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CURRICULUM DEVELOPMENT

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Module I

Nature, Concepts and Purposes of Curriculum

Lesson 1
Components of Curriculum and Curricular Approaches
Purita P. Bilbao,Ed.D.

Take Off

The concept of curriculum is as dynamic as the changes that occur in society. In its narrow sense, curriculum is viewed merely as a listing of subjects to be taught in school. In a broader sense, it refers to the total learning experiences of individuals not only in schools but in society as well.

In the Philippines, recommendations of several educational initiatives like the Philippine Commission to Survey Philippine Education (PCSPE), Survey of the Outcomes of Elementary Education (SOUTELE) and the Philippine Commission for Educational Reforms (PCER) focused on curriculum renewal or reforms. The recently formulated National Competency-Based Teacher Standards (NCBTS) became the anchor of reforms in education from the basic to higher education.

What is curriculum? What is its purpose? What is its nature? These are the fundamental questions that will be addressed in this lesson.

FOCUS

Curriculum from Different Points of View

There are many definitions of curriculum. Because of this, the concept of curriculum is sometimes characterized as fragmentary, elusive and confusing. However, the numerous definitions indicate dynamism that connotes diverse interpretations of what curriculum is all about. The definitions are influenced by models of thought, pedagogies, political as well as cultural experiences. Let us study some of these definitions.

1. **Traditional Points of View of Curriculum**

In early years of the 20th century, the traditional concepts held of the "curriculum is that it is a body of subjects or subject matter prepaid by the teachers for the student's to learn". It was synonymous to the "course of study" and "syllabus"

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 3 Rs and college education should be grounded on liberal education. On the other, Arthur Bestor as an essentialist, believes that the mission of the school should be intellectual training, hence curriculum should focus on the fundamental intellectual

disciplines of grammar, literature and writing. It should also include mathematics, science, history and foreign language.

The definition leads us to the view of Joseph Schwab that discipline is the sole source of curriculum. Thus in our education system, curriculum is divided into chunks of knowledge we call subject areas in basic education such as English, Mathematics, Science, Social Studies and others. In college, discipline may include humanities, sciences, language and many more. To Phenix, curriculum should consist entirely of knowledge which comes from various disciplines.

Academic discipline became the view of what curriculum is after the cold war and the race to space. Joseph Schwab, a leading curriculum theorist coined the term discipline as a ruling doctrine for curriculum development. Curriculum should consist only of knowledge which comes from disciplines which is the sole source.

Thus curriculum can be viewed as a field of study. It is made up of its foundations (philosophical, historical, psychological and social foundations); domains of knowledge as well as its research theories and principles. Curriculum is taken as scholarly and theoretical. It is concerned with broad historical, philosophical and social issues and academics.

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

2. Progressive Points of View of Curriculum

On the other hand, to a progressivist, a listing of school subjects, syllabi, course of study, and a list of courses or specific discipline do not make a curriculum. These can only be called curriculum if the written materials are actualized by the learner. Broadly speaking, 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 elements. Thought is not derived from action but tested by application.

Caswell and Campbell viewed curriculum as "all experiences children have under the guidance of teachers". This definition is shared by Smith, Stanley and Shores when they defined "curriculum as a sequence of potential experiences set up in the schools for the purpose of disciplining children and youth in group ways of thinking and acting".

Marsh and Willis on the other hand view curriculum as all the "experiences in the classroom which are planned and enacted by the teacher, and also learned by the students".

Points of View on Curriculum Development

From the various definitions and concepts presented, it is clear that 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.

Let us look at the two models of curriculum development and concepts of Ralph Tyler and Hilda Taba.

Ralph Tyler Model: Four Basic Principles. This is also popularly known as Tyler's Rationale. He posited four fundamental questions or principles in examining any curriculum in schools. These four fundamental principles are as follows:

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 re being attained or not?

In summary, Tyler's Model show that in curriculum development, the following considerations should be made: (1) Purpose of the school, (2) Educational experiences related to

the purposes, (3) Organization of the experiences, and (4) Evaluation of the experiences.

On the other hand, Hilda Taba improved on Tyler's Rationale by making a linear model. She believed that teachers who teach or implement the curriculum should participate in developing it. Her advocacy was commonly called the *grassroots approach*. She presented seven major steps to her model where teachers could have a major input.

These steps are as follows:

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.

Thus as you look into curriculum models, the three interacting processes in curriculum development are planning, implementing and evaluating.

Types of Curriculum Operating in Schools

From the various concepts given, Allan Glatthorn(2000) describes seven types of curriculum operating in the schools. These are (1) *Recommended curriculum*- proposed by scholars and professional organizations. (2) *Written Curriculum*- appears in school, district, division or country documents. (3) *Taught Curriculum*- what teacher's implement or deliver in the classrooms and schools. (4) *Supported Curriculum*- resources-textbooks, computers, audio-visual materials which support and help in the implementation of the curriculum. (5) *Assessed Curriculum*- that which is tested and evaluated. (6) *Learned Curriculum*- which the students actually learn and what is measured and (7) *Hidden Curriculum*- the unintended curriculum.

1. Recommended Curriculum- Most of the school curricula are recommended. The curriculum may come from a national agency like the Department of Education, Commission on Higher Education (CHED), Department of Science and Technology (DOST) or any professional organization who has stake in education. For example the Philippine Association for Teacher Education (PAFTE) or the Biology Teacher Association (BIOTA) may recommend a curriculum to be implemented in the elementary or secondary education.
2. Written Curriculum- This includes documents, course of study or syllabi handed down to the schools, districts, division, departments or colleges for implementation. Most of the written curricula are made by curriculum experts with participation of teachers. These were pilot-tested or tried out in sample schools or population. Example of this is the

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

3. Taught Curriculum- The different learning activities which are put into action in the

3. Taught Curriculum- 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. These are used by the learners with the guidance of teachers. Taught curriculum varies according to the learning styles of students and the teaching styles of teachers.
4. Supported Curriculum- In order to have a successful teaching, other than the teacher, there must be materials which should support or help in the implementation of a written curriculum. These refer to the support curriculum that 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.
5. Assessed Curriculum- This refers to a tested or evaluated curriculum. At the duration and end of the teaching episodes, series of evaluations are being done by the teachers to determine the extent of teaching or to tell if the students are progressing. This refers to the assessed curriculum. Assessment tools like pencil-and-paper tests, authentic instruments like portfolio are being utilized.
6. Learned Curriculum- This refers the learning outcomes achieved by the students. Learning outcomes are indicated by the results of the tests and changes in behavior which can either be cognitive, affective or psychomotor.
7. Hidden Curriculum- This is the unintended curriculum which is not deliberately planned but may modify behavior or influenced learning outcomes. There are lots of hidden curricula that transpire in the schools. Peer influence, school environment, physical condition, teacher-learner interaction, mood of the teachers and many other factors made up the hidden curriculum.

Major Foundations of Curriculum

Let us now look into the major foundations of a curriculum. Debates continue on what curriculum is and its basic foundation. The commonly accepted foundations include philosophical, historical, psychological and social. Let us examine briefly how each knowledge area provides the foundation to curriculum.

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 student 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.

The philosophy of a curriculum planner, implementor or evaluator reflects his or her life experiences, common beliefs, social and economic background and education. For example, John Dewey (1916) looks at “education as a way of life” a laboratory in which philosophy becomes concrete and is tested.

On the other hand, Ralph Tyler’s framework shows that philosophy is one of the five criteria in selecting educational purposes. This is shown in figure 1.

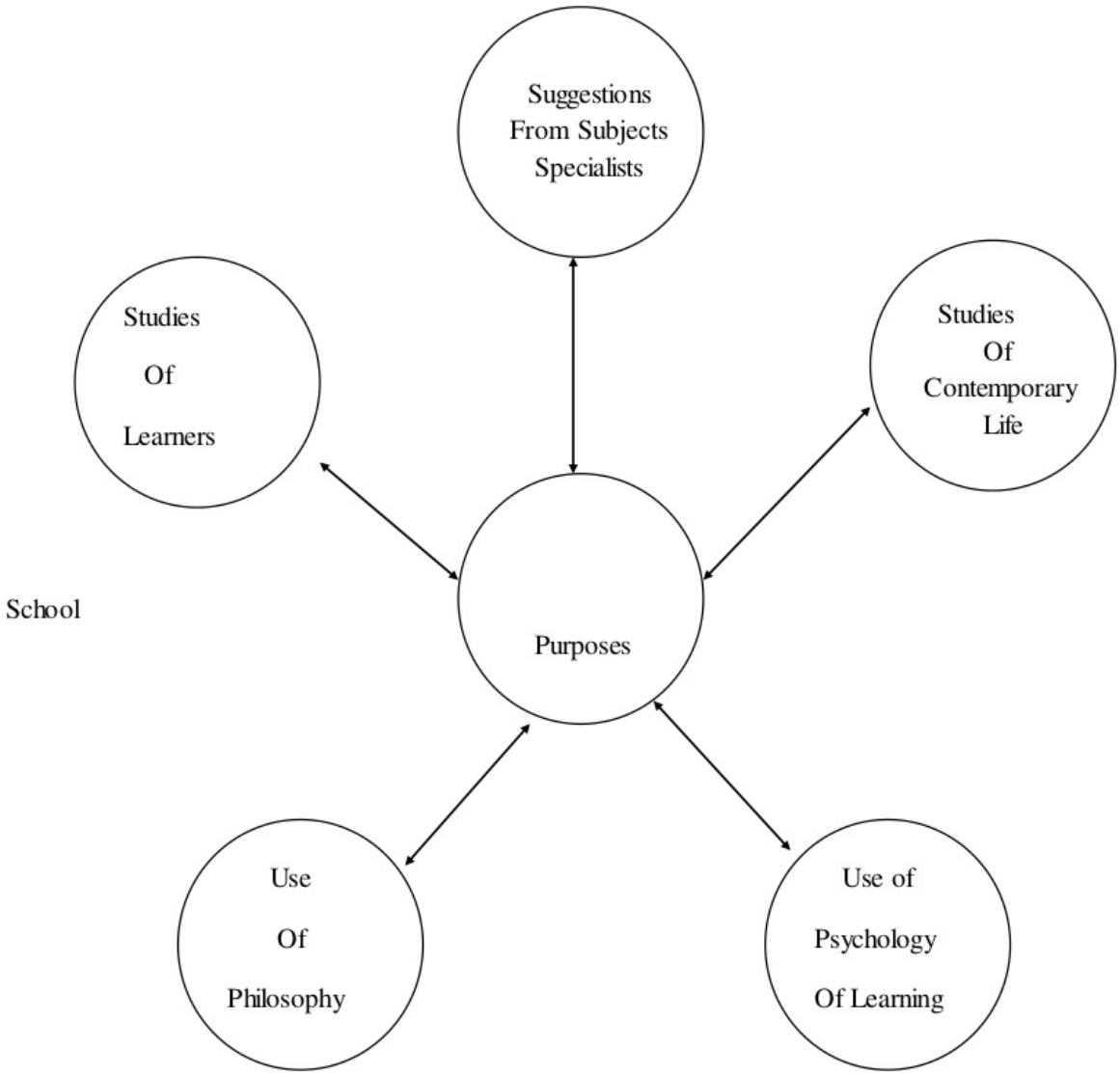


Fig. 1- Tyler's View of Philosophy In Relation to School Purposes

Let us look at four educational philosophies and how these relate to curriculum. Study each educational philosophy and match it to the aim of education, role of education, focus in the curriculum and related curricular trends.(Ornstein and Hunskins, 2004)

A. Educational Philosophy- Perennialism
   Aims of Education- to educate the rational person; to cultivate the intellect
   Role of Education- Teachers help students think with reason
   Based on the Socratic methods of oral exposition or recitation
   Explicit or deliberate teaching traditional values.
   Focus in the Curriculum- Classical subjects, literary analysis and curriculum is constant.

Curriculum Trends- Use of great books and return to liberal arts

B. Educational Philosophy- 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 3R's and essential subjects of English, Science, History, Math and Foreign Language

Curriculum trends- Excellent in education, back to basics and cultural literacy

C. Educational Philosophy- 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 student's interest, human problems and affairs

Curriculum Trends – School reforms, relevant and contextualized curriculum, humanistic education

D. Educational Philosophy – Reconstructionism

Aim of Education – to improve and reconstruct 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

You can see that an educational philosophy lays the strong foundation of any curriculum. A curriculum planner or specialist, a curriculum implementor or the teacher, school administrator or curriculum evaluator whether school-based or externally-based anchors his/her decision making process on a sound philosophy.

Historical Foundations of Curriculum

Why is it important to know the historical foundations of curriculum? Curriculum is not an old field. Majority of scholars would place its beginning in 1918 with the publication of Franklin Bobbit's book *The Curriculum*.

Philippine education came about from various foreign influences. This can be traced back to our glorious history. Of all foreign educational systems, the American educational system has the greatest influence on our educational system. Here we present several curriculum theorists and how they view curriculum from a historical perspective. They are presented chronologically from the time of Bobbit in 1976-1956 to Ralph W. Tyler in 1902-1944.

1. Franklin Bobbit (1876-1956) – Bobbit presented curriculum as a science that emphasizes on students' need. Curriculum prepares students for adult life. To Bobbit, objectives with corresponding activities should be sequenced. This can only be done if instructional activities and tasks are classified.
2. Werret Charters (1875-1952) - Like Bobbit, to Charters curriculum is a science. It gives emphasis on students needs. The listing of objectives and matching these with

corresponding activities ensures that the content or subject matter is related to objectives and planned by the teachers.

3. William Kilpatrick (1871-1965) – Curricula are purposeful activities which are child-centered. The purpose of the curriculum is child development and growth. The project method was introduced by Kilpatrick where teacher and students plan the activities. The curriculum develops social relationships and small group instruction.
4. Hrold Rugg (1886-1960) – To Rugg, curriculum should develop the whole child. It is child- centered. With the statement of objectives and related to learning activities, curriculum should produce outcomes. Harold Rugg emphasized social studies and the teacher plans curriculum in advance.
5. Hollis Cawell (1901-1989) – sees curriculum as organized around social functions of themes, organized knowledge and learner's interest. Caswell believes that curriculum is a set of experiences. Subject matter is developed around social functions and learners' interest.
6. Ralph Tyler(1902-1994) – As one of the hallmarks of curriculum, Tyler believes that curriculum is a science and an extension of school's philosophy. It is based on students' needs and interest. To Tyler, Curriculum is always related to instruction. Subject matter is organized in terms of knowledge, skills and values. The process emphasizes problem solving. The curriculum aims to educate generalists and not specialists.

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

Psychological Foundation of Education

Psychological provides a basis for the teaching and learning process. It unifies elements of the learning process and some of the questions which can be addressed by psychological foundations of education. How curriculum should be organized to enhanced learning? What is the optimum level of the students' participation in learning the various contents of the

the optimum level of the students' participation in learning the various contents of the curriculum?

In this module, we shall consider three groups of learning theories: behaviorism or association theories; cognitive- information processing theories and humanistic theories (Ornstein & Hunkins, 2004).

Let us review some theories in learning related to these clusters of learning theories.

1. Behaviorist Psychology

Behaviorism dominated the 20th century psychology. It includes among others connectionism of Edward Thorndike, which influenced both Ralph Tyler and Hilda Taba who are considered to be one of the well-known curricularists. Ivan Pavlov's classical conditioning and B.F. Skinner's operant conditioning were all behaviorists in character. Albert Bandura's modeling and observation theory is also related to behavior. Among the behaviorists, Robert Gagne's hierarchical learning or sets of behavior and five learning outcomes become classic examples. These learning outcomes include: (1) intellectual skills or " knowing how" to categorize use symbols, forming concepts and problem solving; (2) information of "knowing what" knowledge about facts, dates and names; (3) cognitive strategies or learning skills; (4) motor skills; and (5) attitudes, feelings and emotions learned

through experiences (Gagne, 1897). The listed learning outcomes overlap with the domains in the taxonomy of educational objectives which are cognitive, affective and psychomotor.

To the behaviorists, learning should be organized in order that students can experience success in the process of mastering the subject matter. This 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.

2. Cognitive Psychology

How do learners store information? How do they retrieve data and generate conclusions? These are some of the basic questions asked by cognitive psychologists.

These psychologists focus their attention on how individuals process information and how they monitor and manage thinking. Among the advocates of cognitive psychology are Jean Piaget for his Cognitive Development stages, Lev Vygotsky for his Social Constructivism, Howard Gardener for his Multiple Intelligences, Felder and Silverman for their Learning Styles, Daniel Goleman for Emotional Intelligences and many more.

To cognitive theorists, learning constitutes a logical method for organizing and interpreting learning. Learning is rooted in the tradition of subject matter and is similar to the cognitive development theory. 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 others.

3. Humanistic Psychology

Humanistic psychologists are concerned with how learners can develop their human

potential. Traditional psychologists do not recognize humanistic psychology as a school of psychology. However, observers view humanistic psychology as the third force learning theory after behaviorism and cognitive development. It is built on Gestalt psychology where learning can be explained in terms of the wholeness of the problem and where the environment is changing and the learner is continuously reorganizing his or her perceptions. Aside from the theory of Gestalt, Abraham Maslow's theory of human needs for self-actualizing persons and Carl Rogers' non- directive lives, also fall under humanistic psychology. Among the humanistic psychologists, curriculum is concerned with the process not the products; personal needs not subject matter; psychological meaning and environmental situations.

In summary, psychology has a great influence in the curriculum. Learners are not machines and their 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.

Social Foundations of Education

Schools exist within the social context. Societal culture affects and shapes schools and their curricula. The way school buildings are structured, the way classrooms and students are organized reflect the cultural views and values of the society. In considering the social foundations of curriculum, we must recognize that schools are only one of the many institutions that educate society. But schools are formal institutions that address more complex and interrelated societies and the world.

Society as ever dynamic is a source of very fast changes which are difficult to cope with and adjust to. Thus schools are made to help to understand these changes. However, some observations point out to the fact that schools are conservative institutions that lag behind when

they are supposed to be agents of change. Thus, in order for schools to be relevant, school curricula should address diversity, explosions 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 and its aspirations. At the same time society should also imbibe the challenges brought about by formal institutions called schools.

TAKE ACTION

To further learn about the concepts of curriculum, let us do some activities. You may do the following activities individually, in dyad, or in groups of not more than five. Follow the instruction in each group activity.

Activity 1- Curriculum Defined

In this activity, let us find out how teachers, students, educators define curriculum from their own points of view.

With a classmate, interview the following persons: (elementary grade teacher, school principal, college teacher, student teacher, non- education college student). Ask each one of the question: What is curriculum to you?

Record their answers and present the definition in a matrix like the one below. Compare each definition. Are they similar? Different?

Persons Interviewed	Answer to Question: What is Curriculum to You?
Elementary Grade Teacher	
School Principal	
College Teacher	
Student Teacher	
Non-education college student	

COMMENTS:

Activity 2- Identifying the Curricula Operating in the Schools

This activity is for a group of five. Visit a school of your choice. Observe, and interview the appropriate persons like the classroom teacher, students or principals. Identify the existence of the different curricula. Write the specific examples. Record your data in a matrix like the one below.

Name of School_____

Types of Curricula Operating in School	Examples from Observations or Interviews
Recommended Curriculum	
Written Curriculum	
Taught Curriculum	
Supported Curriculum	
Assessed Curriculum	
Learned Curriculum	
Hidden Curriculum	

Activity 3- Curriculum from Two Points of View: Traditional or Progressive

Inthe courses that you are currently taking, identify practices that can be considered as following the traditional orientation and those that are progressive in orientation. Give specific examples or illustrations.

