

Model of Curriculum Development

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Type of Curriculum Development Model

1. Deductive Model

Proceed from the general to specific

2. Inductive Model

Starting with the actual development of curriculum materials and leading to generalization.

1. Deductive Model

- Tyler**
- Sayler and Alexander**
- Lewis**
- Oliva**

2. Inductive Model

- Taba**

The Tyler Model

The best known models for curriculum development with special attention to the planning phase can be found in *Ralph W. Tyler's* classic little book, *Basic Principles of Curriculum and Instruction*, that he wrote as a syllabus for his classes at the University of Chicago

“The Tyler Rationale”

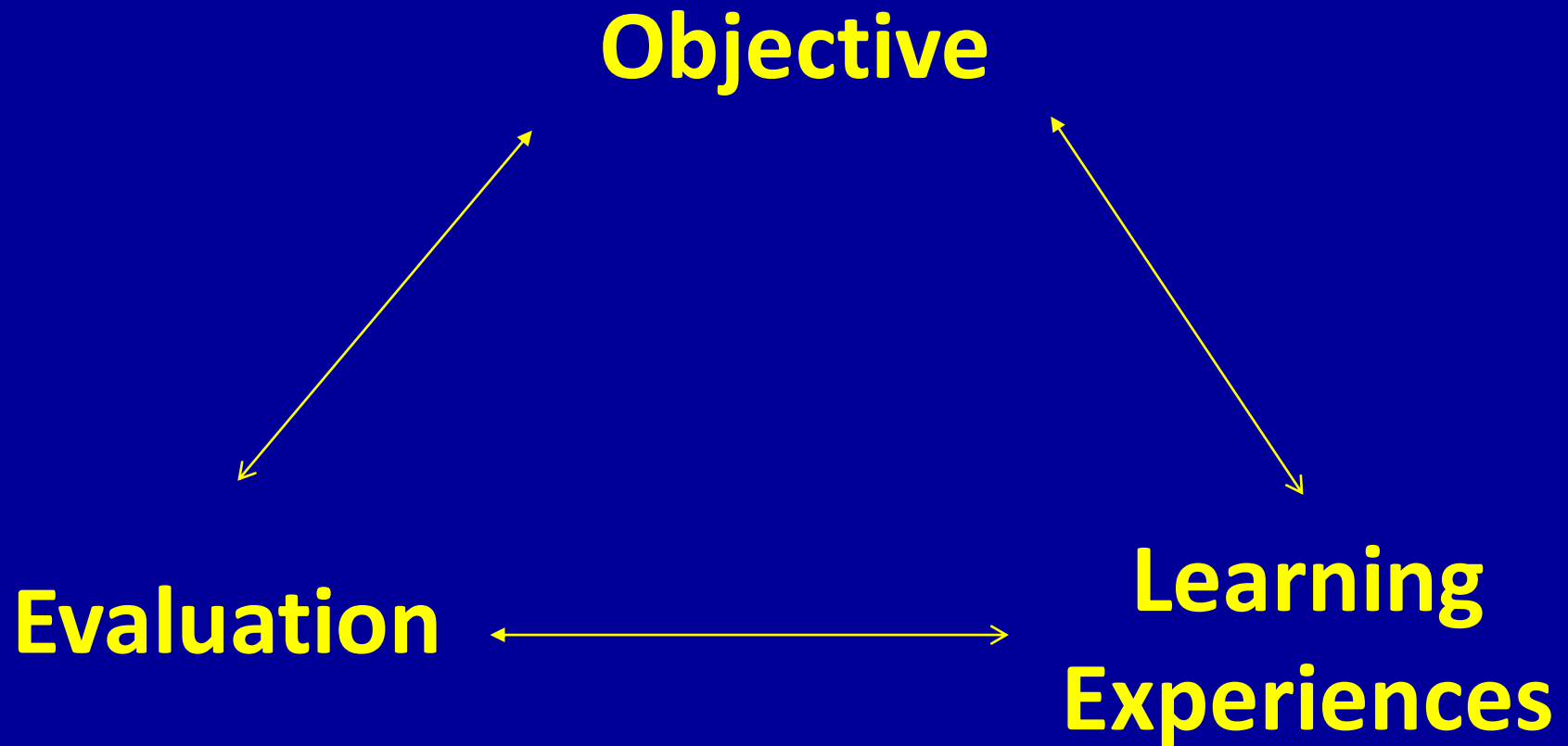
as a process for selecting

educational objectives,

is widely known and practices in

curriculum circles.

