental approach

- dynamic in nature
- acknowledges human diversity
- believes in human potential
- promote both uniqueness and creativity in individuals
The basis of the environmental approach is the belief that behavior is a function of perception and that human perceptions are the result of both experiences and understanding.
Our society is being transformed by computers. Knowledge based are exploding and have become totally unmanageable in schools. Students are developing intellectually along new and combine to use all the senses in learning. Technology as a planning variable is difficult to grasp because of the focus on the products of technology rather than the uses of technology.
(D)
A New Age of curriculum.
Ten Valued Learning Outcomes

1. Self-esteem
2. Understanding others
3. Basic skills
4. Capability for continuous learning
5. Being a responsible member of society
6. Mental and physical health
7. Creativity
8. Informed participation in the economic world
9. Use of accumulated knowledge to understand the world
10. Coping with change

The Association of Supervision and Curriculum Development. 2011
We shall need some new frameworks to understand the change around us, our old view are handicapping us in adjusting to the new age of interactive technologies.
Paradigm Shift

a basic way of perceiving, thinking, valuating, and doing associating with a particular vision of reality.
We must begin considering a global or international curriculum that does not recognize nation–state boundaries.
In 21st we must think of a curriculum tied to work and living applicable to all persons and all ages.
Old Issues / New Impediments

1. What are the desired ends of education?

2. What is the good life?

3. To what extent shall education modify the character and actions of future citizens?

4. For what ends are the schools responsible?

5. What subject areas are most vital in attaining these ends?
We believe that curriculum developers should provide active leadership by being both dynamic and intellectual and by achieving a global orientation to education.

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The goals of education must be determined by philosophical and analytical concept of the good life.
Before educational planners can be effective and consistent in their work, they must understand their own personal belief systems and formulate a philosophy of education that complements that system.
Additional Reading


Thank You
I’ll see you again
Keep Going

http://www.curriculumandlearning.com