Points of View of Curriculum	Illustrative Examples of Practices
Traditional Curricular Practices	
Progressive Curricular Practices	

REFLECT

Let us pause for a while and reflect on what we have read, discussed, shared and observed in the lesson. This portion will require you to have a deep thinking. Answer the questions by yourself first, then get a partner and shared your ideas. Listened to your partners ideas also.

1. Can a school exist without a curriculum? Why or why not?

2. How does a strong belief or philosophy influence curriculum?

3. As future teachers, how important will a curriculum be to you?

4. What are the implications of an ever changing curriculum to teachers?

SELF-CHECK

Let us find out how much we have learned from the lesson. You may go back to your readings and activities which you have done before. Good Luck.

1. Name five persons who contributed to the field of curriculum. Give the contribution of each other.

2. How do philosophy, psychology, history and society influence the development of a curriculum?

3. Explain how the three processes of planning, implementing and evaluating are used in curriculum development?

Module I

Nature, Concepts and Purposes of Curriculum

Lesson 2
Components of Curriculum and Curricular Approaches

Purita P. Bilbao,Ed.D.

TAKE-OFF

Lesson 2 will introduce you to the elements of curriculum and some curricular approaches. These topics will strengthen your knowledge and understanding of the nature, concepts and purposes of the curriculum.

What parts or components should a curriculum have? How should these components be arranged? The nature of the elements and the manner in which they are organized may comprise which we call a curriculum design. However, this section will only introduce to you the elements or components of a curriculum. It will not discuss in length how each component relates to one another but will merely provide the structure or the skeleton of the curriculum.

The other section of this lesson presents the approaches to curriculum. The approach to curriculum reflects the views of schools and societies. It will reveal the philosophy, view of history, psychology and learning theory which will become the foundation of the curriculum. It will also tell about the view of how social, theoretical and practical issues are utilized in the curriculum.

A curriculum approach shows the viewpoints of curriculum development and design, the role of the learner, the teacher, the curriculum specialist in planning the curriculum. It also includes the goals and objectives of the curriculum.

In this lesson, let us look at the components and some approaches to curriculum. Some approaches coincide with traditional theories and models while some are fluid and emergent.

FOCUS

Elements/Components of the Curriculum

For most curricula, the major components or elements are (1) aims, goals and objectives; (2) subject matter/content; (3) learning experiences and (4) evaluation approaches.

When translated into questions, each component can be addressed by the following:

1. What is to be done?
2. What subject matter is to be included?

3. What instructional strategies, resources and activities will be employed?
4. What methods and instruments will be used to assess the results of the curriculum?

Component 1-Curriculum Aims, Goals and Objectives

A formal curriculum is embedded in a formal institution called schools. Schools are established institutions which are either run by the government or by the private sector. The Philippine educational system is divided in three educational levels: primary, secondary and tertiary levels. Based on the Philippine Constitution of 1987, all schools shall aim to:

1. Inculcate patriotism and nationalism
2. Foster love of humanity
3. Promote respect for human rights
4. Appreciate the role of national heroes in the historical development of the country
5. Teach the rights and duties of citizenship
6. Strengthen ethical and spiritual values
7. Develop moral character and personal discipline
8. Encourage critical and creative thinking
9. Broaden scientific and technological knowledge and promote vocational efficiency

Aims of Elementary Education (Education Act of 1982)

In the elementary level, schools through their curricula should aim to:

- Provide knowledge and develop skills, attitudes, values essential to personal development and necessary for living in and contributing to a developing and changing society:
- Provide learning experiences which increase the child's awareness of and responsiveness to the changes in the society:
- Promote and intensify knowledge, identification with and love for the nation and the people to which he belongs: and
- Promote work experiences which develop orientation to the world of work and prepare the learner to engage in honest and gainful work.

Aims of Secondary Education

In high school or secondary level, educational curricula aim to:

- Continue to promote the objectives of elementary education ;and
- Discover and enhance the different aptitudes and interests of students in order to equip them with skills for productive endeavor and or to prepare them for tertiary

equip them with skills for productive endeavor and or to prepare them for tertiary schooling.

Aims of Tertiary Education

Tertiary education refers to college and university formal education based on the curricula of the different courses. The different courses should aim to:

- Provide general education programs which will promote national identity, cultural consciousness, moral integrity and spiritual vigor;
- Train the nation's manpower in the skills required for national development;
- Develop the professions that will provide leadership for the nation; and
- Advance knowledge through research and apply new knowledge for improving the quality of human life and respond effectively to changing society.

Based on the mandate of the constitution, each school therefore should be guided by its vision; mission and its curricula should also revolve around these.

The school's vision is a clear concept of what the institution would like to become in the future. It provides the focal point or unifying element according to which the school staff, faculty, students perform individually or collectively. It is the guiding post around which all educational efforts including should be directed. The school's vision can be very ambitious but that is a characteristic of a vision.

Example of a school's vision

1. A model performing high school where students are equipped with knowledge, skill and strength of character to realize their potential to the fullest.
2. Commits to the exemplary Christian education for life and responsive to the needs of the total person and the world.

The school's mission statement, spells out how it intends to carry out its vision. The mission targets to produce the kind of persons the students will become after having been educated over a certain period of time.

Examples of school's mission

1. To produce globally competitive lifelong learners.
2. Commits to the total development of individuals for life adjustment and to the enlistment of the economically deprived but deserving students through quality instruction, updated facilities and curricula responsive to the needs of the times.

The school's vision, and mission are further translated into goals which are broad statements or intents to be accomplished. Data for the sources of school goals may include the learns, the society and the fund of knowledge.

Examples of school goals:

1. Build a strong foundation of skills and concepts.
2. Efficient and effective administration responsive of the needs of the university and community

In a curriculum, these goals are made simple and specific for the attainment of each learner. These are called educational objectives. Benjamin bloom and Robert Mager defined educational objectives in two ways:

1. Explicit formulations of the ways in which students are expected to be changed by the educative process, and
2. Intent communicated by statement describing a proposed change in learners.

In other words, objectives direct the change in behavior which is the ultimate aim of learning. They provide the bases for the selection of learning content and learning experiences. They also set the criteria against which learning outcomes will be evaluated.

Benjamin Bloom and his associates classified three big domains of objectives. These are cognitive, affective and psychomotor domains. Each domain is composed of specific skills, attitudes and values which are presented in hierarchy or levels. Although there are some

modifications in the concepts of behavioral objectives, the original ideas are presented in this section.

- Cognitive Domain (Bloom et al 1956) – domain of thought process
  1. Knowledge – recall, remembering of prior learned materials in terms of facts, concepts, theories and principles. It is the lowest cognitive level
  2. Comprehension – ability to grasp the meaning of material. it indicates the lowest form of understanding
  3. Application – the ability to use learned material in new and concrete situation
  4. Analysis – ability to breakdown material into component parts so that its organizational structure may be understood
  5. Synthesis – ability to put parts together to form a new whole
  6. Evaluation – ability to pass judgment on something based on given criteria
- Affective Domain (Krathwohl, 1964) – domain of valuing, attitude and appreciation
  1. Receiving – students' willingness to pay attention to particular event, stimuli or classroom activities
  2. Responding – active participation on the part of the students
  3. Valuing – concerned with the worth or value a student attaches to a particular phenomena, object or behavior
  4. Organization – concerned with bringing together different values and building a value system

system

5. Characterization by a value or value complex – developing a lifestyle from a value system

- Psychomotor Domain (Simpson, 1972) – domain of the use of psychomotor attributes
  1. Perception – use of sense organs to guide motor activities
  2. Set – refers to the readiness to take particular type of action
  3. Guided response – concerned with the early stages in learning complex skills. Imitation and trial and error are some of the ways of doing.
  4. Mechanism – responses have become habitual. Performance skills are with ease and confidence.

Component 2 – Curriculum Content or Subject Matter

All curricula have content, regardless of their design or models. Content is more than simply information to be learned in school. To some curriculum specialists, content or subject matter is another term for knowledge. It is a compendium of facts, concepts generalization, principles and theories. The fund of human knowledge represents the repository of accumulated discoveries and inventions of man down the centuries, due to man's exploration of his world. This is the subject-centered view of the curriculum. On the other hand those who view knowledge as learner-centered, relates knowledge to the individual's personal and social world and how he or she defines reality. According to Jerome Bruner, "knowledge is a model we construct to give meaning and structure to regularities in experience".

Let us look into broad subject areas in basic or general education. Each subject area has its own body of subject matter or learning content. these are just examples.

Communication Arts – include skills in listening, speaking, reading and writing as well as the effective use of language in daily living.

Mathematics – includes numeric and computational skills, geometry and measurement, algebra, logic and reasoning.

Science – includes all branches of the natural sciences, exploration and discovery dealing with natural phenomena and the use of scientific method of investigation.

Social Studies – include basic elements of Geography, History, Sociology, Anthropology, Economics, Civics, Political Science and Psychology.

Music – includes basic music theory, practice in listening, singing, playing musical instruments and music preparation.

Physical Education–includes health and physical fitness, individual and team sports, spectatorship and wise use of leisure.

Vocational Education – includes psychomotor and manipulative skills in basic crafts and trades, design, work ethic and appreciation of manual productive work.

What subject matter will be taught in the different clusters in order to achieve the objectives? What criteria should be used in selecting the content? Content selection is a very crucial stage in curriculum development.

Here are some criteria which can be utilized in the selection of subject matter content or knowledge for the curriculum.

1. Self-sufficiency – According to Scheffler (1970) the prime guiding principle for content selection is helping the learners to attain maximum self-sufficiency in learning but in the most economical manner. Economy means less teaching effort and educational resources, less learners' effort but more results and effective learning outcomes.
2. Significance – When content or subject matter will contribute to basic ideas, concepts, principles, and generalization to achieve the overall aim of the curriculum, then it is significant. It is also significant if it will develop learning abilities, skills, processes and attitude. Subject matter is significant if it will develop the cognitive, affective and psychomotor skills of the learners. it can also be significant if the cultural aspects will be considered.
3. Validity – The authenticity of the subject matter selected is its validity. With information explosion, oftentimes, knowledge selected for school content may become obsolete. Thus subject matter should be checked or verified at regular intervals, to determine if the content that was originally valid continues to be.
4. Interest – For a learner-centered curriculum, this is the key criterion. A learner will value the content if it is meaningful to him or her. Students' interests should be considered and adjusted taking into consideration maturity, prior experiences, educational and social value of their interest among others.
5. Utility – Usefulness of the content or subject matter may be relative to the learner who is going to use it. Usefulness maybe either be for the present or the future. Questions like "Will I use it in my future job?" "Will it add meaning to my life or develop my human potential?" Or "Will the subject matter be useful in solving my current problems?"
6. Learnability – Subject matter in the curriculum should be within the range of experiences of the learners. This is clearly suggested by the psychological foundations of a curriculum. There are ways of presenting subject matter or content which can easily be learned. Optimal placement and appropriate organization and sequencing of contents are the two ways by which these can be done.
7. Feasibility - Can the subject matter or content be learned within the time allowed, expertise of the teaches, and the nature of the learners? Content selection should be considered within the context of the existing reality in school, in society and government.

There are other considerations that may be used in the selection of the learning content. It would be of greater he curriculum makers can use them. As a guide, subject matter or content can be rejected for use he these are:

a. frequently and commonly used in daily life;
b. suited to the maturity levels and abilities of students;
c. valuable in meeting the needs and the competencies of a future career;
d. related with other subject areas; and
e. important in tin transfer of learning.

In organizing or putting together the different learning contents Palma, 1992 suggested the following principles: balance, articulation, sequence, integration and continuity.

Curriculum content should be fairly distributed in depth and breadth of the particular learning area or discipline. This will ensure that the level or area will not be overcrowded or less crowded. This refers to **BALANCE**.

When each level of subject matter is smoothly connected to the next, glaring gap and wasteful overlaps in the subject matter will be avoided. Teamwork among the teachers will enhance **ARTICULATION** of contents in the curriculum.

SEQUENCE is the logical arrangement of the subject matter. It refers to the deepening and broadening of content as it is taken up in the higher levels.

The horizontal connections are needed in subject areas that are similar so that learning will be related to one another. This is **INTEGRATION**. This will help the learner get a holistic or unified view of reality and outlook in life.

Learning requires a continuing application of the new knowledge, skills, attitudes states so that there will be used in daily living. The constant repetition, review and reinforcement of learning is what is referred to as **CONTINUITY**.

Component 3 - Curriculum Experiences

This section will not discuss in detail the different instructional strategies that provide the experiences. Instead it will link instructional strategies and methods to curriculum experiences, the core or the heart of the curriculum. The instructional strategies and methods will put into action the goal and use the contents in order to produce an outcome.

Teaching Strategies convert the written curriculum to instruction. Both the teacher and the learner take actions to facilitate learning. The actions are based on planned objectives, the subject matters to be taken and the support materials to be used. There will include a multitude of teaching methods and educational activities which will enhance learning. Among there are the time-testing methods, inquiry approaches, constructing and other emerging strategies that complement new theories in teaching and learning. Educational activities like field viewing, conducting experiments, interacting with computer programs, field trips and other experiential learning will also form part of the repertoire of teaching.

Whatever methods the teacher utilizes to implement the curriculum, there will be some guide for the selection and use. Here are some of them:

1. Teaching methods are means to achieve the end. They are used to translate the objectives into action.

2. There is one single best teaching method. Its effectiveness will depend on the learning objectives, the learning and skill of the teacher.
3. Teaching methods should stimulate the learners desire to develop the cognitive, affective, psychomotor, social and spiritual domain of the individual.
4. In the choice of the teaching methods, learning styles of the students should be considered.
5. Every method should lead to the development of the learning outcomes in the three domains: cognitive, affective and psychomotor.
6. Flexibility should be a consideration in the use of the teaching methods.

Component 4 - Curriculum Evaluation

According to Worthen and Sanders, (1987) all curricula to be effective must have the element of evaluation. Curriculum evaluation here may refer to the formal determination of the quality, effectiveness or value of the program, process, product of the curriculum. Tuckman (1985) defines evaluation as meeting the goals and matching them with the intended outcomes. From the definitions, several models of evaluation came up. The most widely used is Stufflebeam's CIPP (Content, Input, Product, Process) Model. In CIPP, the process is continuous and is very important to curriculum managers like principals, supervisors, department head, deans and even teachers.

The context refers to the environment of the curriculum. The real situation where the curriculum is operating is its context. Simply put, context evaluation refers to situation analysis. *Input* refers to the ingredients of curriculum which include the goals, instructional strategies, the learners, the teacher, the contents and all the materials needed. The *process* refers to views and means of how the curriculum has been implemented. This component of the CIPP looks into the entire operation of the curriculum. The *product* indicates he the curriculum accomplishes its goals. It will determine to what extent the curriculum objectives have been achieved.

The CIPP model can be taken as a whole, or each component taken separately. It is a long of continuous process.

Within the evaluation process, smaller and more specific activities are needed to determine the effectiveness of the curriculum. There activities include assessment and measurement of learning outcomes, the ultimate product of a curriculum. Different methods can be utilized like diagnostic, placement, formative or summative evaluation or the norm-referenced or criterion-referenced measurement. With the variety of evaluation methods are the different materials which can be effectively utilized. You will study there in more detail in the modules that come later.

Regardless of the methods and materials evaluation will utilize, a suggested plan of action for the process of curriculum evaluation is introduces. These are the steps.

1. Focus on one particular component of the curriculum. Will it be the subject area, the grade level, the course, or the degree program? Specify the objectives of evaluation.
2. Collect or having the information. Information is made up of data needed regarding the object of evaluation.
3. Organize the information. This step will require coding, organizing, storing and retrieving data for interpretation.
4. Analyze information. An appropriate way of analyzing will be utilized.

5. Report the information. The result of evaluation should be reported to specific audiences. Reporting can be done formally in conferences with stakeholders, or informally through roundtable discussions and conversations.
6. Recycle the information for continuous feedback, modification and adjustments to be made.

In summary, the components of a curriculum are distinct but are interrelated to each other in a curriculum design as shown in figure 2.

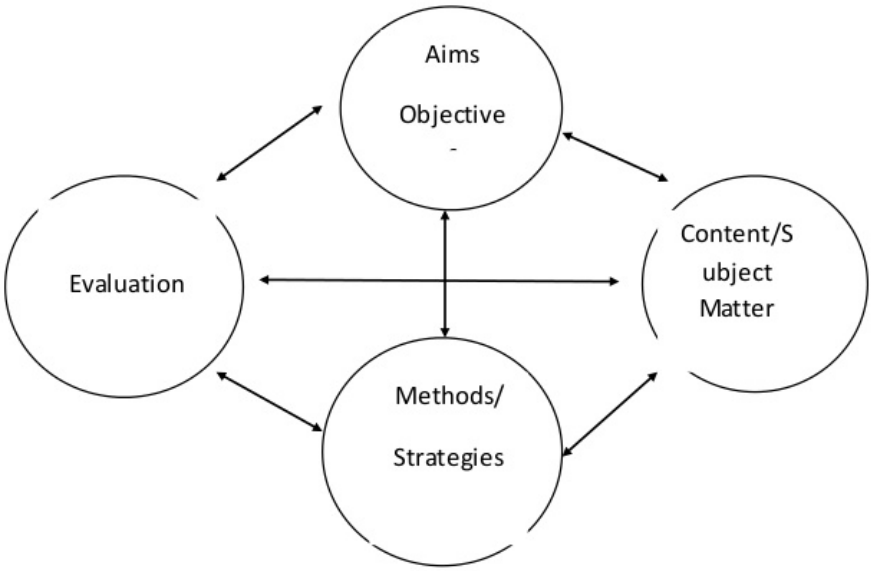


Figure 2 – Interrelationship of the Components of a Curriculum

Curriculum Approaches

There are five curriculum approaches that will be presented in this lesson. Curriculum practitioners and implementers may use one or more approaches in planning, implementing and evaluating the curriculum. Even textbook writers or instructional material producers have different curricular approaches. Let us study and understand each example.

- **Behavioral Approach** – Anchored on the behaviorist principles, behavioral approach to curriculum is usually based on a blueprint. In the blueprint, goals and objectives are specified, contents and activities are also arranged to match with the learning objectives. The learning outcomes are evaluated in terms of goals and objectives set at the beginning. Behavioral approach which was started with the idea of Frederick Taylor is aimed to achieve efficiency. In the factory for example, the worker will be paid according to his

output produced with in a specific period of time. In education, behavioral approach begins with educational plans that start withthe setting of goals or objectives. These are considered as important ingredients in curriculum implementation as evaluating the learning outcomes as a change of behavior. The change in behavior indicates the measure of the accomplishments.

- **Managerial Approach** – The managerial approach became a dominant curriculum approach in the 1950's and 1960's. The principal is the curriculum leader and at the same

time instructional leader who is supposed to be the general manager. The general manager sets the policies and priorities, establishes the direction of change and innovation, and planning and organizing curriculum and instruction. School administrators are less concerned about the content than about organization and implementation. They are less concerned about subject matter, methods and materials than improving curriculum. Curriculum managers look at curriculum changes and innovations as they administer the resources and restructure the schools. Some of the roles of the Curriculum Supervisors (Ornstein and Hunkins, 2004) are the following:

1. Help develop the school's education goals.
2. Plan curriculum with students, parents, teachers and other stakeholders.
3. Design programs of study by grade levels.
4. Plan or schedule classes or school calendar.
5. Prepare curriculum guides or teacher guides by grade level or subject area.
6. Help in the evaluation and selection of textbooks.
7. Observe teachers.
8. Assist teachers in the implementation of the curriculum.
9. Encourage curriculum innovation and change.
10. Develop standards for curriculum and instructional evaluation.