“The Tyler Rationale”



Tyler recommended that curriculum planners identify general objectives by gathering data from three source

1. Student Source

2. Society Source

3. Subject Matter Source

After identifying numerous general objectives, the planners refine them by filtering them through two screens:

- 1. The Educational Philosophy**
- 2. The Psychological**

The general objectives that successfully pass through the two screens become what are now popular known as ***instructional objectives.***

Student Source

The curriculum worker begins his or her search for educational objectives by gathering and analyzing data relevant to student needs and interest.

1. Need - educational

2. Social

3. Occupational

4. Physical

5. Psychological

**Tyler recommended that observations
by teachers, interviews with students,
interviews with parents questionnaires,
and tests.**

By examining the needs and interests of students, the curriculum developer identifies as a set of potential objectives.

Society Source

Tyler suggested that the curriculum planners develop a classification scheme that divides life into various aspects such as health, family, recreation, vocation, religion, consumption, and civic role.

Subject Matter Source

For the third source the curriculum planner turns to the subject matter, the disciplines themselves.

From the three aforementioned sources curriculum planners derive general or broad objectives that lack precision.

Tyler's model eliminate unimportant and contradictory objectives.

Tyler advise the use of the school's educational and social philosophy as the first screen for this goals.

Philosophical Screen

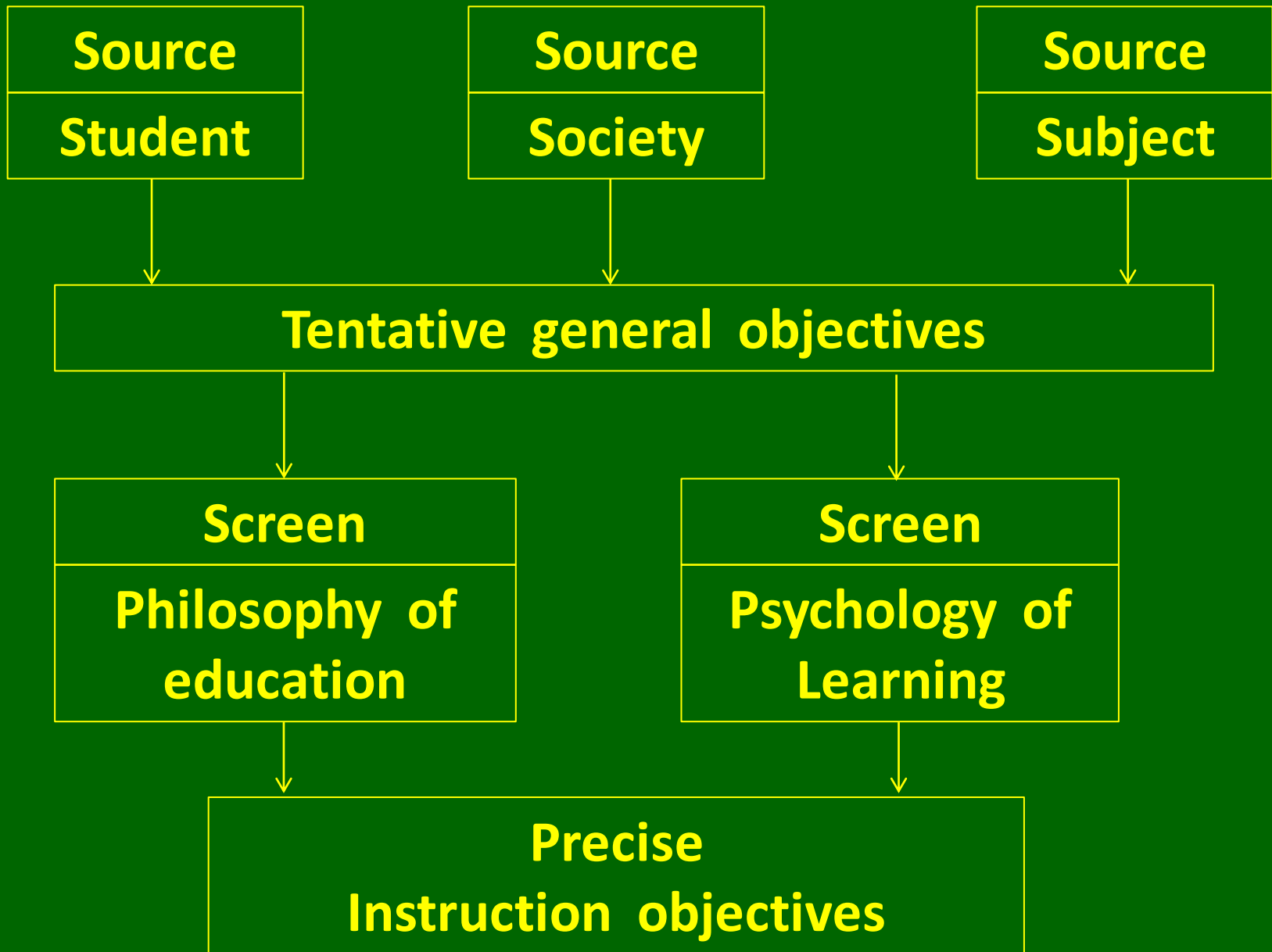
Educational Philosophy

Psychological Screen

Teacher must clarify the principles of learning.