- **System Approach** – The systems approach to curriculum was influenced by systems theory. In the systems approach to curriculum, the parts of the total school district or school are examined in terms of how they relate to each other. The organizational chart of the school represents a systems approach. It shows the line-staff relationships of personnel and how decisions are made. To George Beauchamp, the systems theory of education sees the following to be of equal importance are 1) administration 2) counselling 3) curriculum 4) instruction and 5) evaluation.

- **Humanistic Approach** – This approach is rooted in the progressive philosophy and child-centered movement. The humanistic approach considers the formal or planned curriculum and the informal or hidden curriculum. It considers the whole child and believes that in curriculum the total development of the individual is the prime consideration. The learner is at the center of the curriculum.

TAKE ACTION

There are two major activities that you will do in this lesson.

Activity 1 will be on the elements or components of the curriculum and

Activity 2 will be on the approaches to curriculum.

Activity1 – Lesson Plan: A Curriculum?

Get a copy of the best written lesson plan of your favorite teacher in the elementary or high school. Add this to your portfolio collection.

Read every detail of the lesson plan and specifically look into the following:

1. What are the objectives of the lesson plan?
2. What is the subject matter content?

3. What strategies or methods of teaching are utilized?
4. What evaluation procedure is used?
5. Do the four components fit or match with one another? Explain.
6. Can you consider a lesson plan as a curriculum? Why?

Activity 2 – Mr. or Ms. Principal: What Curriculum Approach Are You Using?

1. Make an interview protocol regarding curriculum approach with your groupmates. Show your output to your teacher for comments. Refine your instrument and place a sample in your portfolio.
2. Choose a school with a principal as your respondent. Secure permission to interview the principal at a certain time of the school day. Record all the answers to your protocol.
3. From your interview, what kind of curriculum approach is the principal using?
4. Why do you say so? Describe in detail his/her approach.

REFLECT

1. *"Is Philippines education really deteriorating?"* This is a big question raised by many sectors of our society. Let us reflect on this issue. Choose a particular level (elementary,secondary,tertiary) and a specific subject area (Science, Math, English) as a point of reference.

In your own experiences as a student:

a. In what component/s of your curriculum, do you find some difficulties or weaknesses? Identify at least 3.

Goals and Objectives

Goals and Objectives
Curriculum Content
Curriculum Experiences
Curriculum Evaluation

b. Describe the weaknesses or difficulties.
c. Are there solutions to these conditions? What do you propose?

SELF-CHECK

Let us return to Lesson 2 and quickly find out what learning outcomes we have achieved. Just answer YES or NO to the questions that follow:

1. Can a school curriculum succeed without a clear vision?
2. Should the school's mission be reflected in all its curricula?
3. Will subject matter dictate the approach in curriculum?
4. Should the learning activities be congruent to the objectives of the curriculum?
5. Should evaluation of learning outcomes be based on the experiences of the learners?
6. As a student of curriculum, will you put equal emphasis on the four curricular components?
7. Does a principal with a humanistic approach to curriculum emphasize most memorization of subject matter?
8. Does the systems approach to curriculum consider only each part?
9. Can there be a curriculum without evaluation?
10. Can experiences be measured?

Module I

Nature, Concepts and Purposes of Curriculum

Lesson 3
Teaching- Learning Processes and Curriculum Development
Purita P. Bilbao, Ed,D.

TAKE-OFF

One of the most often repeated a definition of a curriculum is that curriculum is the *total learning experience.* This description implies that the crux of a curriculum is the different planned and unplanned activities which have been lived, acted upon or done by the learners with the guidance of the teacher. Hence in curriculum development, the teaching and learning are actions necessary to accomplish a goal in education. What is the role of teaching in the curriculum development? Who does it?

This lesson will focus on the teaching and learning processes as salient components of the curriculum. Both processes provide experiences which will accomplish the goals of education.

Let us now look closely as the teaching-learning processes *vis a vis* curriculum in our schools.

FOCUS

Teaching as a Process in Curriculum

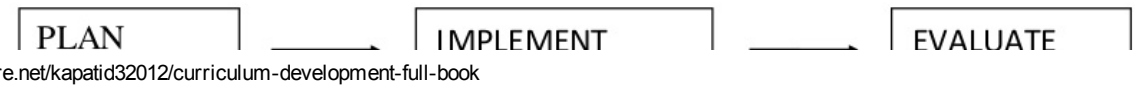
What do you know about teaching? What knowledge is needed to understand this process? This section clarifies the process of the teaching as it relates to the experiences in the curriculum, an important ingredient.

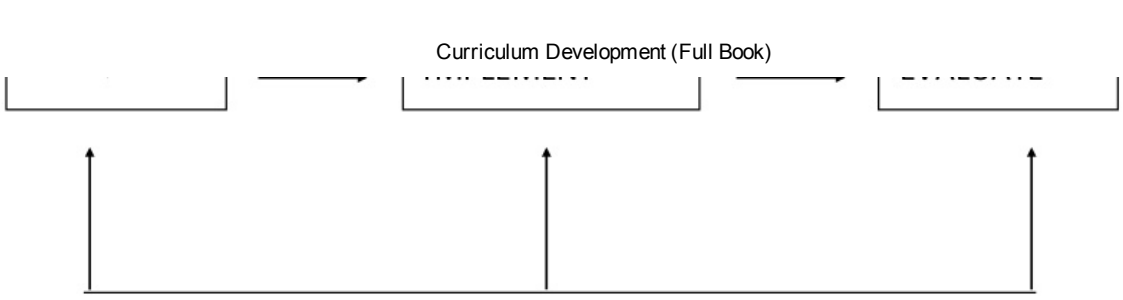
Good teaching is difficult to agree upon. While it remains to be difficult to agree on what good teaching is, effective teaching can be demonstrated. Effective teaching is one that will bring about intended learning outcomes.

Because of the changing paradigms of teaching, several definitions have evolved based on the theories of teaching and learning that have come about. Some view teaching as an organization of meaningful learning. It is creating a situation or selecting life-like situations to enhance learning. To the traditionalists, teaching is process of imparting knowledge and skills required to master a subject matter. It is a process of dispensing knowledge to an empty vessel which is the mind of the learner. Teaching is showing, telling, giving instruction, making someone understand in order to learn. In this instance, the person who teaches, controls learning. This person is a teacher, a dispenser of knowledge, an ultimate authority, a director of learning.

On the other hand, as progressive and humanist education advance, the meaning of teaching broadened to fit the psychological meaning of the term. Teaching is now perceived as stimulating, directing, guiding the learner and evaluating the learning outcomes of teaching. The teacher's role in teaching becomes complex but has given the learner the responsibility to learn. Teaching then is a process that enables the learner to learn on his/her own.

The teacher now becomes a decision maker in the teaching process. Let us look at the teaching process as a series of actions from PLANNING, IMPLEMENTING and EVALUATING. It looks similar to curriculum development. Definitely, it is because the process of teaching replicates the process of curriculum development. The implementation phase of curriculum development is the actual teaching and experiencing of a curriculum. The teaching process is shown in Figure 3 below.





Feedback and Reflections

Figure 3 – Teaching Process

In teaching, the *planning phase* includes decision about (a) the needs of the learners, (b) the achievable goals and objectives to meet the needs, (c) the selection of the content to be taught, (d) the motivation to carry out the goals and (e) the strategies most fit to carry out the goals and (f) the evaluation process to measure learning outcomes.

Teaching plans maybe short term like the daily plan or long term plan like the unit plan or a yearly plan. In a plan, considerations should include the learner, availability of materials, time requirements of particular activities, the strategies needed to achieve the objectives and the teacher. The planning phase recognizes the intent that it will be the learners who will learn, hence the next phase will engage more the learner.

The *implementation phase* requires the teacher to implement what has been planned. Based on the objectives, implementation means to put into action the different activities in order to achieve the objectives through the subject matter. Here, two important players are involved: the teacher and the learner. Their interaction is important in the accomplishment of the plan. Most often the planning phase directs what will be done in the activity but such can also be flexible. The use of the different teaching styles and strategies should be included in the implementation phase.

In the *evaluation phase,* a match of the objectives with the learning outcomes will be made. The kind of information should be determined so that the type of the evaluation should be chosen to fit the purpose. Simply, the evaluation phase will answer the question if the plans and implementation have been successfully achieved.

In all the three phases of teaching, a continuous process of *feedback* and reflection as to whether the three phases were appropriately done and gave good results. In short, feedback is the reflection on the feedback. Is there a need to adjust something in planning, implementation and evaluation? Reflection is a process embedded in teaching where the teacher inquires into his or her actions and provides deep and critical thinking.

On the basis of the diagram, basis assumptions can be made. These assumptions are:

(1) That teaching is goal-oriented with the change of behavior as the ultimate end;

(1) That teaching is goal oriented with the change of behavior as the ultimate end;
(2) That teachers are the ones who shape actively their own actions;
(3) That teaching is a rational and a reflective process; and
(4) That teachers by their actions can influence learners to change their own thinking or desired behavior, thus teaching is a way of changing behavior through the intervention of the teacher.

To further clarify, what teaching is all about there are some indicators which you can use to guide in the process of good teaching.

- Good teaching is one that is well planned and where activities are interrelated to each other.
- Good teaching is one that provides learning experiences or situations that will ensure understanding, application and critical thinking.
- Good teaching is based on the theories of learning.
- Good teaching is one where the learner is stimulated to think and reason.
- Good teaching utilizes prior learning and its application to new situations.
- Good teaching embeds a sound evaluation process.

Learning as a Process in Curriculum

"*To teach is to make someone to learn.*" This statement means that the end product of teaching is learning. What is learning? What are the ways of learning? When do say that we have learned?

Let us now look closer at the concept of learning as it relates to the concept of curriculum.

Learning is usually defined as a change in an individual's behavior caused by experiences or self-activity. It implies that learning can only happen through the individual's activity or his/her own doing. Most learning is intentional, like when a learner acquires knowledge in the classroom or when one observes a demonstration activity. Intentional learning occurs when activities are purposefully arranged for the students to participate and experience. On the other hand, learning sometimes is unintentional like when a child touches a lighted candle and feels it is hot. All individuals are engaged in learning every waking moment, however learning occurs more when the various stimuli are properly arranged for purposes of learning.

Broadly speaking, there are two principal types of learning theories to explain how individuals learn according to educational psychologists. These are behavioral learning theories and cognitive learning theories. *Behavioral learning theories* emphasize observable behavior such as new skills, knowledge, or attitudes which can be demonstrated. These forms of behavior are observable and measurable. According to this group of theories, if the individual has changed behavior, he has learned.

Among the early behavioral learning theories were those of Ivan Pavlov's Classical Conditioning Theory, Edward Thorndike's Laws of Learning and B.F. Skinner's Operant Conditioning. The outgrowth of the behavioral learning theory is Albert Bandura's modelling or observational learning. These and many more were discussed lengthily in your previous courses.

On the other hand, *cognitive learning theories* are concerned with human learning in which unobservable mental processes are used to learn and remember ne information or acquire skills. Related to these theories is the concept of meaningful learning through cognitive models. Jerome Bruner (1966), David Ausubel (1968) and Robert Gagne (1970) described three models of teaching which are anchored on the cognitive learning theory.

Discovery learning theory of Jerome Bruner states that the individual learns from his own discovery of the environment. Learners are inherently curious, thus they can be self motivated until they find answers to the problems. Learners, when actively involved in their own learning, will continuously construct their own knowledge. Each individual is capable of learning how to learn. Bruner's idea gave rise to the emerging theory of constructivism and self-learning. Learning is flexible, exploratory and independent.

Reception learning of David Ausubel poses a contrast to the discovery learning of Bruner. To Ausubel, though learners are inherently curious, they may not be able to know what is important or relevant and they need external motivation in order to learn. However, both theories believe that learners should be actively involved in their own learning. Both also emphasizes that prior learning is important in order to learn new things and because knowledge continuously changes once it is in the learner's mind.

Events of learning of Robert Gagne proposed that an act of learning involves a series of eight internal events:

1. *Motivation phase* – The learner must be motivated to learn by expectation that learning will be rewarding.
2. *Apprehending phase* – The learner attends or pays attention if learning has to take place.
3. *Acquisition phase* – While the learner is paying attention, the stage is set and the information presented. Learner transforms information into meaningful form. The mental images formed associates the ne information with old information. This is where advance organizers are useful.
4. *Retention phase* – The newly acquired information must be transferred from short-term to long-term memory. This may take place by means of practice, elaboration or rehearsal.
5. *Recall phase* – Recall previous learned information. To learn to gain access to that which has been learned is a critical phase in learning.
6. *Generalization phase* – Transfer of information to new situations allows application of the learned information in the context in which it was learned.
7. *Feedback phase* – Students must receive feedback on their performance. This will serve as reinforce for successful performance.

Some general statements which describe learning based on the theories of learning may include the following:

- Learning does not take place in an empty vessel. Each learner is assumed to have prior learning and maybe able to connect these to present learning.
- Learning is a social process where interactions with other learners and the teacher are needed.

- Learning is a result of individual experiences and self-activity.
- Learning is both observable and measurable.
- Learning takes place when all the senses are utilized.

- Learning will be enhanced when the learner is stimulated, directed, guided and feedback is immediately given.
- Each learner has his/her own learning styles.

Teaching and Learning Go Together

How does teaching and learning connect to each other? One process cannot succeed without the success or support of the other. A teacher cannot claim she/he has taught if the learners have not learned substantially. The teaching styles of the teachers should jibe with the learners' learning styles. Unless the two are fit, teachers and learners will be existing in two different worlds.

Teaching as a process cannot be taken independently in its entirety. With so many ingredients needed, the most important is still the learner. The learner being in the center of the teaching, will influence to a great extent teaching. It is therefore important that the knowledge of the learner and his learning styles be considered. With the advancement of information about the uniqueness of each learner, the multiple intelligences theory and many more, teaching has to consider more factors in order to be effective.

On the other hand, the concepts of learning have become so vast that the simple stimulus-response theory alone cannot explain it. Thus as learners become complex individuals capable of learning on their own, the repertoire of teaching should also increase. The different teaching styles with the support of simple to sophisticated teaching materials are now necessary to effect good learning.

In many cases, it has been observed that teaching is the cause and learning the effect. Learning outcomes can indicate teaching performance. The quality of teaching is related to the quality of learning. If the students fail to learn, the grater factor is the failure in teaching. We always attribute the kind of learning to the kind of teaching. It has now become a fallacy that some learners are non-teachable. If our theories of learning and development are strong, then all individuals are teachable, therefore they are capable of learning. The question is now raised. How can you a teacher, make someone, the learner, learn something?

As the direct relationships of teaching and learning become clear, success of both brings out something like, *"learning in teaching and teaching for learning."* This means that while the teacher, teaches, he or she also learns in the process. On the other hand, as the students learn, they are also teaching themselves how to learn.

Some Ways of Doing Teaching and Learning

Since both teaching and learning are interrelated processes and are important components in the curriculum, let us review some ways of doing these. This section will simply give some examples because the details of the methods of teaching and learning are included in another course.

The different methods of teaching can be clustered according to the number of students being taught. Teaching methods or strategies can be clustered according to the number of students in a class. Large group is composed of thirty or more students, small groups of two to thirty members or individualized teaching. For large group teaching, methods like lecture, expository, panel discussion, seminar, forum, demonstration or a combination of lecture demonstration are appropriate. On the other hand, for a small group, teaching methods like role

playing, buzz session, workshop, process approach, discovery learning, cooperative learning in various forms, laboratory methods are few of the examples. For individualized teaching, modular instruction, e-teaching, programmed instruction are some of the examples.

Another grouping of teaching methods will be traditional time-tested methods which include among others the following: inductive method, deductive method, type study method, project method, laboratory method, question and answer method or Socratic method, and lecture method. Those that belong to the other group are the improved teaching practices which include among others integrative technique, discovery approach, process approach, conceptual approach, mastery learning, programmed instruction, e-learning, simulation, case-based teaching, conceptual teaching, cooperative learning and many more.

If there are various ways of teaching, there must be various ways of learning too. Since the arrays of teaching should fit the ways of learning or learning styles, let us look into ways of how human beings learn. Each of the different ways are based on learning theories. Here are some ways of learning:

Ways of Learning

1. **Learning by trial and error.** This type of is related to the stimulus-response theory of learning. Reaction, action and reaction where the beginning reaction is due to a stimulus. When the result is correct or satisfying then the response will be repeated. When the reaction is wrong or negative then it will not be repeated. Learning will take place in both instance. This type of learning is oftentimes risky and time consuming because the next step will only follow depending on the result. Making several errors would be very expensive in time, effort and money. However, trial and error is the easiest way of doing things without necessarily anticipating a definite objective.

2. **Learning by conditioning.** The classical conditioning theory of Pavlov serves as the basis of this learning. Training is the simple term to describe learning here, thus even animals can be trained to do something but such action does not refer to learning. Aside from Pavlov's classical conditioning. Skinner's operant conditioning plays a great role in

this kind of learning. Learning here is a product of what the individual does which will result to either pleasant or unpleasant behavior. Drill and practice are some learning activities based on conditioning.

3. **Learning by insight.** From a simple trial and error learning to learning by conditioning, educational psychologists believe that human beings learn also by insights. In this type of learning a higher level of intelligence is being utilized. Insight is looking into oneself with deeper thinking. A sudden flash of idea or solution to a problem sometimes called *"aha"* learning is an example of insightful learning. Learning by insight requires higher thinking skills of the learner. Through insights the learner will also be capable of deep reflection.

4. **Learning by observation and imitation through modelling.**The process of learning assumes that one learns from someone. It is through observation and imitation from a model that a person will able to do similar thing. Anchored on the social learning of Albert Bandura, learning by observation and imitation requires a model, hence it is referred to as "no-trial" learning. This process of learning involves four phase; attention phase where the learner observes a model; retentionphase, where the learners copies, practices or rehearse what has been observed; reproduction phase, where the learners

matches their behavior to model and motivational phase where learners will imitate the behavior for getting a chance to be reinforced by becoming like the one from whom the behavior was copied.

Teaching and Learning in the Curriculum

One of the crucial issues raised today in education is not what the student should learn but rather how the student should learn how to learn. The deluges of information in our midst and the different ways of retrieving them have become a challenge to both teaching and learning. The curriculum seems to be overloaded: to many subjects to cover, too many topics to teach. Sometimes the curriculum is fragmented or is simply boxed. Unfortunately, the learner's life is not compartmentalized. Subject matter overlaps and intergrades naturally and holistically.How then should teaching approach this challenge? How should students learn? How can curriculum be design to enhance to process of teaching? What kind of learning will be achieved from such kind of teaching?

Teaching and learning give life and meaning to the curriculum. Each compliment and supplement each other. The value placed in teaching will reap the same value in learning , thus a good curriculum can be judge by the kind of teaching and quality of learning derived from it.

TAKE ACTION

To enhance learning in Lesson 3, you will do the activity below.

Activity 1 – Matching Teaching and Learning

With your group mates, study the matrix below. Discuss your answers.
Fill in the matrix to match teaching and learning. Consider teaching as the role of the teacher and learning as the responsibility of the learners.

Teaching (Role of the Teacher)	Learning (Responsibility of the Learner)
Example: Show the different color of the rainbow.	Example: Memorize the different colors of the rainbow.
1. Take student of field trip to a zoo.	1.
2. Organize class to conduct experiment.	
3. Assigns group to interview different professional on the their contribution to the community.	
4. Reads a story about the life of Jose Rizal	

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REFLECT

Consider this.

You have been going to school for several years now. You were taught by several teachers while you were in the elementary, high school of college.

- Can you recall what you have learned from what they taught? List the them in your notebook.
- Are there other things you learned which were not taught by your teachers? Make another list for these.
- Have your teacher in elementary. High school or college taught you how to learn on your own? Explain your answer.
- When you become a teacher, would it be good if you teach your students to *learn how to learn*? Defend your answer.

SELF-CHECK

1. Based on the lesson, give at least five words to describe **teaching** and also five words to describe **learning**

Teaching	Learning

2. Why are teaching and learning important elements in the curriculum?

Module II

CRAFTING THE CURRICULUM

Lesson 1
Curriculum Designs Models
Purita P. Bilbao, Ed. D.

INTRODUCTION

As a teacher, one has to be a curriculum designer, curriculum implementer and a curriculum evaluator. These threefold functions are embedded in teaching profession. Every single day, a teacher plans, implements and evaluates the curriculum in school. Hence it would be great help to know how school curricula are being made or crafted.

This module provides a background on curriculum designs, the dimensions and some principles that go with each and some curricular approaches.

Lesson 1 – Curriculum Designs Models

TAKE- OFF

Crafting a curriculum is like writing a lesson plan. It is like making something with different components, and putting them together in a very creative way. It is a task that all teachers should know and understand, or better still, to know how to craft one.

This lesson will present the different designs models of curriculum. This will guide you to discover that curricula are organized in many ways. Let us study some of them.

FOCUS

Generally speaking, a curriculum can be organized either horizontally or vertically. Horizontal organization means, that the direction of the curriculum elements is sideways. For example, the subject social studies move horizontally along history, geography, civics and culture. Taking contents in mathematics and relating these to science is also an example of horizontal curriculum design. On the other hand, using a vertical arrangement or sequence of curricular elements follow a vertical design. For example in social studies content, putting the "family" ahead of the topic "community" is vertical articulation or in science the bigger topic on "living thing" comes ahead of topics on "plants" and "animal".

Curriculum design may also follow the following structure

1. **Subject centered design model-** This model focuses on the content of the curriculum. The subject centered design corresponds mostly of the textbook, written for the specific subject. Henry Morrison and William Harris are the few curricularists who were firm believers of this design. In this instance, schools divide the school hours to different subjects such as reading, grammar, literature, mathematics, science, history and geography. In the Philippines, our curricula in any level are also divided in different subjects or courses. Most of the schools using this kind of structure aim for excellence in the subject matter content. Examples of subject-centered curriculum are included below.

a. Subject design-What subjects are you teaching? What subjects are you taking? These sample questions to which the teacher and the learner can easily give an answer. It is so because they are familiar with the subject design curriculum.

Subject design curriculum is the oldest and so far the most familiar design for teachers, parents and other laymen. According to the advocates, subject design has an advantage because it is easy to deliver. Complementary books are written and support instructional materials are commercially available. Teachers are familiar with format, because they were also educated using the design. In the Philippines educational system, the number of subjects in the elementary education is fewer than secondary level. In college, the number of subjects also differs according to the degree programs being pursued.

However, the drawback of this design is that sometimes learning is so compartmentalized. It stresses so much the content that it forgets about students' natural tendencies, interests and experiences. The tendency of the teacher is pour in so much content to the learner so that the students become simply the empty vessel that receive the information or content.

b. Discipline design- This curriculum model is related to the subject design. However, while subject design centers only on the cluster of content, discipline design focuses on academic disciplines. Discipline refers to specific knowledge learned through a method which the scholars use to study a specific content field. Students in history should learn how biologists learn, and so with students in mathematics should learn how mathematician learn. In the same manner, teachers should teach how the scholars in the discipline will convey the particular knowledge.

The discipline design model of curriculum is often used in college, but not in the elementary or secondary levels. So from the subject-centered curriculum, curriculum moves higher to discipline when the students are more nature and are already moving towards their career path or disciplines as science, mathematics, psychology, humanities, history, and others. Discipline becomes the degree program.

c. Correlation design- This comes from core, correlated curriculum design that links separate subject designs in order to reduce fragmentation. Subjects are related to one another but each subject maintains its identity. For example, English literature and social studies correlate well in the elementary level. In the two subjects, while history is being studied, different literary pieces during the historical period are being studied. The same is true when science becomes the core, mathematics is related to it, as they are taken in chemistry, physics and biology. Another example is literature as the core and art, music, history, geography will be related to it. To use correlated design, teachers should come together and plan their lessons cooperatively.

d. Broad field design/ interdisciplinary- Broad field or interdisciplinary design is a variation of the subject-centered design. This design was made to prevent the compartmentalization of subjects and integrate the contents that are related to each other. Thus subjects such as geography, economics, political science, anthropology, sociology and history are fused into one subject called social studies. Languages are will include grammar, literature, linguistics, spelling and composition.

Sometimes called holistic curriculum, broad field design draws around themes and integration.

2. Learner-Centered Design-Among the progressive educational psychologists, the learner is the center of the educative process. This emphasis is very strong in the elementary level, however more concern has been placed on the secondary and even the tertiary levels. Although in high school, the subject or content has become the focus and in the college level, the discipline is the center, both levels still recognize the importance of the learner in the curriculum. Here are some examples of the learner-centered designs.

a. Child-centered design- This design is often attributed to the influence of John Dewy, Rouseau, Pestallozi and Froebel. The curriculum design is anchored on the needs and interests of the child. The learner is not who engages with his/her environment. One learns by doing. Learners actively create; construct meanings and understanding as viewed by the constructivists. In the child-centered design, learners interact with the teachers and the environment, thus there is a collaborative effort on both sides to plan lessons, select content and do activities together. Learning is a product of the child's interaction with the environment.

b. Experience-centered design- This design is similar to the child-centered design. Although, the child remains to be the focus, experience-centered design believes that the interests and needs of learners cannot be pre-planned. Instead, experiences of the learners become the starting point of the curriculum, thus the school environment is left open and free. Learners are made to choose from various activities that the teacher provides. The learners are empowered to shape their own learning from the different opportunities given by the teacher. In a school where experience-centered curriculum is provided, different learning centers are found, time is flexible and children are free to make options. Activities revolve around different emphasis such as touching, feeling, imagining, constructing, relating, and other. The emergence of multiple intelligence theory blends well with experience-centered design curriculum.

c. Humanistic designs- The key lead personalities in this curriculum design were Abraham Maslow and Carl Rogers. Maslow's Theory of self-actualization explains that a person who achieves this level is accepting of self, others and nature; is simple, spontaneous and natural; is open to different experience; possesses empathy and sympathy towards the less fortunate, among many others. The person can achieve this state of self-actualization later in life but has to start the process while still in school. Carl Rogers, on the other hand, believed that a person can enhance self directed learning by improving self understanding and basic attitudes to guide behavior.

In a humanistic curriculum, the development of self is the ultimate objective of learning. It stresses the whole person and the integration of thinking, feeling and doing. It considers the cognitive, affective and psychomotor domains to be interconnected and must be addressed in the curriculum. It stresses the development of positive self-concept and interpersonal skills.

3. Problem- Centered Design – Generally, problem- centered design draws on social problems, needs, interest and abilities of the learners. Various problems are given emphases. There are those that center on life situations, contemporary life problems, areas of living and many others. In this curriculum, content cuts across subject boundaries and must be based on the needs, concerns and abilities of the students. Two examples are given for the problem- centered design curriculum.

a. Life- situations design – What makes the design unique is that the contents are organized in ways that allow students to clearly view problem areas clearly. It uses the past and the present experiences of learners as a means to analyze the basic areas of living. As a starting point, the pressing immediate problem of the society and the students' existing concerns are utilized. Based on Herbert Spencer's curriculum writing, his emphases were activities that sustain life, enhance life, aid in rearing children, maintain the individual's social and political relations and enhance leisure, tasks and feelings. The connection of subject matter to real

situations increases the relevance of the curriculum.

b. Core design – another example of problem- centered design is core design. It centers on general education and the problems are based on common human activities. The central focus of the core design includes common needs, problems, concerns of the learners. Popularized by Faunce and Bossing in 1959, they presented ways on how to proceed following a core design of a curriculum as follows:

1. The problem is selected by either the teacher or students.
2. A group consensus is made to identify the important problems and interest of the class.
3. Problems are selected on the basis of developed criteria for selection.
4. The problem is clearly stated and defined.
5. Areas of study are decided, including dividing the class by individual or group interests.
6. Needed information is listed and discussed.
7. Resources for obtaining information are listed and discussed.
8. Information is obtained and organized.
9. Information is analyzed and interpreted.
10. Tentative conclusions are stated and tested.
11. A report is presented to the class on an individual or group basis.
12. Conclusions are evaluated.
13. New avenues of exploration toward further problem solving are examined.

TAKE ACTION

A. With the use of knowledge gained in the presentation above, choose one (1) of the three activities in this lesson. You may work in groups of five.

Activity 1 – The Basic Education Curriculum

Get hold of the Department of Education Basic Education Curriculum (BEC) curriculum. Borrow this from any teacher in the public school. Study the curriculum and answer the questions that follow:

1. Do you find the curriculum elements existing in the BEC? Identify two (2) examples of each element. Include these in tour portfolio collection.

2. In the BEC itself, you may find several curriculum designs which were presented before. Identify at least three (3) designs and explain.

Activity 2 – Secondary Education Curriculum

Get hold of the DepEd Secondary Education Curricula. Borrow this from the principal or any high school teacher. Study the curriculum and answer the two (2) items that follow.

1. Do you identify the elements of the curriculum in the written curriculum that you borrowed? Identify two (2) examples of each element. Include the examples in your

borrowed? Identify two (2) examples of each element. Include the examples in your portfolio collection.

2. What curriculum designs do you find in the high school? Identify and give examples or explain.

Activity 3 – Tertiary Education Curriculum (Your Degree Program)

Borrow a syllabus from any of your college teachers. This is an example of a written curriculum. Study this and answer the two items that follow.

1. What elements of a curriculum do you find in the syllabus? Copy at least two (2) examples of each element and include these in your portfolio collection.

2. Can you identify, what curriculum design or designs your teacher is using? Identify and give explanation to the design you have identified.

B. Further action.

1. Go to the library or search the internet and read about the following persons. Find out how each person influenced curriculum designs. Add this information to your portfolio collection.

a. Carl Rogers

b. Abraham Maslow

c. Henry Morisson

d. John Dewey

e. Friedrich Froebel

REFLECT

1. Which of the curriculum design do you prefer? Why?

2. If there is a need to modify something in your college curriculum, in what aspects are these? How?

SELF- CHECK

A. Quick Match. To Quickly check on what you have learned, match Column A with Column B. On Column A you will find descriptions of Curriculum Designs. Match these with appropriate names of Curriculum Designs.

Column A (Description) Column B (Curriculum Designs)

1. The development of the self is the ultimate objective of learning.	A. Subject- centered
2. Draws around themes and is interdisciplinary. It reduces compartmentalization of separate subjects.	B. Humanistic design
3. Content- centered, mostly patterned after textbooks. School hours are allotted into different separate subject areas.	C. Broadfields
4. Usually learning centers are provided in the classrooms. Learners are made to choose from various activities that the teacher provides.	D. Problem- centered
5. Contents cut across subject boundaries thus problems are not subject specific. They center on the life situations.	E. Experience centered

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B. Identification. Who is this person?

1. With William Harris, he is a firm believer of the subject centered curriculum design.

2. He proposed the theory of self- actualization which influenced the humanistic curriculum design.

3. "One learns by doing." This is his popular belief.

4. His writings became the basis of life situation design, where learning activities include those which sustain and enhance life, and maintain social and political relations.

5. He believed that a person can enhance self- directed learning or learning how to learn by improving self- understanding.

MODULE II

Crafting the Curriculum

LESSON 2
Dimensions and Principles of Curriculum Design
Purita P. Bilbao, Ed.D

TAKE-OFF

As previously learned, crafting a curriculum follows some designs. Curriculum designs provide clear relationships between and among the different elements of the curriculum:

objectives, contents, activities and evaluation. Considering all of these elements, as a curriculum designer, one has to look into the parameters or dimensions upon which a design can be crafted.

This lesson, will allow you to consider some of these dimensions and provide some principles in its use in curriculum development.

FOCUS

Let us always focus on the four elements of a curriculum as bases in identifying what to be considered in designing a curriculum. Many curricularists suggest to view a design from the following dimensions: scope, sequence, continuity, integration, articulation and balance.

Dimensions of Curriculum Design

- **Scope** – Tyler and Ornstein (2004) defines scope as all the content, topics, learning experiences and organizing threads comprising the educational plan. Scope does not only refer to the cognitive content, but also to the affective and psychomotor content. It is the depth, as well as, the breadth of these contents. The terms broad, limited, simple, general are few of the words that can describe the scope. With the limitless knowledge that abounds, scope provides boundaries in curriculum as it applies to the different educational levels. It is here where the decision making skill of the teacher is needed. Curriculum is time-bound, hence the appropriate scope should be provided such that the curricular coverage should not be too much nor too minimal. Other considerations in the determination of the scope should include time, diversity and maturity of the learners, complexity of the content, and level of education. Simply said, scope refers to the coverage of the curriculum.

  The scope of the curriculum can be divided into chunks called units, sub-units, chapters or sub-chapters as the case may be. Each chunk is guided by the general curriculum objectives or goals. The division of the content may use the deductive principle from the whole to the parts which will have a cascading arrangement or the inductive principle from the examples to the generalization. Inductive arrangement of a scope begins with the simple concepts to general content. Topical arrangement or content outline of the curriculum may follow some design as thematic, linear or logical.

- **Sequence** – To provide continuous and cumulative learning, a vertical relationship among the elements of the curriculum provides the sequence. Contents and experiences are arranged in hierarchical manner, where the basis can either be logic of the subject matter or on the developmental patterns of growth of the cognitive, affective and

psychomotor domains. Some schools formulate their curricular objectives, content and experiences by grade levels and consider the stages of thinking.

Smith, Stanley and Shore (1957) introduced four principles for sequence. These are the following:

1. Simple to complex learning – Content and experiences are organized from simple to complex, from concrete to abstract, from easy to difficult. This principle is in consonance with developmental theories of learning and cognition.
2. Prerequisite learning – It means that there are fundamental things to be learned ahead. Like addition before multiplication in the mathematics or letters before words, words before phrases and phrases before sentences.
3. Whole to part learning – this principle has relations to gestalt. The forest before the trees. The overview before the specific content or topics. The meaning can be very well be understood if everything will be taken as a whole.
4. Chronological learning – The order of events is made as a basis of sequencing the content and the experiences. This principle is closely allied to history, political science or world events. Time is the factor to be considered. The sequence can be arranged from the most recent to the distant past or vice versa.

On the other hand, Posner and Rudnitsky (1994) presented five major principles for organizing content in units, which can also be applied to a curriculum. In each major type are subtypes which explain in detail the principles. These major principles are:

1. World-related sequence – What relationship exists among people, objects or events of the world? How can contents and experiences be arranged so that they will be consistent with the world?
   a. **Space** – Spatial relations will be the basis for the sequence. Closest to farthest, bottom to top or east to west. Teach the parts of the plants from the roots to the stems to the leaves, flowers and fruits. Teach about the places from the equator to the poles or from the plains to the mountains.
   b. **Time** – This is similar to the chronological principle of Smith, et al. The content is based from the earliest to the more recent. Teach the Philippine Presidents from the first to the current. Teach discoveries from the earliest to the most recent.
   c. **Physical attributes** – this principle refers to the physical characteristics of the phenomena such as age, shape, size, brightness and others. For example, topics for the three regions, Luzon, Visayas and Mindanao should be ahead of the Panay, Negros, Cebu, Bohol for the Visayas. Likewise, topics when dealing with the planets, Mercury, Venus, Earth, Mars before Jupiter, Saturn, Uranus and Pluto should be taken up. this sequence considers the attribute distance from the sun.
2. **Concept-related sequence** – This arrangement reflects the organization of the conceptual world, how ideas are related together in a logical manner.
   a. **Class relations** – Class concept refers to the group or set of things that share common practices. Teaching the characteristics of the class ahead of the characteristics of the member of the class. For example, teach mammals before teaching specific animals or compare sound and light before discussing about wave motion.
   b. **Propositional relations** – A statement that asserts something. Sequence is arranged so that evidence is presented ahead before proposition. Example will be too teach the

topics on the principle of equal protection under the law before studying Supreme Court decisions.

3. **Inquiry-related sequence** – This is based on the scientific method of inquiry. Based on the process of generating, discovering and verifying knowledge, content and experiences are sequenced logically and methodically.
4. **Learning-related sequence** – this is based on the psychology of learning and how people learn.
   a. **Empirical prerequisites** – Sequence is primarily based on empirical studies where the prerequisite is required before learning the next level. An examples is teach skill in discriminating initial consonants, before teaching word attack or in softball, teach catching and throwing the ball before batting.
   b. **Familiarity** – Prior learning is important in sequence. What is familiar should be taken up first before the unfamiliar. In teaching currencies, teach the peso before the dollar. Another example is identifying the animals in the community then those in Manila zoo.
   c. **Difficulty** – Easy content is taken ahead than the difficult one. Or teach rhymes before blank words.
   d. **Interest -** Contents and experiences that stimulate interest are those that are novel. These can arouse curiosity and interest of learners. Use these contents and experiences to when their appetite for learning. An example is identify the different volcanoes in the Philippines before teaching about volcanism.

- **Continuity** – Vertical repetition and recurring appearances of the content provide continuity in the curriculum. This process enables the learner to strengthen the permanency of learning and development skills. Gerome Bruner calls this "spiral curriculum" where the content is organized according to the interrelationship between the structures of the basic ideas of a major discipline. For learners to develop the ideas, these have to be developed and redeveloped in a spiral fashion-in increasing depth and breadth as the learners advance. Example is the concept of living things in science which continuously recurs in the elementary curriculum but with different complexity from level to level.
- **Integration** – "Everything is integrated and interconnected. Life is a series of emerging themes." This is the essence of integration in the curriculum design. Organization is drawn from the world themes from real life concerns. Subject matter content or disciplined content lines are erased and isolation is eliminated.
- **Articulation** – This can be done either vertically or horizontally. In vertical articulation, contents are arranged from level is connected to the next level. Horizontal articulation happens when the association is among or between elements that happen at the same time like social studies in grade six is related to science in grade six.
- **Balance** – Equitable assignment of content, time, experiences and other elements to establish balance is needed in curriculum design. Too much or too little of these elements maybe disastrous to the curriculum. Keeping "requires continuous fine tuning and review for its effectiveness and relevance.

Guidelines in Curriculum Design

After looking into various designs in curriculum, perhaps it would help future curriculum makers like you to take into consideration some pointers. Here are some pointers:

- Curriculum design committee should involve teachers, parents, administrators and even

students.

- School's vision, mission, goals and objectives should be reviewed and used as bases for curriculum design.
- The needs and the interests of the learners, in particular, and the society, in general, should be considered.
- Alternative curriculum design should consider advantages and disadvantages in terms of cost, scheduling, class size, facilities and personal required.
- The curriculum design should take into account cognitive, affective, psychomotor skills, concepts and outcomes.

TAKE ACTION

Activity 1 – Identify what curriculum design is being used in your school. Make a short description to clarify your answer.

Activity 2 – Borrow a lesson plan of an experienced teacher (with 5 years or more in teaching.)

Study very closely and find out what curriculum design is used. Explain why you consider it to be using that design.

REFLECT

What is the impact of curriculum design in teaching and learning?

Will the varied designs make a difference in the way you teach or the way you earn? How?

SELF-CHECK

Identify what curriculum design dimension is illustrated in the following situations. Choose from among SCOPE, SEQUENCE, INTEGRATION, ARTICULATION, CONTINUITY and BALANCE.