Tyler explained the significance of the psychological that:

- 1. A knowledge of the psychology of learning enables us to distinguish changes in human beings that can be expected to result from a learning process from those that cannot.**
- 2. A knowledge of the psychology of learning enables us to distinguish goals that are feasible from those that are likely to take a very long time or are almost impossible of attainment at the age level contemplated.**
- 3. Psychology of learning gives us some idea of the length of time required to attain an objective and the age levels at which the effort is most efficiently employed.**



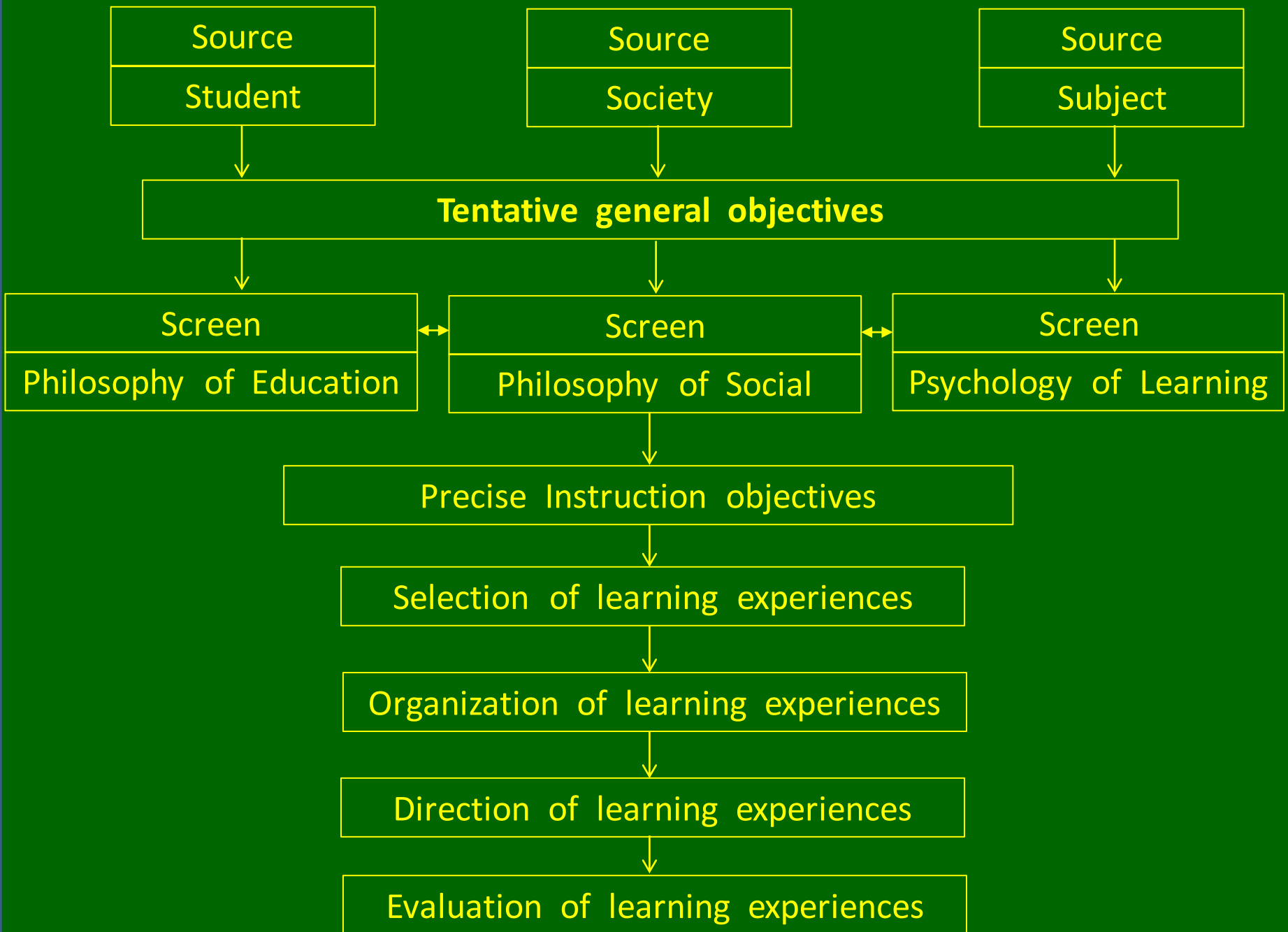
In actually, Tyler's model goes beyond this process to describe three more steps in curriculum planning: selection, organization, and evaluation of learning experiences.