_____1. In the Basic Education Curriculum (BEC) a cluster of subjects is assigned under MAKABAYAN. These include among others, Social Studies, Physical Education, Health and HELE. In its implementation, MAKABAYAN subjects may choose to have a common them.

_____2. The three subjects which are given emphases in basic education are Science, Math, and English. It is so because of empirical evidence and actual observations that students perform low in these areas. Considering pupils' poor performance in these areas, more time has been allocated in the class schedules for these.

_____3. In college, there are courses that have to be taken ahead of others. For example, *Human growth and Development* is taken ahead of *Facilitating Learning* or *Principles of*

Teaching is offered earlier than *Assessment*.

_____4. When a Grade 1 lesson in Living Things is repeated in the next grade level with higher complexity, a connection should be made. In high school, the same content heading as living Things is included but is linked to the content taken in the elementary level.

_____5. Content in the curriculum has no boundary, but time to take this up in school is limited. Curriculum makers and implementers must consider activities and contents which can be covered within a certain period of time. The choice should also take into consideration needs, interest, importance and relevance among others.

MODULE II

Crafting the Curriculum

LESSON 3
Approaches to Curriculum Design
Tomasa C. Iringan, Ph. D.

TAKE-OFF

This lesson will bring to you the various phases of designing a curriculum. As you analyze the different phases of the curriculum design, you will identify the commonly used approaches in the design of curriculum. To enhance your learning you will integrate in here your own experiences and observation based on the features and characteristics of the different approaches.

FOCUS

Before we discuss the different approaches to curriculum design, let us examine first the features of the curriculum.

Let us describe the six (6) features of the curriculum

The Six (6) Features of a Curriculum

1. **Who teaches? –the teacher**

   Quality education requires quality teachers. Good teachers bring a shining light into the learning environment. They are ideal companions of the learners. With the advances in communication technology, good teachers are needed to sort out the information from the data that surround the learners. Good teachers are needed to sort out the knowledge from the information but even more important, excellent teacher are needed to sort wisdom from the knowledge. Institution are as good as its teachers. Hence the right individuals who are expected to be recruited- are those with excellent and

relevant preparation. These teachers should be given support with their continuing development in order to keep abreast with the changing demands of a learning society.

2. Who do the teachers teach?- The Learners

The learners are at the center stage in the educative process. They are the most important factors in the learning environment. There is no teaching without them. Hence, teachers should understand and accept the learner's diverse background. Each one of them is a unique individual. They come from different sectors of society of different cultural background, socio-economic profile, orientation and varied experiences. Considering the domain of diversity of learners will allow the individual learners to develop his multiple intelligences at his own pace. Hence, their needs should be addressed and be met that's why teachers are to provide learning opportunities and varied experiences.

3. What do the teachers teach?- Knowledge, Skills, Values

"To help the learners cope with rapid changes to understand and to succeed in the new work in the workplace, we must design a curriculum oriented to tomorrow." It

should be remembered that what students learn will be obsolete in ten years, and half of what they need to know to succeed in work and in life has not yet been fully developed and will have to be learned as they go along in the future. Calculators and typewriters are made obsolete by the computers and the next generation will see these being replaced. And so, the value of the educational process lies not just what that learn, but how they learn, and how good they will be in continuing to learn after they leave school.

The learning episode influences the teaching-learning process. The teacher is expected to prepare his/her syllabus or a course of study and his vehicle for instruction. The learning goals, instructional procedures and content must be clearly explained to students. There must be a balance of theory and practice. Learners' sustained interest in the subject should be made meaningful and relevant.

4. How do teachers teach?- Strategies and Methods

Researches show that there is no best strategy that could work in a million of different student background and characteristics. However, for teachers to teach effectively, they must use appropriate methodologies, approaches and strategies "capped with compassionate and winsome nature". Teachers should select teaching methods, learning activities and instructional materials or resources appropriate to learners and aligned to objectives of the lesson. Situations should be created to encourage learners to use higher order thinking skills. Good teachers utilize information derived from assessment to improve teaching and learning and adopt a culture of excellence.

5. How much of the teaching was learned?- Performance

When teachers teach, they formulate objectives to be accomplished by the learners. A curriculum should be clear at the beginning with what knowledge, skills, and

values should be developed by the learners. These are the guiding posts of the teachers. These are stated in behavioral terms which will guide the actions of the one who teach. At the end of teaching act, it is necessary to find out if the objectives set were accomplished. In curriculum, we call this the learning outcomes. These learning outcomes indicate the performance of both the teacher and the learners. Learning outcomes are the product performance of the learners as a result of teaching. Performance is a feature of a curriculum that should be given emphasis. The curriculum is deemed to be successful if the performance of the learners is higher than the targets set. However, if the performance of the learners is low then if follows that the curriculum has failed. A good curriculum is one that results in high or excellent performance.

6. With whom do we teach?- Community Partners

Teaching is a collaborative undertaking. While teachers are the focal point in the learning process, they must draw upon the resources of their environment and of their partners to be effective. Teachers must establish relationship with partners NGO's and their stakeholders. Partnership is a means and not an end to be pursued in itself. An absence of partnership often means a poor definition of education ends. However as society changes, teachers will have a new beginning, an opportunity to recast their role in their communities, to change their attitude to their communities, to change the attitude of their communities and societies about them.

Approaches to Curriculum Design

In the previous lessons, three major curriculum designs were discussed. These are the learner-centered curriculum design model, the subject-centered curriculum design model and the problem-centered curriculum design model. Each of these models has several specific examples you may go back to Module 2, Lesson 1to review these concepts. These designs are implemented through the different approaches that are accepted by the teachers and curriculum practitioners. How the design is utilized becomes the approach to the curriculum. The curricular approaches that follow are examples based on the curriculum design previously mentioned.

The common approaches to curriculum design include child or learner-centered, subject-centered, problem-centered and human relation-centered approaches.

Child or Learner-Centered Approach- This approach to curriculum design is based on the underlying philosophy that the child is the center of the educational process. It means that the curriculum is constructed based on the needs, interest, purposes and abilities of the learners. The curriculum is also built upon the learner's knowledge, skills, learning and potentials.

From its design how should a child-centered or learner-centered curriculum be

approached? Let us consider these:

1. A new respect for the child is fundamental.
2. A new freedom of action is provided.
3. The whole activity is divided into units of work.
4. The recognition of the need for using and exploring many media for self-discovery and self-direction is embraced.

An Example of Child-Centered Approach

School X is anchored on the theory of multiple intelligences in all its curricular and co-curricular activities. Every classroom is made up of activity centers where the children are given time and opportunity to hone their skills and capacities. The activities for every learner are differentiated according to students' abilities, interests and need. Each child is considered important and each capacity is respected. Learners are not compared with one another. Learners' own performance are compared against targets which they themselves set. The school does not believe in failure, but in success. The teacher's role is only to guide the learner to what he or she would like to accomplish. The learner sets the goal that can be done within the framework of time although the minimum requirements of the Department of Education is still honored. At the end of the year each child's performance is compared to his own set of goals all throughout the year, the learner is the center of education.

Subject-centered approach – Anchored on the curriculum design which prescribes different and separate subject into one broad field, this approach consider the following:

1. The primary focus is the subject matter
2. The emphasis is on bits and pieces of information which are detached from life.
3. The continuing pursuing of learning outside the school is not emphasized. Learning should only take place inside the classroom.
4. The subject matter serve as a means of identifying problems in living.

As Example of the Subject- Centered Approach

In another setting, School Y aims to produce the best graduates in town. Each learner must excel. In all academic fields in order to be on the top of the rank in every competition. Everyone must matter the subject content. The higher the level of the cognitive intelligence, the better for the learner. Each child must be excellent in all fields of discipline. This is the school that develops more the attitudes of competition among themselves. Each student must not second to anyone. When preparing for a test, this school conduct for a cram reviews and practice a lot. The school gives emphasis to intellectual development and set aside emotional and psychomotor development. Success means master of subject content.

Problem- Centered Approach- This approach is based on a curriculum design which assumes that in the process of living, children experience problems. Thus, problem solving enables learners to become increasingly able to achieve complete or total development as individuals.

This approach is characterized by the following .views and beliefs:

1. The learners are capable of directing and guiding themselves in resolving problems, thus they become independent learners.
2. The learners are prepared to assume their civic responsibilities through direct participation in different activities.
3. The curriculum leads the learner in the recognition of concerns and problems and seeking solutions. The learners are considered problem solvers.

An Example of the Problem Centered- Approach

School Z believes that a learner should be trained to solve real life problems that come about because of the needs, interest and abilities of the learners. Problems persistent with life and society that affect daily living are also considered. Most of the school activities revolve around solution to problem like poverty, drug problems, deterioration of positive values, environmental concern and many more. Since the school is using the problem centered- approach, case study as a method of teaching is popularly utilized. Practical work as a solution to the problem is also used, thus the development of business skills, social skills to solve specific problems are given emphasis. More and more schools or training centers are utilizing the problem centered-approach.

While the three curricular design approaches are distinct from each other, most practitioners: teachers, principal, school managers utilize the three in their design.

Each design approach gives a school a special character, however, most implementers meld the design in the school. In such a case, it would be difficult to identify distinctly each one specific design.

TAKE ACTION

To further understand the lesson, let us put into action our readings

To further understand the lesson, let us put into action our readings.

Activity 1 – Features of the Curriculum

1. Think-Pair- Share
   a. With a partner, discuss the features of the curriculum.
   b. Choose two approaches to curriculum. How are they similar? How are they different?

Activity 2 - Approaches to Curriculum Design

1. Form the whole class into four groups.
2. Group A and B should be the debating teams.
3. Group C will be the one to organize and sponsor the debate.
4. Group D will form the Jury.

   Issue: "In the light of the current global situation, the child centered approach has a greater edge over the subject centered approach".

5. Hold the debate during your class session.

REFLECT

1. Reflect on the common statement listed below .Make your own personal stand on each.

Statement 1 – School that adhere to the subject- centered approach make robots out of the children.

Statement 2- In school which embrace the child centered- approach, discipline is weak.

Statement 3- Why should lessons revolve around problems? There are too many to be solved.

SELF-CHECK

Identify what kind of approach is utilized in the following descriptions:

1. Activities are chosen based on the developmental growth of the learners.
2. The learners focus is that all children gets perfect in the test.
3. Teacher excuses the learners from the test because a typhoon hit their area.
4. The teacher extendclass up to 1:00 o'clock in the afternoon because they have not understood the lesson yet.
5. Children are allowed the activities that they like most during their vacant period.
6. Lesson end up with concept application tosolve problem.
7. No child is left behind in reading, writing and arithmetic.
8. School means "survival of the fittest".
9. Learning is measure in terms of learner's ability to solve dilemma.
10. Only the best can succeed.

Module III

Implementing the Curriculum

Lesson 1
The Roles of Stakeholders in Curriculum Implementation
Purita P. Bilbao, Ed.D.

TAKE-OFF

Do you take interest in the curriculum you are in? Have you wondered what contribution you as students have done to enhance a written curriculum? Most curricula like yours were crafted by experts and in cooperation with some people who have stakes in education. As students you were not involved in its writing, but maybe your teachers were. All teachers are curriculum writers. Do you know why? You will learn the answer to that question in this module. As students, you, too, can actively participate in the implementation of a written curriculum. There are many other person, institutions, organizations that are directly or indirectly involved in the implementation of the curriculum. Let us find out.

FOCUS

Stakeholders are individuals or institutions that are interested in the school curriculum. Their interests vary in degree and complexity. They get involved in many different ways in the implementation, because the curriculum affects them directly or indirectly. This lesson identifies the different stakeholders who put into action and give life to the curriculum. These stakeholders shape the school curriculum implementation.

1. Learners at the Center of the Curriculum-

For a particular curriculum design mentioned earlier, the learner is placed at the center. The learners are very reason a curriculum is developed. They are the ones who are directly influenced by it. Learners in all levels make or unmake the curriculum by their active and direct involvement. How each individual learner contributes to the realization of a planned curriculum would depend on the interaction and internalization of the different learning experiences provided. After all, in curriculum implementation, the concluding question will always be: Has the learner learned?

To further explain the important role of learners in the curriculum, sample learners were asked about the role of students as stakeholders in the curriculum. Here are some of the answers:

- *I consider the learner as the center of the educational process. Everything in the curriculum should revolve around his/her interests, needs, abilities, and capacities. The nature of the learner must be made the science of learning. The experiences of the starting point in accomplishing the goals of education, to let*

them grow in knowledge, skills, abilities and attitudes. -Josefa

Venus gave her own view about the matter:

- *"In the selection of the subject matter, the needs of the individual learner should receive proper emphasis. To do this, the course of study must be organized around the chancing nature and development needs within the cultural context of the learners. Organizing curriculum to meet individual differences is compatible with democratic principles. Curriculum makers and implementers need to know what differences there are in the cultural background, mental systems, and approaches to problem solving of the learners. All of these considerations will enable the learner to achieve the richness of experiences in a particular curriculum*."

Lastly, here is another voice of a student.

- *"Learners or students are the very reason why schools exist. It is schools 'responsibility to further develop the learners 'knowledge, skills, talent, and attitude to face the different situations in life. It is through a responsive curriculum that these things can be achieved. A curriculum is effective if it enables al learners to relate the different school experiences to their lives. "* – Monique

From the voices of the three students given above, it can be gleaned that the learners are the primary stakeholders in the curriculum. The universal as well as the individual characteristics of the students should be considered. Age, gender, physical, mental, emotional development, cultural background, interests, aspiration and personal goals are some of the factors that should be considered in the implementation of any curriculum. Very clearly, the students make the curriculum alive. The different activities can only be made meaningful by the learners themselves, with the guidance on the teacher. The success of the curriculum can be measured by extent of learning that the learners have achieved. Therefore, a fit between the planned or written curriculum and the characteristics of the learner will guarantee success in education.

2. Teachers as Curriculum Developers and Implementers

In the teaching and learning process, the other side of the coin is the teacher. Most curricula start to gain life from the time it is conceived and written. Planning and writing the curriculum are the primary roles of the teacher. A teacher is a curriculum maker. He/she writes a curriculum daily through a lesson plan, a unit plan or a yearly pln. The teacher prepares activities for the students to do. The teacher addresses the goals, needs, interests of the learners by creating experiences from where the students can learn. The teacher designs, enriches, and modifies the curriculum to suit the learner's characteristics. As a curriculum developer, teachers are part of textbooks committees, faculty selection boards, school evaluation committee or textbooks writers

themselves. Teachers are empowered to develop their own school curricula taking into consideration their own expertise, the context of the school and the abilities of the learners. By so doing, teachers become architects of school curriculum.

On the other hand a developed curriculum remains inactive, if it is implemented. At this point , teachers role shifts from a developer to an implement. From a designer or technician to a decision maker. Which of the plans should be put into action and how should it be done are decisions which the teachers make. Curriculum implementation is now giving life to the written material. To do this. There is a need to another actor the learners role now shifts from planning to doing. Doing here implies guiding, facilitating and directing activities which will be done by the students. The choice of the activities, the method to be utilized, the materials to be used are

some of the considerations that the teachers should have in curricular implementation. The teachers role as an implementer is very crucial. Oftentimes is successful implementation of the curriculum becomes the root of educational failure, thus some would say that the root of the educational problem is the teachers. Although this statement can be argued, it points out to be inability of the teacher to implement well a curriculum.

Here are some views of the students about the teachers as a curriculum maker and implementer.

- *"Teachers are the most crucial persons in the implementation of a curriculum as an adult the teaching-learning process, he/she holds the key in operationalizing what activities have been planned. With the full support of the principal, supervisor and other school administrators, the teachers who are empowered will be able to select, organized, carry out and evaluate learning experiences of a curriculum. His/her ability to translate what has been written to action is the key to effective curriculum implementation".* - Fel

Mariana likewise contributes to the conversation by giving her idea.

- *"Teachers shape the school curriculum by sharing the experiences that they have and the resources they are capable of giving or imparting to the learners, but as the old saying goals, "what can you give if you have nothing to give? Applies to this demands of teachers in curriculum implementation"* - Mariana.

Although educational theories and practitioners are giving value to the idea of independent learning and learning how to learn, the role of the teacher in curriculum implementation is never diminished. No technology can ever replace a teacher, it will only support the multifaceted role of the teacher. Thus, the complexity of the teaching requires tremendous maturity, decisions making in the implementation of any curricular plan as in the choice of the materials, methods of the strategy of teaching and modes of evaluation.

3**. Curricular Managers and Administrators**

In school organization, there is always a curriculum managers and school administrator, in fact, for school principals, one of their functions is being a curriculum manager. They supervise school implementation, select and recruit new teachers, admit students, procure equipment and materials needed for effective learning. They also plan for the improvement of school facilities and physical plants.

Why are school administrators and curriculum managers important to a curriculum implementation?

*"The school administrators play an important role in shaping the school curriculum because they are people who are responsible in the formulation of the schools ' vision, philosophy, mission and objectives. they provide necessary leadership in evaluating teaching personnel and school program. Keeping records of curriculum and reporting learning outcomes are also the managers' responsibilities.*Ceres.

Christine has this to say:

The school administrators have the responsibility of running the entire school effectively. They have to oversee the smooth transition of the child from one grade level to another and they should see it that the curriculum is implemented vertically or horizontally or minimal overlaps.

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1. 1. 1 CURRICULUM DEVELOPMENT Purita P. Bilbao, Ed.D. Paz I. Lucido, Ph.D. Tomasa C. Iringan, Ph. D. Rodrigo B. Javier, Ed.D. Published by LORIMAR Publishing Inc. 2008
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5. 5. 5 Module I Nature, Concepts and Purposes of Curriculum Lesson1 Components of Curriculum and Curricular Approaches Purita P. Bilbao,Ed.D. Take Off The concept of curriculum is as dynamic as the changes that occur in society. In its narrow sense, curriculum is viewed merely as a listing of subjects to be taught in school. In a broader sense, it refers to the total learning experiences of individuals not only in schools but in society as well. In the Philippines, recommendations of several educational initiatives like the Philippine Commission to Survey Philippine Education (PCSPE), Survey of the Outcomes of Elementary Education (SOUTELE) and the Philippine Commission for Educational Reforms (PCER) focused on curriculum renewal or reforms. The recently formulated National Competency-Based Teacher Standards (NCBTS) became the anchor of reforms in education from the basic to higher education. What is curriculum? What is its purpose? What is its nature? These are the fundamental questions that will be addressed in this lesson. FOCUS Curriculum from Different Points of View There are many definitions of curriculum. Because of this, the concept of curriculum is sometimes characterized as fragmentary, elusive and confusing. However, the numerous definitions indicate dynamism that connotes diverse interpretations of what curriculum is all about. The definitions are influenced by models of thought, pedagogies, political as well as cultural experiences. Let us study some of these definitions. 1. Traditional Points of View of Curriculum In early years of the 20th century, the traditional concepts held of the "curriculum is that it is a body of subjects or subject matter prepaid by the teachers for the student's to learn". It was synonymous to the "course of study" and "syllabus" 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 3 Rs and college education should be grounded on liberal education. On the other, Arthur Bestor as an essentialist, believes that the mission of the school should be intellectual training, hence curriculum should focus on the fundamental intellectual
6. 6. 6 disciplines of grammar, literature and writing. It should also include mathematics, science, history and foreign language. The definition leads us to the view of Joseph Schwab that discipline is the sole source of curriculum. Thus in our education system, curriculum is divided into chunks of knowledge we call subject areas in basic education such as English, Mathematics, Science, Social Studies and others. In college, discipline may include

humanities, sciences, language and many more. To Phenix, curriculum should consist entirely of knowledge which comes from various disciplines. Academic discipline became the view of what curriculum is after the cold war and the race to space. Joseph Schwab, a leading curriculum theorist coined the term discipline as a ruling doctrine for curriculum development. Curriculum should consist only of knowledge which comes from disciplines which is the sole source. Thus curriculum can be viewed as a field of study. It is made up of its foundations (philosophical, historical, psychological and social foundations); domains of knowledge as well as its research theories and principles. Curriculum is taken as scholarly and theoretical. It is concerned with broad historical, philosophical and social issues and academics. Most of the traditional ideas view curriculum as written documents or a plan of action in accomplishing goals. 2. Progressive Points of View of Curriculum On the other hand, to a progressivist, a listing of school subjects, syllabi, course of study, and a list of courses or specific discipline do not make a curriculum. These can only be called curriculum if the written materials are actualized by the learner. Broadly speaking, 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 elements. Thought is not derived from action but tested by application. Caswell and Campbell viewed curriculum as "all experiences children have under the guidance of teachers". This definition is shared by Smith, Stanley and Shores when they defined "curriculum as a sequence of potential experiences set up in the schools for the purpose of disciplining children and youth in group ways of thinking and acting". Marsh and Willis on the other hand view curriculum as all the "experiences in the classroom which are planned and enacted by the teacher, and also learned by the students". Points of View on Curriculum Development From the various definitions and concepts presented, it is clear that 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. Let us look at the two models of curriculum development and concepts of Ralph Tyler and Hilda Taba.

7. 7. 7 Ralph Tyler Model: Four Basic Principles. This is also popularly known as Tyler's Rationale. He posited four fundamental questions or principles in examining any curriculum in schools. These four fundamental principles are as follows: 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 re being attained or not? In summary, Tyler's Model show that in curriculum development, the following considerations should be made: (1) Purpose of the school, (2) Educational experiences related to the purposes, (3) Organization of the experiences, and (4) Evaluation of the experiences. On the other hand, Hilda Taba improved on Tyler's Rationale by making a linear model. She believed that teachers who teach or implement the curriculum should participate in developing it. Her advocacy was commonly called the grassroots approach. She presented seven major steps to her model where teachers could have a major input. These steps are as follows: 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. Thus as you look into curriculum models, the three interacting processes in curriculum development are planning, implementing and evaluating. Types of Curriculum Operating in Schools From the various concepts given, Allan Glatthorn(2000) describes seven types of curriculum operating in the schools. These are (1) Recommended curriculum- proposed by scholars and professional organizations. (2) Written Curriculum- appears in school, district, division or country documents. (3) Taught Curriculum- what teacher's implement or deliver in the classrooms and schools. (4) Supported Curriculum- resources-textbooks, computers, audio- visual materials which support and help in the implementation of the curriculum. (5) Assessed Curriculum- that which is tested and evaluated. (6) Learned Curriculum- which the students actually learn and what is measured and (7) Hidden Curriculum- the unintended curriculum. 1. Recommended Curriculum- Most of the school curricula are recommended. The curriculum may come from a national agency like the Department of Education, Commission on Higher Education (CHED), Department of Science and Technology (DOST) or any professional organization who has stake in education. For example the Philippine Association for Teacher Education (PAFTE) or the Biology Teacher Association (BIOTA) may recommend a curriculum to be implemented in the elementary or secondary education. 2. Written Curriculum- This includes documents, course of study or syllabi handed down to the schools, districts, division, departments or colleges for implementation. Most of the written curricula are made by curriculum experts with participation of teachers. These were pilot-tested or tried out in sample schools or population. Example of this is the

8. 8. 8 Basic Education Curriculum (BEC). Another example is the written lesson plan of each classroom teacher made up of objectives and planned activities of the teacher. 3. Taught Curriculum- 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. These are used by the learners with the guidance of teachers. Taught curriculum varies according to the learning styles of students and the teaching styles of teachers. 4. Supported Curriculum- In order to have a successful teaching, other than the teacher, there must be materials which should support or help in the implementation of a written curriculum. These refer to the support curriculum that 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. 5. Assessed Curriculum- This refers to a tested or evaluated curriculum. At the duration and end of the teaching episodes, series of evaluations are being done by the teachers to determine the extent of teaching or to tell if the students are progressing. This refers to the assessed curriculum. Assessment tools like pencil-and-paper tests, authentic instruments like portfolio are being utilized. 6. Learned Curriculum- This refers the learning outcomes achieved by the students. Learning outcomes are indicated by the results of the tests and changes in behavior which can either be cognitive, affective or psychomotor. 7. Hidden Curriculum- This is the unintended curriculum which is not deliberately planned but may modify behavior or influenced learning outcomes. There are lots of hidden curricula that transpire in the schools. Peer influence, school environment, physical condition, teacher-learner interaction, mood of the teachers and many other factors made up the hidden curriculum. Major Foundations of Curriculum Let us now look into the major foundations of a curriculum. Debates continue on what curriculum is and its basic foundation. The commonly accepted foundations include philosophical, historical, psychological and social. Let us examine briefly how each knowledge area provides the foundation to curriculum. 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 student 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. The philosophy of a curriculum planner, implementor or evaluator reflects his or her life experiences, common beliefs, social and economic background and education. For example, John Dewey (1916) looks at "education as a way of life" a laboratory in which philosophy becomes concrete and is tested. On the other hand, Ralph Tyler's framework shows that philosophy is one of the five criteria in selecting educational purposes. This is shown in figure 1.

9. 9. 9 Use Of Philosophy Use of Psychology Of Learning Studies Of Learners Suggestions From Subjects Specialists Studies Of Contemporary Life School Purposes Fig. 1- Tyler's View of Philosophy In Relation to School Purposes Let us look at four educational philosophies and how these relate to curriculum. Study each educational philosophy and match it to the aim of education, role of education, focus in the curriculum and related curricular trends.(Ornstein and Hunskins, 2004) A. Educational Philosophy- Perennialism Aims of Education- to educate the rational person; to cultivate the intellect Role of Education- Teachers help students think with reason Based on the Socratic methods of oral exposition or recitation Explicit or deliberate teaching traditional values. Focus in the Curriculum- Classical subjects, literary analysis and curriculum is constant. Curriculum Trends- Use of great books and return to liberal arts

10. 10. 10 B. Educational Philosophy- 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 3R's and essential subjects of English, Science, History, Math and Foreign Language Curriculum trends- Excellent in education, back to basics and cultural literacy C. Educational Philosophy- 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 student's interest, human problems and affairs Curriculum Trends – School reforms, relevant and contextualized curriculum, humanistic education D. Educational Philosophy – Reconstructionism Aim of Education – to improve and reconstruct 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 You can see that an educational philosophy lays the strong foundation of any curriculum. A curriculum planner or specialist, a curriculum implementor or the teacher, school administrator or curriculum evaluator whether school-based or externally-based anchors his/her decision making process on a sound philosophy. Historical Foundations of Curriculum Why is it important to know the historical foundations of curriculum? Curriculum is not an old field. Majority of scholars would place its beginning in 1918 with the publication of Franklin Bobbit's book The Curriculum. Philippine education came about from various foreign influences. This can be traced back to our glorious history. Of all foreign educational systems, the American educational system has the greatest influence on our educational system. Here we present several curriculum theorists and how they view curriculum from a historical perspective. They are presented chronologically from the time of Bobbit in 1976-1956 to Ralph W. Tyler in 1902-1944. 1. Franklin Bobbit (1876-1956) – Bobbit presented curriculum as a science that emphasizes on students' need. Curriculum prepares students for adult life. To Bobbit, objectives with corresponding activities should be sequenced. This can only be done if instructional activities and tasks are classified. 2. Werret Charters (1875-1952) - Like Bobbit, to Charters curriculum is a science. It gives emphasis on students needs. The listing of objectives and matching these with

11. 11 corresponding activities ensures that the content or subject matter is related to objectives and planned by the teachers. 3. William Kilpatrick (1871-1965) – Curricula are purposeful activities which are child- centered. The purpose of the curriculum is child development and growth. The project method was introduced by Kilpatrick where teacher and students plan the activities. The curriculum develops social relationships and small group instruction. 4. Hrold Rugg (1886-1960) – To Rugg, curriculum should develop the whole child. It is child- centered. With the statement of objectives and related to learning activities, curriculum should produce outcomes. Harold Rugg emphasized social studies and the teacher plans curriculum in advance. 5. Hollis Cawell (1901-1989) – sees curriculum as organized around social functions of themes, organized knowledge and learner's interest. Caswell believes that curriculum is a set of experiences. Subject matter is developed around social functions and learners' interest. 6. Ralph Tyler(1902-1994) – As one of the hallmarks of curriculum, Tyler believes that curriculum is a science and an extension of school's philosophy. It is based on students' needs and interest. To Tyler, Curriculum is always related to instruction. Subject matter is organized in terms of knowledge, skills and values. The process emphasizes problem solving. The curriculum aims to educate generalists and not specialists. 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 theorist. This implies that curriculum is ever changing putting in knowledge and content from many fields of disciplines. Psychological Foundation of Education Psychological provides a basis for the teaching and learning process. It unifies elements of the learning process and some of the questions which can be addressed by psychological foundations of education. How curriculum should be organized to enhanced learning? What is the optimum level of the students' participation in learning the various contents of the curriculum? In this module, we shall consider three groups of learning theories: behaviorism or association theories; cognitive- information processing theories and humanistic theories (Ornstein & Hunkins, 2004). Let us review some theories in learning related to these clusters of learning theories. 1. Behaviorist Psychology Behaviorism dominated the 20th century psychology. It includes among others connectionism of Edward Thorndike, which influenced both Ralph Tyler and Hilda Taba who are considered to be one of the well-known curricularists. Ivan Pavlov's classical conditioning and B.F. Skinner's operant conditioning were all behaviorists in character. Albert Bandura's modeling and observation theory is also related to behavior. Among the behaviorists, Robert Gagne's hierarchical learning or sets of behavior and five learning outcomes become classic examples. These learning outcomes include: (1) intellectual skills or " knowing how" to categorize use symbols, forming concepts and problem solving; (2) information of "knowing what" knowledge about facts, dates and names; (3) cognitive strategies or learning skills; (4) motor skills; and (5) attitudes, feelings and emotions learned

12. 12 through experiences (Gagne, 1897). The listed learning outcomes overlap with the domains in the taxonomy of educational objectives which are cognitive, affective and psychomotor. To the behaviorists, learning should be organized in order that students can experience success in the process of mastering the subject matter. This 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. 2. Cognitive Psychology How do learners store information? How do they retrieve data and generate conclusions? These are some of the basic questions asked by cognitive psychologists. These psychologists focus their attention on how individuals process information and how they monitor and manage thinking. Among the advocates of cognitive psychology are Jean Piaget for his Cognitive Development stages, Lev Vygotsky for his Social Constructivism, Howard Gardener for his Multiple Intelligences, Felder and Silverman for their Learning Styles, Daniel Goleman for Emotional Intelligences and many more. To cognitive theorists, learning constitutes a logical method for organizing and interpreting learning. Learning is rooted in the tradition of subject matter and is similar to the cognitive development theory. 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 others. 3. Humanistic Psychology Humanistic psychologists are concerned with how learners can develop their human potential. Traditional psychologists do not recognize humanistic psychology as a school of psychology. However, observers view humanistic psychology as the third force learning theory after behaviorism and cognitive development. It is built on Gestalt psychology where learning can be explained in terms of the wholeness of the problem and where the environment is changing and the learner is continuously reorganizing his or her perceptions. Aside from the theory of Gestalt, Abraham Maslow's theory of human needs for self- actualizing persons and Carl Rogers' non- directive lives, also fall under humanistic psychology. Among the humanistic psychologists, curriculum is concerned with the process not the products; personal needs not subject matter; psychological meaning and environmental situations. In summary, psychology has a great influence in the curriculum. Learners are not machines and their 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. Social Foundations of Education Schools exist within the social context. Societal culture affects and shapes schools and their curricula. The way school buildings are structured, the way classrooms and students are organized reflect the cultural views and values of the society. In considering the social foundations of curriculum, we must recognize that schools are only one of the many institutions that educate society. But schools are formal institutions that address more complex and interrelated societies and the world. Society as ever dynamic is a source of very fast changes which are difficult to cope with and adjust to. Thus schools are made to help to understand these changes. However, some observations point out to the fact that schools are conservative institutions that lag behind when

13. 13 they are supposed to be agents of change. Thus, in order for schools to be relevant, school curricula should address diversity, explosions 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 and its aspirations. At the same time society should also imbibe the challenges brought about by formal institutions called schools. TAKE ACTION To further learn about the concepts of curriculum, let us do some activities. You may do the following activities individually, in dyad, or in groups of not more than five. Follow the instruction in each group activity. Activity 1- Curriculum Defined In this activity, let us find out how teachers, students, educators define curriculum from their own points of view. With a classmate, interview the following persons: (elementary grade teacher, school principal, college teacher, student teacher, non- education college student). Ask each one of the question: What is curriculum to you? Record their answers and present the definition in a matrix like the one below. Compare each definition. Are they similar? Different? Persons Interviewed Answer to Question: What is Curriculum to You? Elementary Grade Teacher School Principal College Teacher Student Teacher Non-education college student COMMENTS:

14. 14 Activity 2- Identifying the Curricula Operating in the Schools This activity is for a group of five. Visit a school of your choice. Observe, and

interview the appropriate persons like the classroom teacher, students or principals. Identify the existence of the different curricula. Write the specific examples. Record your data in a matrix like the one below. Name of School_____ Types of Curricula Operating in School Examples from Observations or Interviews Recommended Curriculum Written Curriculum Taught Curriculum Supported Curriculum Assessed Curriculum Learned Curriculum Hidden Curriculum

15. 15. 15 Activity 3- Curriculum from Two Points of View: Traditional or Progressive Inthe courses that you are currently taking, identify practices that can be considered as following the traditional orientation and those that are progressive in orientation. Give specific examples or illustrations. Points of View of Curriculum Illustrative Examples of Practices Traditional Curricular Practices Progressive Curricular Practices REFLECT Let us pause for a while and reflect on what we have read, discussed, shared and observed in the lesson. This portion will require you to have a deep thinking. Answer the questions by yourself first, then get a partner and shared your ideas. Listened to your partners ideas also. 1. Can a school exist without a curriculum? Why or why not? 2. How does a strong belief or philosophy influence curriculum? 3. As future teachers, how important will a curriculum be to you? 4. What are the implications of an ever changing curriculum to teachers? SELF-CHECK Let us find out how much we have learned from the lesson. You may go back to your readings and activities which you have done before. Good Luck. 1. Name five persons who contributed to the field of curriculum. Give the contribution of each other. 2. How do philosophy, psychology, history and society influence the development of a curriculum? 3. Explain how the three processes of planning, implementing and evaluating are used in curriculum development?
16. 16. 16 Module I Nature, Concepts and Purposes of Curriculum Lesson2 Components of Curriculum and Curricular Approaches Purita P. Bilbao,Ed.D. TAKE-OFF Lesson 2 will introduce you to the elements of curriculum and some curricular approaches. These topics will strengthen your knowledge and understanding of the nature, concepts and purposes of the curriculum. What parts or components should a curriculum have? How should these components be arranged? The nature of the elements and the manner in which they are organized may comprise which we call a curriculum design. However, this section will only introduce to you the elements or components of a curriculum. It will not discuss in length how each component relates to one another but will merely provide the structure or the skeleton of the curriculum. The other section of this lesson presents the approaches to curriculum. The approach to curriculum reflects the views of schools and societies. It will reveal the philosophy, view of history, psychology and learning theory which will become the foundation of the curriculum. It will also tell about the view of how social, theoretical and practical issues are utilized in the curriculum. A curriculum approach shows the viewpoints of curriculum development and design, the role of the learner, the teacher, the curriculum specialist in planning the curriculum. It also includes the goals and objectives of the curriculum. In this lesson, let us look at the components and some approaches to curriculum. Some approaches coincide with traditional theories and models while some are fluid and emergent. FOCUS Elements/Components of the Curriculum For most curricula, the major components or elements are (1) aims, goals and objectives; (2) subject matter/content; (3) learning experiences and (4) evaluation approaches. When translated into questions, each component can be addressed by the following: 1. What is to be done? 2. What subject matter is to be included? 3. What instructional strategies, resources and activities will be employed? 4. What methods and instruments will be used to assess the results of the curriculum?
17. 17. 17 Component 1-Curriculum Aims, Goals and Objectives A formal curriculum is embedded in a formal institution called schools. Schools are established institutions which are either run by the government or by the private sector. The Philippine educational system is divided in three educational levels: primary, secondary and tertiary levels. Based on the Philippine Constitution of 1987, all schools shall aim to: 1. Inculcate patriotism and nationalism 2. Foster love of humanity 3. Promote respect for human rights 4. Appreciate the role of national heroes in the historical development of the country 5. Teach the rights and duties of citizenship 6. Strengthen ethical and spiritual values 7. Develop moral character and personal discipline 8. Encourage critical and creative thinking 9. Broaden scientific and technological knowledge and promote vocational efficiency Aims of Elementary Education (Education Act of 1982) In the elementary level, schools through their curricula should aim to: Provide knowledge and develop skills, attitudes, values essential to personal development and necessary for living in and contributing to a developing and changing society: Provide learning experiences which increase the child's awareness of and responsiveness to the changes in the society: Promote and intensify knowledge, identification with and love for the nation and the people to which he belongs: and Promote work experiences which develop orientation to the world of work and prepare the learner to engage in honest and gainful work. Aims of Secondary Education In high school or secondary level, educational curricula aim to: Continue to promote the objectives of elementary education ;and Discover and enhance the different aptitudes and interests of students in order to equip them with skills for productive endeavor and or to prepare them for tertiary schooling. Aims of Tertiary Education Tertiary education refers to college and university formal education based on the curricula of the different courses. The different courses should aim to: Provide general education programs which will promote national identity, cultural consciousness, moral integrity and spiritual vigor; Train the nation's manpower in the skills required for national development; Develop the professions that will provide leadership for the nation; and Advance knowledge through research and apply new knowledge for improving the quality of human life and respond effectively to changing society.
18. 18. 18 Based on the mandate of the constitution, each school therefore should be guided by its vision; mission and its curricula should also revolve around these. The school's vision is a clear concept of what the institution would like to become in the future. It provides the focal point or unifying element according to which the school staff, faculty, students perform individually or collectively. It is the guiding post around which all educational efforts including should be directed. The school's vision can be very ambitious but that is a characteristic of a vision. Example of a school's vision 1. A model performing high school where students are equipped with knowledge, skill and strength of character to realize their potential to the fullest. 2. Commits to the exemplary Christian education for life and responsive to the needs of the total person and the world. The school's mission statement, spells out how it intends to carry out its vision. The mission targets to produce the kind of persons the students will become after having been educated over a certain period of time. Examples of school's mission 1. To produce globally competitive lifelong learners. 2. Commits to the total development of individuals for life adjustment and to the enlistment of the economically deprived but deserving students through quality instruction, updated facilities and curricula responsive to the needs of the times. The school's vision, and mission are further translated into goals which are broad statements or intents to be accomplished. Data for the sources of school goals may include the learns, the society and the fund of knowledge. Examples of school goals: 1. Build a strong foundation of skills and concepts. 2. Efficient and effective administration responsive of the needs of the university and community In a curriculum, these goals are made simple and specific for the attainment of each learner. These are called educational objectives. Benjamin bloom and Robert Mager defined educational objectives in two ways: 1. Explicit formulations of the ways in which students are expected to be changed by the educative process, and 2. Intent communicated by statement describing a proposed change in learners. In other words, objectives direct the change in behavior which is the ultimate aim of learning. They provide the bases for the selection of learning content and learning experiences. They also set the criteria against which learning outcomes will be evaluated. Benjamin Bloom and his associates classified three big domains of objectives. These are cognitive, affective and psychomotor domains. Each domain is composed of specific skills, attitudes and values which are presented in hierarchy or levels. Although there are some
19. 19. 19 modifications in the concepts of behavioral objectives, the original ideas are presented in this section. Cognitive Domain (Bloom et al 1956) – domain of thought process 1. Knowledge – recall, remembering of prior learned materials in terms of facts, concepts, theories and principles. It is the lowest cognitive level 2. Comprehension – ability to grasp the meaning of material. it indicates the lowest form of understanding 3. Application – the ability to use learned material in new and concrete situation 4. Analysis – ability to breakdown material into component parts so that its organizational structure may be understood 5. Synthesis – ability to put parts together to form a new whole 6. Evaluation – ability to pass judgment on something based on given criteria Affective Domain (Krathwohl, 1964) – domain of valuing, attitude and appreciation 1. Receiving – students' willingness to pay attention to particular event, stimuli or classroom activities 2. Responding – active participation on the part of the students 3. Valuing – concerned with the worth or value a student attaches to a particular phenomena, object or behavior 4. Organization – concerned with bringing together different values and building a value system 5. Characterization by a value or value complex – developing a lifestyle from a value system Psychomotor Domain (Simpson, 1972) – domain of the use of psychomotor attributes 1. Perception – use of sense organs to guide motor activities 2. Set – refers to

the readiness to take particular type of action 3. Guided response – concerned with the early stages in learning complex skills. Imitation and trial and error are some of the ways of doing. 4. Mechanism – responses have become habitual. Performance skills are with ease and confidence. Component 2 – Curriculum Content or Subject Matter All curricula have content, regardless of their design or models. Content is more than simply information to be learned in school. To some curriculum specialists, content or subject matter is another term for knowledge. It is a compendium of facts, concepts generalization, principles and theories. The fund of human knowledge represents the repository of accumulated discoveries and inventions of man down the centuries, due to man's exploration of his world. This is the subject-centered view of the curriculum. On the other hand those who view knowledge as learner-centered, relates knowledge to the individual's personal and social world and how he or she defines reality. According to Jerome Bruner, "knowledge is a model we construct to give meaning and structure to regularities in experience". Let us look into broad subject areas in basic or general education. Each subject area has its own body of subject matter or learning content. these are just examples. Communication Arts – include skills in listening, speaking, reading and writing as well as the effective use of language in daily living. Mathematics – includes numeric and computational skills, geometry and measurement, algebra, logic and reasoning.