Tyler defined learning experiences as “the interaction between the learners and the external conditions in the environment to which he can react”

Tyler suggested teachers give attention to learning experiences:

- 1. that will “develop skill in thinking”**
- 2. that will be “helpful in acquiring information”**
- 3. that will be “helpful in developing social attitudes”**
- 4. that will be “helpful in developing interests”**

**Tyler explained how to organize
the experiences into units and
describe various evaluation
procedures.**



The Taba Model

Taba took what is known as a grassroots approach to curriculum development.

She believed that the curriculum should be designed by the teachers rather than handed down by higher authority.

Taba advocated an *inductive* approach to curriculum development, starting with the specifics and building up to a general.

Five - Step Sequence

1. Producing pilot units representative of the grade level or subject area.

She proposed the following eight – step sequence for curriculum developers who are producing pilot units.

- A. Diagnosis of needs.**
- B. Formulation of objectives.**
- C. Selection of content.**
- D. Organization of content.**
- E. Selection of learning experiences.**
- F. Organization of learning activities.**
- G. Determination of what to evaluate and of the ways and means of doing it.**
- H. Checking for balance and sequence.**

2. Testing experimental units.

Since the goal of this process is to create a curriculum encompassing one or more grade levels or subject areas and since teachers have written their pilot units with their own classrooms in mind, the units must now be tested “to establish their validity and teach ability and to set their upper and lower limits of required abilities”

3. Revising and consolidating.

The units are modified to conform to variations in student needs and ability, available resources, and different styles of teaching so that the curriculum may suit all types of classrooms.

Taba recommended that such “considerations and suggestions might be assembled in a handbook explaining the use of the units”

4. Developing a framework.

After a number of units have been constructed, the curriculum planners must examine them as to adequacy of scope and appropriateness of sequence.

The curriculum specialist would assume the responsibility of drafting a rationale for the curriculum that has been developed through this process.

5. Installing and disseminating new units.

Taba called on administrators to arrange appropriate inservice training so that teachers may effectively put the teaching learning units into operation in their classrooms.

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3. Revising and consolidating



4. Developing a framework



5. Installing and disseminating new units

The Saylor, Alexander, and Lewis Model

Goals, Objectives, and Domains

The model indicates that the curriculum planners begin by specifying the major educational goals and specific objectives they wish to be accomplished.

Saylor, Alexander, and Lewis classified sets of broad goals into four domains under which many learning experiences take place: personal development, social competence, continued learning skill, and specialization

Once the goals, objectives, and domains have been established, the planners move into the process of designing the curriculum.

The curriculum workers decide on the appropriate learning opportunities for each domain and how and when these opportunities will be provided.

Instructional Modes

After the designs have been create and there may be more than one – all teachers affected by a given part of the curriculum plan must create the instructional plans.

At this point in the model it would be helpful to introduce the term *instructional objectives*.

Evaluation

Finally, the curriculum planners and teachers engage in evaluation. They must choose from a wide variety of evaluation techniques.

**Saylor, Alexander, and Lewis
proposed a design that would permit**

**1. evaluation of the total
educational programs, as well as**

**2. evaluation of the evaluation
program itself**

The evaluation processes allow curriculum planners to determine whether or not the goals of the school and the objectives of instruction have been met.

Goals and Objectives

Curriculum Designing

Decisions as to design(s) made by the responsible curriculum planning group (s) for a particular educational center. Various prior decisions by political and social agencies may limit the final design (s).

Curriculum Implementation

Decisions as to instructional modes made by the responsible teacher (s). The curriculum plan includes alternative modes with suggestions as to resources, media, and organization, thus encouraging flexibility and more freedom for the teacher (s) and students.

Curriculum Evaluation

Decisions as to evaluative procedures for determining learner progress made by the responsible teacher (s). Decisions as to evaluative procedures for evaluating the curriculum plan are made by the responsible planning group. Evaluative data become bases for decision making in further planning.