20. 20. 20 Science – includes all branches of the natural sciences, exploration and discovery dealing with natural phenomena and the use of scientific method of investigation. Social Studies – include basic elements of Geography, History, Sociology, Anthropology, Economics, Civics, Political Science and Psychology. Music – includes basic music theory, practice in listening, singing, playing musical instruments and music preparation. Physical Education–includes health and physical fitness, individual and team sports, spectatorship and wise use of leisure. Vocational Education – includes psychomotor and manipulative skills in basic crafts and trades, design, work ethic and appreciation of manual productive work. What subject matter will be taught in the different clusters in order to achieve the objectives? What criteria should be used in selecting the content? Content selection is a very crucial stage in curriculum development. Here are some criteria which can be utilized in the selection of subject matter content or knowledge for the curriculum. 1. Self-sufficiency – According to Scheffler (1970) the prime guiding principle for content selection is helping the learners to attain maximum self-sufficiency in learning but in the most economical manner. Economy means less teaching effort and educational resources, less learners' effort but more results and effective learning outcomes. 2. Significance – When content or subject matter will contribute to basic ideas, concepts, principles, and generalization to achieve the overall aim of the curriculum, then it is significant. It is also significant if it will develop learning abilities, skills, processes and attitude. Subject matter is significant if it will develop the cognitive, affective and psychomotor skills of the learners. it can also be significant if the cultural aspects will be considered. 3. Validity – The authenticity of the subject matter selected is its validity. With information explosion, oftentimes, knowledge selected for school content may become obsolete. Thus subject matter should be checked or verified at regular intervals, to determine if the content that was originally valid continues to be. 4. Interest – For a learner-centered curriculum, this is the key criterion. A learner will value the content if it is meaningful to him or her. Students' interests should be considered and adjusted taking into consideration maturity, prior experiences, educational and social value of their interest among others. 5. Utility – Usefulness of the content or subject matter may be relative to the learner who is going to use it. Usefulness maybe either be for the present or the future. Questions like "Will I use it in my future job?" "Will it add meaning to my life or develop my human potential?" Or "Will the subject matter be useful in solving my current problems?" 6. Learnability – Subject matter in the curriculum should be within the range of experiences of the learners. This is clearly suggested by the psychological foundations of a curriculum. There are ways of presenting subject matter or content which can easily be learned. Optimal placement and appropriate organization and sequencing of contents are the two ways by which these can be done. 7. Feasibility - Can the subject matter or content be learned within the time allowed, expertise of the teaches, and the nature of the learners? Content selection should be considered within the context of the existing reality in school, in society and government.

21. 21. 21 There are other considerations that may be used in the selection of the learning content. It would be of greater he curriculum makers can use them. As a guide, subject matter or content can be rejected for use he these are: a. frequently and commonly used in daily life; b. suited to the maturity levels and abilities of students; c. valuable in meeting the needs and the competencies of a future career; d. related with other subject areas; and e. important in tin transfer of learning. In organizing or putting together the different learning contents Palma, 1992 suggested the following principles: balance, articulation, sequence, integration and continuity. Curriculum content should be fairly distributed in depth and breadth of the particular learning area or discipline. This will ensure that the level or area will not be overcrowded or less crowded. This refers to BALANCE. When each level of subject matter is smoothly connected to the next, glaring gap and wasteful overlaps in the subject matter will be avoided. Teamwork among the teachers will enhance ARTICULATION of contents in the curriculum. SEQUENCE is the logical arrangement of the subject matter. It refers to the deepening and broadening of content as it is taken up in the higher levels. The horizontal connections are needed in subject areas that are similar so that learning will be related to one another. This is INTEGRATION. This will help the learner get a holistic or unified view of reality and outlook in life. Learning requires a continuing application of the new knowledge, skills, attitudes states so that there will be used in daily living. The constant repetition, review and reinforcement of learning is what is referred to as CONTINUITY. Component 3 - Curriculum Experiences This section will not discuss in detail the different instructional strategies that provide the experiences. Instead it will link instructional strategies and methods to curriculum experiences, the core or the heart of the curriculum. The instructional strategies and methods will put into action the goal and use the contents in order to produce an outcome. Teaching Strategies convert the written curriculum to instruction. Both the teacher and the learner take actions to facilitate learning. The actions are based on planned objectives, the subject matters to be taken and the support materials to be used. There will include a multitude of teaching methods and educational activities which will enhance learning. Among there are the time-testing methods, inquiry approaches, constructing and other emerging strategies that complement new theories in teaching and learning. Educational activities like field viewing, conducting experiments, interacting with computer programs, field trips and other experiential learning will also form part of the repertoire of teaching. Whatever methods the teacher utilizes to implement the curriculum, there will be some guide for the selection and use. Here are some of them: 1. Teaching methods are means to achieve the end. They are used to translate the objectives into action.

22. 22. 22 2. There is one single best teaching method. Its effectiveness will depend on the learning objectives, the learning and skill of the teacher. 3. Teaching methods should stimulate the learners desire to develop the cognitive, affective, psychomotor, social and spiritual domain of the individual. 4. In the choice of the teaching methods, learning styles of the students should be considered. 5. Every method should lead to the development of the learning outcomes in the three domains: cognitive, affective and psychomotor. 6. Flexibility should be a consideration in the use of the teaching methods. Component 4 - Curriculum Evaluation According to Worthen and Sanders, (1987) all curricula to be effective must have the element of evaluation. Curriculum evaluation here may refer to the formal determination of the quality, effectiveness or value of the program, process, product of the curriculum. Tuckman (1985) defines evaluation as meeting the goals and matching them with the intended outcomes. From the definitions, several models of evaluation came up. The most widely used is Stufflebeam's CIPP (Content, Input, Product, Process) Model. In CIPP, the process is continuous and is very important to curriculum managers like principals, supervisors, department head, deans and even teachers. The context refers to the environment of the curriculum. The real situation where the curriculum is operating is its context. Simply put, context evaluation refers to situation analysis. Input refers to the ingredients of curriculum which include the goals, instructional strategies, the learners, the teacher, the contents and all the materials needed. The process refers to views and means of how the curriculum has been implemented. This component of the CIPP looks into the entire operation of the curriculum. The product indicates he the curriculum accomplishes its goals. It will determine to what extent the curriculum objectives have been achieved. The CIPP model can be taken as a whole, or each component taken separately. It is a long of continuous process. Within the evaluation process, smaller and more specific activities are needed to determine the effectiveness of the curriculum. There activities include assessment and measurement of learning outcomes, the ultimate product of a curriculum. Different methods can be utilized like diagnostic, placement, formative or summative evaluation or the norm-referenced or criterion-referenced measurement. With the variety of evaluation methods are the different materials which can be effectively utilized. You will study there in more detail in the modules that come later. Regardless of the methods and materials evaluation will utilize, a suggested plan of action for the process of curriculum evaluation is introduces. These are the steps. 1. Focus on one

particular component of the curriculum. Will it be the subject area, the grade level, the course, or the degree program? Specify the objectives of evaluation. 2. Collect or having the information. Information is made up of data needed regarding the object of evaluation. 3. Organize the information. This step will require coding, organizing, storing and retrieving data for interpretation. 4. Analyze information. An appropriate way of analyzing will be utilized.

23. 23. 23 5. Report the information. The result of evaluation should be reported to specific audiences. Reporting can be done formally in conferences with stakeholders, or informally through roundtable discussions and conversations. 6. Recycle the information for continuous feedback, modification and adjustments to be made. In summary, the components of a curriculum are distinct but are interrelated to each other in a curriculum design as shown in figure 2. Figure 2 – Interrelationship of the Components of a Curriculum Curriculum Approaches There are five curriculum approaches that will be presented in this lesson. Curriculum practitioners and implementers may use one or more approaches in planning, implementing and evaluating the curriculum. Even textbook writers or instructional material producers have different curricular approaches. Let us study and understand each example. Behavioral Approach – Anchored on the behaviorist principles, behavioral approach to curriculum is usually based on a blueprint. In the blueprint, goals and objectives are specified, contents and activities are also arranged to match with the learning objectives. The learning outcomes are evaluated in terms of goals and objectives set at the beginning. Behavioral approach which was started with the idea of Frederick Taylor is aimed to achieve efficiency. In the factory for example, the worker will be paid according to his output produced with in a specific period of time. In education, behavioral approach begins with educational plans that start withthe setting of goals or objectives. These are considered as important ingredients in curriculum implementation as evaluating the learning outcomes as a change of behavior. The change in behavior indicates the measure of the accomplishments. Managerial Approach – The managerial approach became a dominant curriculum approach in the 1950's and 1960's. The principal is the curriculum leader and at the same Aims Objective s Content/S ubject Matter Evaluation Evaluation Methods/ Strategies

24. 24. 24 time instructional leader who is supposed to be the general manager. The general manager sets the policies and priorities, establishes the direction of change and innovation, and planning and organizing curriculum and instruction. School administrators are less concerned about the content than about organization and implementation. They are less concerned about subject matter, methods and materials than improving curriculum. Curriculum managers look at curriculum changes and innovations as they administer the resources and restructure the schools. Some of the roles of the Curriculum Supervisors (Ornstein and Hunkins, 2004) are the following: 1. Help develop the school's education goals. 2. Plan curriculum with students, parents, teachers and other stakeholders. 3. Design programs of study by grade levels. 4. Plan or schedule classes or school calendar. 5. Prepare curriculum guides or teacher guides by grade level or subject area. 6. Help in the evaluation and selection of textbooks. 7. Observe teachers. 8. Assist teachers in the implementation of the curriculum. 9. Encourage curriculum innovation and change. 10. Develop standards for curriculum and instructional evaluation. System Approach – The systems approach to curriculum was influenced by systems theory. In the systems approach to curriculum, the parts of the total school district or school are examined in terms of how they relate to each other. The organizational chart of the school represents a systems approach. It shows the line-staff relationships of personnel and how decisions are made. To George Beauchamp, the systems theory of education sees the following to be of equal importance are 1) administration 2) counselling 3) curriculum 4) instruction and 5) evaluation. Humanistic Approach – This approach is rooted in the progressive philosophy and child-centered movement. The humanistic approach considers the formal or planned curriculum and the informal or hidden curriculum. It considers the whole child and believes that in curriculum the total development of the individual is the prime consideration. The learner is at the center of the curriculum. TAKE ACTION There are two major activities that you will do in this lesson. Activity 1 will be on the elements or components of the curriculum and Activity 2 will be on the approaches to curriculum. Activity1 – Lesson Plan: A Curriculum? Get a copy of the best written lesson plan of your favorite teacher in the elementary or high school. Add this to your portfolio collection. Read every detail of the lesson plan and specifically look into the following: 1. What are the objectives of the lesson plan? 2. What is the subject matter content?

25. 25. 25 3. What strategies or methods of teaching are utilized? 4. What evaluation procedure is used? 5. Do the four components fit or match with one another? Explain. 6. Can you consider a lesson plan as a curriculum? Why? Activity 2 – Mr. or Ms. Principal: What Curriculum Approach Are You Using? 1. Make an interview protocol regarding curriculum approach with your groupmates. Show your output to your teacher for comments. Refine your instrument and place a sample in your portfolio. 2. Choose a school with a principal as your respondent. Secure permission to interview the principal at a certain time of the school day. Record all the answers to your protocol. 3. From your interview, what kind of curriculum approach is the principal using? 4. Why do you say so? Describe in detail his/her approach. REFLECT 1. "Is Philippines education really deteriorating?" This is a big question raised by many sectors of our society. Let us reflect on this issue. Choose a particular level (elementary,secondary,tertiary) and a specific subject area (Science, Math, English) as a point of reference. In your own experiences as a student: a. In what component/s of your curriculum, do you find some difficulties or weaknesses? Identify at least 3. Goals and Objectives Curriculum Content Curriculum Experiences Curriculum Evaluation b. Describe the weaknesses or difficulties. c. Are there solutions to these conditions? What do you propose? SELF-CHECK Let us return to Lesson 2 and quickly find out what learning outcomes we have achieved. Just answer YES or NO to the questions that follow: 1. Can a school curriculum succeed without a clear vision? 2. Should the school's mission be reflected in all its curricula? 3. Will subject matter dictate the approach in curriculum? 4. Should the learning activities be congruent to the objectives of the curriculum? 5. Should evaluation of learning outcomes be based on the experiences of the learners? 6. As a student of curriculum, will you put equal emphasis on the four curricular components? 7. Does a principal with a humanistic approach to curriculum emphasize most memorization of subject matter? 8. Does the systems approach to curriculum consider only each part? 9. Can there be a curriculum without evaluation? 10. Can experiences be measured?

26. 26. 26 Module I Nature, Concepts and Purposes of Curriculum Lesson3 Teaching- Learning Processes and Curriculum Development Purita P. Bilbao, Ed,D. TAKE-OFF One of the most often repeated a definition of a curriculum is that curriculum is the total learning experience. This description implies that the crux of a curriculum is the different planned and unplanned activities which have been lived, acted upon or done by the learners with the guidance of the teacher. Hence in curriculum development, the teaching and learning are actions necessary to accomplish a goal in education. What is the role of teaching in the curriculum development? Who does it? This lesson will focus on the teaching and learning processes as salient components of the curriculum. Both processes provide experiences which will accomplish the goals of education. Let us now look closely as the teaching-learning processes vis a vis curriculum in our schools. FOCUS Teaching as a Process in Curriculum What do you know about teaching? What knowledge is needed to understand this process? This section clarifies the process of the teaching as it relates to the experiences in the curriculum, an important ingredient. Good teaching is difficult to agree upon. While it remains to be difficult to agree on what good teaching is, effective teaching can be demonstrated. Effective teaching is one that will bring about intended learning outcomes. Because of the changing paradigms of teaching, several definitions have evolved based on the theories of teaching and learning that have come about. Some view teaching as an organization of meaningful learning. It is creating a situation or selecting life-like situations to enhance learning. To the traditionalists, teaching is process of imparting knowledge and skills required to master a subject matter. It is a process of dispensing knowledge to an empty vessel which is the mind of the learner. Teaching is showing, telling, giving instruction, making someone understand in order to learn. In this instance, the person who teaches, controls learning. This person is a teacher, a dispenser of knowledge, an ultimate authority, a director of learning. On the other hand, as progressive and humanist education advance, the meaning of teaching broadened to fit the psychological meaning of the term. Teaching is now perceived as stimulating, directing, guiding the learner and evaluating the learning outcomes of teaching. The teacher's role in teaching becomes complex but has given the learner the responsibility to learn. Teaching then is a process that enables the learner to learn on his/her own.