The Well Model Should Show

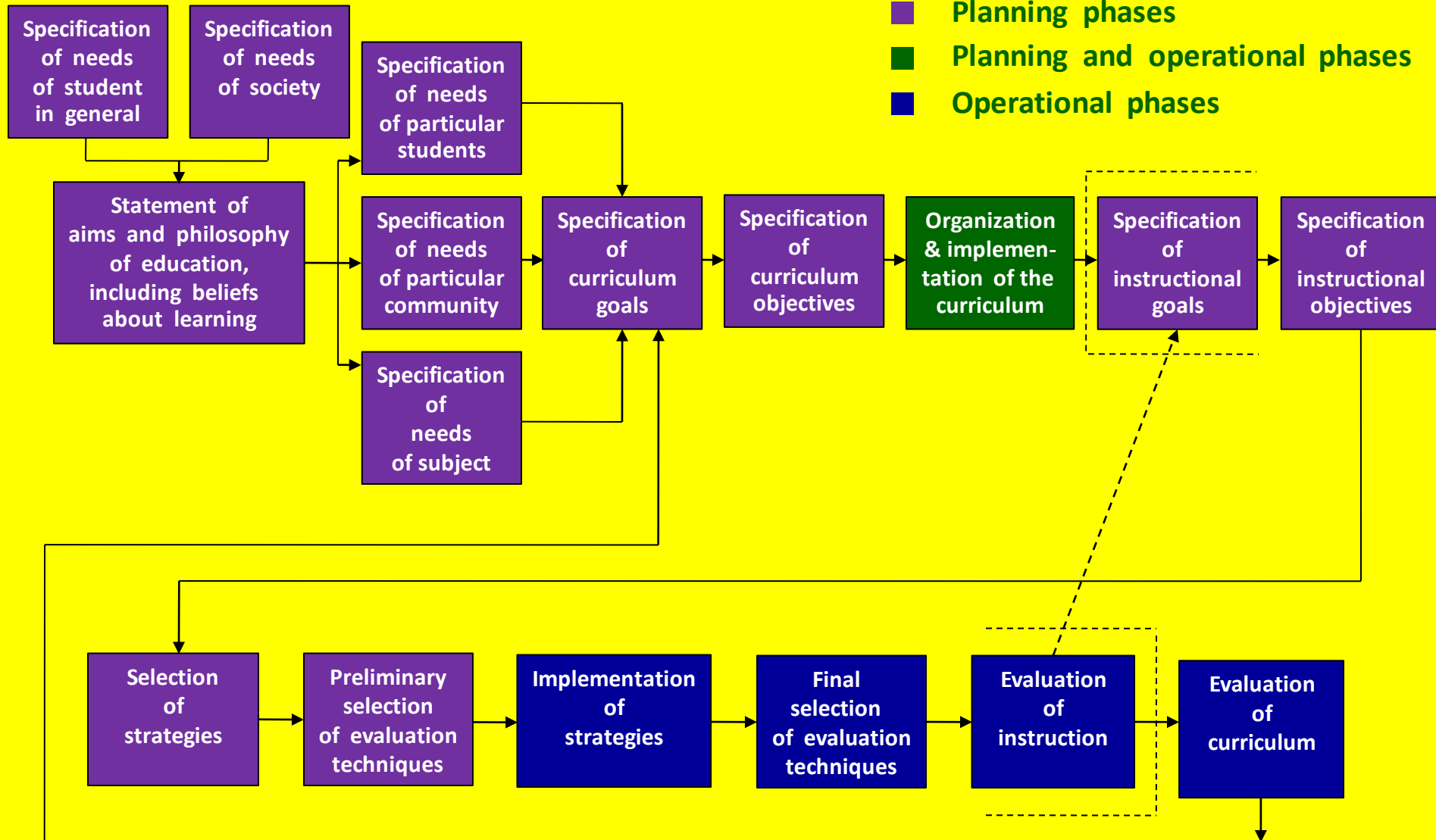
1. major component of the process, including stages of planning, implementation, and evaluation
2. customary but not inflexible “beginning” and “ending” points
3. the relationship between curriculum and instruction
4. distinctions between curriculum and instructional goals and objectives
5. reciprocal relationships among components
6. a cyclical pattern
7. feedback lines
8. the possibility of entry point in the cycle
9. an internal consistency and logic
10. enough simplicity to be intelligible and feasibility
11. components in the form of a diagram or chart


The model will accomplish two purpose:

- 1. to suggest a system that curriculum planners might wish to follow**
- 2. to serve as the framework for explanations of phases or components of the process for curriculum improvement**

The Oliva Model

- Planning phases
- Planning and operational phases
- Operational phases





Thank You
I'll see you again
Keep Going

<http://www.curriculumandlearning.com>