27. 27. 27 The teacher now becomes a decision maker in the teaching process. Let us look at the teaching process as a series of actions from PLANNING, IMPLEMENTING and EVALUATING. It looks similar to curriculum development. Definitely, it is because the process of teaching replicates the process of curriculum development. The implementation phase of curriculum development is the actual teaching and experiencing of a curriculum. The teaching process is shown in Figure 3 below. Feedback and Reflections Figure 3 – Teaching Process In teaching, the planning phase includes decision

about (a) the needs of the learners, (b) the achievable goals and objectives to meet the needs, (c) the selection of the content to be taught, (d) the motivation to carry out the goals and (e) the strategies most fit to carry out the goals and (f) the evaluation process to measure learning outcomes. Teaching plans maybe short term like the daily plan or long term plan like the unit plan or a yearly plan. In a plan, considerations should include the learner, availability of materials, time requirements of particular activities, the strategies needed to achieve the objectives and the teacher. The planning phase recognizes the intent that it will be the learners who will learn, hence the next phase will engage more the learner. The implementation phase requires the teacher to implement what has been planned. Based on the objectives, implementation means to put into action the different activities in order to achieve the objectives through the subject matter. Here, two important players are involved: the teacher and the learner. Their interaction is important in the accomplishment of the plan. Most often the planning phase directs what will be done in the activity but such can also be flexible. The use of the different teaching styles and strategies should be included in the implementation phase. In the evaluation phase, a match of the objectives with the learning outcomes will be made. The kind of information should be determined so that the type of the evaluation should be chosen to fit the purpose. Simply, the evaluation phase will answer the question if the plans and implementation have been successfully achieved. In all the three phases of teaching, a continuous process of feedback and reflection as to whether the three phases were appropriately done and gave good results. In short, feedback is the reflection on the feedback. Is there a need to adjust something in planning, implementation and evaluation? Reflection is a process embedded in teaching where the teacher inquires into his or her actions and provides deep and critical thinking. PLAN IMPLEMENT EVALUATE

28. 28. 28 On the basis of the diagram, basis assumptions can be made. These assumptions are: (1) That teaching is goal-oriented with the change of behavior as the ultimate end; (2) That teachers are the ones who shape actively their own actions; (3) That teaching is a rational and a reflective process; and (4) That teachers by their actions can influence learners to change their own thinking or desired behavior, thus teaching is a way of changing behavior through the intervention of the teacher. To further clarify, what teaching is all about there are some indicators which you can use to guide in the process of good teaching. Good teaching is one that is well planned and where activities are interrelated to each other. Good teaching is one that provides learning experiences or situations that will ensure understanding, application and critical thinking. Good teaching is based on the theories of learning. Good teaching is one where the learner is stimulated to think and reason. Good teaching utilizes prior learning and its application to new situations. Good teaching embeds a sound evaluation process. Learning as a Process in Curriculum “To teach is to make someone to learn.” This statement means that the end product of teaching is learning. What is learning? What are the ways of learning? When do say that we have learned? Let us now look closer at the concept of learning as it relates to the concept of curriculum. Learning is usually defined as a change in an individual’s behavior caused by experiences or self-activity. It implies that learning can only happen through the individual’s activity or his/her own doing. Most learning is intentional, like when a learner acquires knowledge in the classroom or when one observes a demonstration activity. Intentional learning occurs when activities are purposefully arranged for the students to participate and experience. On the other hand, learning sometimes is unintentional like when a child touches a lighted candle and feels it is hot. All individuals are engaged in learning every waking moment, however learning occurs more when the various stimuli are properly arranged for purposes of learning. Broadly speaking, there are two principal types of learning theories to explain how individuals learn according to educational psychologists. These are behavioral learning theories and cognitive learning theories. Behavioral learning theories emphasize observable behavior such as new skills, knowledge, or attitudes which can be demonstrated. These forms of behavior are observable and measurable. According to this group of theories, if the individual has changed behavior, he has learned. Among the early behavioral learning theories were those of Ivan Pavlov’s Classical Conditioning Theory, Edward Thorndike’s Laws of Learning and B.F. Skinner’s Operant Conditioning. The outgrowth of the behavioral learning theory is Albert Bandura’s modelling or observational learning. These and many more were discussed lengthily in your previous courses.
29. 29. 29 On the other hand, cognitive learning theories are concerned with human learning in which unobservable mental processes are used to learn and remember ne information or acquire skills. Related to these theories is the concept of meaningful learning through cognitive models. Jerome Bruner (1966), David Ausubel (1968) and Robert Gagne (1970) described three models of teaching which are anchored on the cognitive learning theory. Discovery learning theory of Jerome Bruner states that the individual learns from his own discovery of the environment. Learners are inherently curious, thus they can be self motivated until they find answers to the problems. Learners, when actively involved in their own learning, will continuously construct their own knowledge. Each individual is capable of learning how to learn. Bruner’s idea gave rise to the emerging theory of constructivism and self-learning. Learning is flexible, exploratory and independent. Reception learning of David Ausubel poses a contrast to the discovery learning of Bruner. To Ausubel, though learners are inherently curious, they may not be able to know what is important or relevant and they need external motivation in order to learn. However, both theories believe that learners should be actively involved in their own learning. Both also emphasizes that prior learning is important in order to learn new things and because knowledge continuously changes once it is in the learner’s mind. Events of learning of Robert Gagne proposed that an act of learning involves a series of eight internal events: 1. Motivation phase – The learner must be motivated to learn by expectation that learning will be rewarding. 2. Apprehending phase – The learner attends or pays attention if learning has to take place. 3. Acquisition phase – While the learner is paying attention, the stage is set and the information presented. Learner transforms information into meaningful form. The mental images formed associates the ne information with old information. This is where advance organizers are useful. 4. Retention phase – The newly acquired information must be transferred from short- term to long-term memory. This may take place by means of practice, elaboration or rehearsal. 5. Recall phase – Recall previous learned information. To learn to gain access to that which has been learned is a critical phase in learning. 6. Generalization phase – Transfer of information to new situations allows application of the learned information in the context in which it was learned. 7. Feedback phase – Students must receive feedback on their performance. This will serve as reinforce for successful performance. Some general statements which describe learning based on the theories of learning may include the following: Learning does not take place in an empty vessel. Each learner is assumed to have prior learning and maybe able to connect these to present learning. Learning is a social process where interactions with other learners and the teacher are needed. Learning is a result of individual experiences and self-activity. Learning is both observable and measurable. Learning takes place when all the senses are utilized.
30. 30. 30 Learning will be enhanced when the learner is stimulated, directed, guided and feedback is immediately given. Each learner has his/her own learning styles. Teaching and Learning Go Together How does teaching and learning connect to each other? One process cannot succeed without the success or support of the other. A teacher cannot claim she/he has taught if the learners have not learned substantially. The teaching styles of the teachers should jibe with the learners’ learning styles. Unless the two are fit, teachers and learners will be existing in two different worlds. Teaching as a process cannot be taken independently in its entirety. With so many ingredients needed, the most important is still the learner. The learner being in the center of the teaching, will influence to a great extent teaching. It is therefore important that the knowledge of the learner and his learning styles be considered. With the advancement of information about the uniqueness of each learner, the multiple intelligences theory and many more, teaching has to consider more factors in order to be effective. On the other hand, the concepts of learning have become so vast that the simple stimulus- response theory alone cannot explain it. Thus as learners become complex individuals capable of learning on their own, the repertoire of teaching should also increase. The different teaching styles with the support of simple to sophisticated teaching materials are now necessary to effect good learning. In many cases, it has been observed that teaching is the cause and learning the effect. Learning outcomes can indicate teaching performance. The quality of teaching is related to the quality of learning. If the students fail to learn, the grater factor is the failure in teaching. We always attribute the kind of learning to the kind of teaching. It has now become a fallacy that some learners are non-teachable. If our theories of learning and development are strong, then all individuals are teachable, therefore they are capable of learning. The question is now raised. How can you a teacher, make someone, the learner, learn something? As the direct relationships of teaching and learning become clear, success of both brings out something like, “learning in teaching and teaching for learning.” This means that while the teacher, teaches, he or she also learns in the process. On the other hand, as the students learn, they are also teaching themselves how to learn. Some Ways of Doing Teaching and Learning Since both teaching and learning are interrelated processes and are important components in the curriculum, let us review some ways of doing these. This section will simply give some examples

because the details of the methods of teaching and learning are included in another course. The different methods of teaching can be clustered according to the number of students being taught. Teaching methods or strategies can be clustered according to the number of students in a class. Large group is composed of thirty or more students, small groups of two to thirty members or individualized teaching. For large group teaching, methods like lecture, expository, panel discussion, seminar, forum, demonstration or a combination of lecture demonstration are appropriate. On the other hand, for a small group, teaching methods like role

31. 31 playing, buzz session, workshop, process approach, discovery learning, cooperative learning in various forms, laboratory methods are few of the examples. For individualized teaching, modular instruction, e-teaching, programmed instruction are some of the examples. Another grouping of teaching methods will be traditional time-tested methods which include among others the following: inductive method, deductive method, type study method, project method, laboratory method, question and answer method or Socratic method, and lecture method. Those that belong to the other group are the improved teaching practices which include among others integrative technique, discovery approach, process approach, conceptual approach, mastery learning, programmed instruction, e-learning, simulation, case-based teaching, conceptual teaching, cooperative learning and many more. If there are various ways of teaching, there must be various ways of learning too. Since the arrays of teaching should fit the ways of learning or learning styles, let us look into ways of how human beings learn. Each of the different ways are based on learning theories. Here are some ways of learning: Ways of Learning 1. Learning by trial and error. This type of is related to the stimulus-response theory of learning. Reaction, action and reaction where the beginning reaction is due to a stimulus. When the result is correct or satisfying then the response will be repeated. When the reaction is wrong or negative then it will not be repeated. Learning will take place in both instance. This type of learning is oftentimes risky and time consuming because the next step will only follow depending on the result. Making several errors would be very expensive in time, effort and money. However, trial and error is the easiest way of doing things without necessarily anticipating a definite objective. 2. Learning by conditioning. The classical conditioning theory of Pavlov serves as the basis of this learning. Training is the simple term to describe learning here, thus even animals can be trained to do something but such action does not refer to learning. Aside from Pavlov's classical conditioning. Skinner's operant conditioning plays a great role in this kind of learning. Learning here is a product of what the individual does which will result to either pleasant or unpleasant behavior. Drill and practice are some learning activities based on conditioning. 3. Learning by insight. From a simple trial and error learning to learning by conditioning, educational psychologists believe that human beings learn also by insights. In this type of learning a higher level of intelligence is being utilized. Insight is looking into oneself with deeper thinking. A sudden flash of idea or solution to a problem sometimes called "aha" learning is an example of insightful learning. Learning by insight requires higher thinking skills of the learner. Through insights the learner will also be capable of deep reflection. 4. Learning by observation and imitation through modelling.The process of learning assumes that one learns from someone. It is through observation and imitation from a model that a person will able to do similar thing. Anchored on the social learning of Albert Bandura, learning by observation and imitation requires a model, hence it is referred to as "no-trial" learning. This process of learning involves four phase; attention phase where the learner observes a model; retentionphase, where the learners copies, practices or rehearse what has been observed; reproduction phase, where the learners
32. 32 matches their behavior to model and motivational phase where learners will imitate the behavior for getting a chance to be reinforced by becoming like the one from whom the behavior was copied. Teaching and Learning in the Curriculum One of the crucial issues raised today in education is not what the student should learn but rather how the student should learn how to learn. The deluges of information in our midst and the different ways of retrieving them have become a challenge to both teaching and learning. The curriculum seems to be overloaded: to many subjects to cover, too many topics to teach. Sometimes the curriculum is fragmented or is simply boxed. Unfortunately, the learner's life is not compartmentalized. Subject matter overlaps and intergrades naturally and holistically.How then should teaching approach this challenge? How should students learn? How can curriculum be design to enhance to process of teaching? What kind of learning will be achieved from such kind of teaching? Teaching and learning give life and meaning to the curriculum. Each compliment and supplement each other. The value placed in teaching will reap the same value in learning , thus a good curriculum can be judge by the kind of teaching and quality of learning derived from it. TAKE ACTION To enhance learning in Lesson 3, you will do the activity below. Activity 1 – Matching Teaching and Learning With your group mates, study the matrix below. Discuss your answers. Fill in the matrix to match teaching and learning. Consider teaching as the role of the teacher and learning as the responsibility of the learners. Teaching (Role of the Teacher) Learning (Responsibility of the Learner) Example: Show the different color of the rainbow. Example: Memorize the different colors of the rainbow. 1. Take student of field trip to a zoo. 1. 2. Organize class to conduct experiment. 3. Assigns group to interview different professional on the their contribution to the community. 4. Reads a story about the life of Jose Rizal
33. 33 REFLECT Consider this. You have been going to school for several years now. You were taught by several teachers while you were in the elementary, high school of college. Can you recall what you have learned from what they taught? List the them in your notebook. Are there other things you learned which were not taught by your teachers? Make another list for these. Have your teacher in elementary. High school or college taught you how to learn on your own? Explain your answer. When you become a teacher, would it be good if you teach your students to learn how to learn? Defend your answer. SELF-CHECK 1. Based on the lesson, give at least five words to describe teaching and also five words to describe learning Teaching Learning 2. Why are teaching and learning important elements in the curriculum?
34. 34 Module II CRAFTING THE CURRICULUM Lesson 1 Curriculum Designs Models Purita P. Bilbao, Ed. D. INTRODUCTION As a teacher, one has to be a curriculum designer, curriculum implementer and a curriculum evaluator. These threefold functions are embedded in teaching profession. Every single day, a teacher plans, implements and evaluates the curriculum in school. Hence it would be great help to know how school curricula are being made or crafted. This module provides a background on curriculum designs, the dimensions and some principles that go with each and some curricular approaches. Lesson 1 – Curriculum Designs Models TAKE- OFF Crafting a curriculum is like writing a lesson plan. It is like making something with different components, and putting them together in a very creative way. It is a task that all teachers should know and understand, or better still, to know how to craft one. This lesson will present the different designs models of curriculum. This will guide you to discover that curricula are organized in many ways. Let us study some of them. FOCUS Generally speaking, a curriculum can be organized either horizontally or vertically. Horizontal organization means, that the direction of the curriculum elements is sideways. For example, the subject social studies move horizontally along history, geography, civics and culture. Taking contents in mathematics and relating these to science is also an example of horizontal curriculum design. On the other hand, using a vertical arrangement or sequence of curricular elements follow a vertical design. For example in social studies content, putting the "family" ahead of the topic "community" is vertical articulation or in science the bigger topic on "living thing" comes ahead of topics on "plants" and "animal". Curriculum design may also follow the following structure 1. Subject centered design model- This model focuses on the content of the curriculum. The subject centered design corresponds mostly of the textbook, written for the specific subject. Henry Morrison and William Harris are the few curricularists who were firm believers of this design. In this instance, schools divide the school hours to different subjects such as reading, grammar, literature, mathematics, science, history and geography. In the Philippines, our curricula in any level are also divided in different subjects or courses. Most of the schools using this kind of structure aim for excellence in the subject matter content. Examples of subject-centered curriculum are included below.
35. 35 a. Subject design-What subjects are you teaching? What subjects are you taking? These sample questions to which the teacher and the learner can easily give an answer. It is so because they are familiar with the subject design curriculum. Subject design curriculum is the oldest and so far the most familiar design for teachers, parents and other laymen. According to the advocates, subject design has an advantage because it is easy to deliver. Complementary books are written and support instructional materials are commercially available. Teachers are familiar with format, because they were also educated using the design. In the Philippines educational system, the number of subjects in the elementary education is fewer than secondary level. In college, the number of subjects also differs according to the degree programs being pursued. However, the drawback of this design is that sometimes learning is so compartmentalized. It stresses so much the content that it forgets about students' natural tendencies, interests and experiences. The tendency of the teacher is pour in so much content to the learner so that the students become simply the empty vessel that receive the information or

content. b. Discipline design- This curriculum model is related to the subject design. However, while subject design centers only on the cluster of content, discipline design focuses on academic disciplines. Discipline refers to specific knowledge learned through a method which the scholars use to study a specific content field. Students in history should learn how biologists learn, and so with students in mathematics should learn how mathematician learn. In the same manner, teachers should teach how the scholars in the discipline will convey the particular knowledge. The discipline design model of curriculum is often used in college, but not in the elementary or secondary levels. So from the subject-centered curriculum, curriculum moves higher to discipline when the students are more nature and are already moving towards their career path or disciplines as science, mathematics, psychology, humanities, history, and others. Discipline becomes the degree program. c. Correlation design- This comes from core, correlated curriculum design that links separate subject designs in order to reduce fragmentation. Subjects are related to one another but each subject maintains its identity. For example, English literature and social studies correlate well in the elementary level. In the two subjects, while history is being studied, different literary pieces during the historical period are being studied. The same is true when science becomes the core, mathematics is related to it, as they are taken in chemistry, physics and biology. Another example is literature as the core and art, music, history, geography will be related to it. To use correlated design, teachers should come together and plan their lessons cooperatively. d. Broad field design/ interdisciplinary- Broad field or interdisciplinary design is a variation of the subject-centered design. This design was made to prevent the compartmentalization of subjects and integrate the contents that are related to each other. Thus subjects such as geography, economics, political science, anthropology, sociology and history are fused into one subject called social studies. Languages are will include grammar, literature, linguistics, spelling and composition. Sometimes called holistic curriculum, broad field design draws around themes and integration. 2. Learner-Centered Design-Among the progressive educational psychologists, the learner is the center of the educative process. This emphasis is very strong in the elementary level, however more concern has been placed on the secondary and even the tertiary levels. Although in high school, the subject or content has become the focus and in the college level, the discipline is the center, both levels still recognize the importance of the learner in the curriculum. Here are some examples of the learner-centered designs.

36. 36. 36 a. Child-centered design- This design is often attributed to the influence of John Dewy, Rouseau, Pestallozi and Froebel. The curriculum design is anchored on the needs and interests of the child. The learner is not who engages with his/her environment. One learns by doing. Learners actively create; construct meanings and understanding as viewed by the constructivists. In the child-centered design, learners interact with the teachers and the environment, thus there is a collaborative effort on both sides to plan lessons, select content and do activities together. Learning is a product of the child's interaction with the environment. b. Experience-centered design- This design is similar to the child-centered design. Although, the child remains to be the focus, experience-centered design believes that the interests and needs of learners cannot be pre-planned. Instead, experiences of the learners become the starting point of the curriculum, thus the school environment is left open and free. Learners are made to choose from various activities that the teacher provides. The learners are empowered to shape their own learning from the different opportunities given by the teacher. In a school where experience-centered curriculum is provided, different learning centers are found, time is flexible and children are free to make options. Activities revolve around different emphasis such as touching, feeling, imagining, constructing, relating, and other. The emergence of multiple intelligence theory blends well with experience-centered design curriculum. c. Humanistic designs- The key lead personalities in this curriculum design were Abraham Maslow and Carl Rogers. Maslow's Theory of self-actualization explains that a person who achieves this level is accepting of self, others and nature; is simple, spontaneous and natural; is open to different experience; possesses empathy and sympathy towards the less fortunate, among many others. The person can achieve this state of self-actualization later in life but has to start the process while still in school. Carl Rogers, on the other hand, believed that a person can enhance self directed learning by improving self understanding and basic attitudes to guide behavior. In a humanistic curriculum, the development of self is the ultimate objective of learning. It stresses the whole person and the integration of thinking, feeling and doing. It considers the cognitive, affective and psychomotor domains to be interconnected and must be addressed in the curriculum. It stresses the development of positive self-concept and interpersonal skills. 3. Problem- Centered Design – Generally, problem- centered design draws on social problems, needs, interest and abilities of the learners. Various problems are given emphases. There are those that center on life situations, contemporary life problems, areas of living and many others. In this curriculum, content cuts across subject boundaries and must be based on the needs, concerns and abilities of the students. Two examples are given for the problem- centered design curriculum. a. Life- situations design – What makes the design unique is that the contents are organized in ways that allow students to clearly view problem areas clearly. It uses the past and the present experiences of learners as a means to analyze the basic areas of living. As a starting point, the pressing immediate problem of the society and the students' existing concerns are utilized. Based on Herbert Spencer's curriculum writing, his emphases were activities that sustain life, enhance life, aid in rearing children, maintain the individual's social and political relations and enhance leisure, tasks and feelings. The connection of subject matter to real situations increases the relevance of the curriculum. b. Core design – another example of problem- centered design is core design. It centers on general education and the problems are based on common human activities. The central focus of the core design includes common needs, problems, concerns of the learners. Popularized by Faunce and Bossing in 1959, they presented ways on how to proceed following a core design of a curriculum as follows:

37. 37. 37 1. The problem is selected by either the teacher or students. 2. A group consensus is made to identify the important problems and interest of the class. 3. Problems are selected on the basis of developed criteria for selection. 4. The problem is clearly stated and defined. 5. Areas of study are decided, including dividing the class by individual or group interests. 6. Needed information is listed and discussed. 7. Resources for obtaining information are listed and discussed. 8. Information is obtained and organized. 9. Information is analyzed and interpreted. 10. Tentative conclusions are stated and tested. 11. A report is presented to the class on an individual or group basis. 12. Conclusions are evaluated. 13. New avenues of exploration toward further problem solving are examined. TAKE ACTION A. With the use of knowledge gained in the presentation above, choose one (1) of the three activities in this lesson. You may work in groups of five. Activity 1 – The Basic Education Curriculum Get hold of the Department of Education Basic Education Curriculum (BEC) curriculum. Borrow this from any teacher in the public school. Study the curriculum and answer the questions that follow: 1. Do you find the curriculum elements existing in the BEC? Identify two (2) examples of each element. Include these in tour portfolio collection. 2. In the BEC itself, you may find several curriculum designs which were presented before. Identify at least three (3) designs and explain. Activity 2 – Secondary Education Curriculum Get hold of the DepEd Secondary Education Curricula. Borrow this from the principal or any high school teacher. Study the curriculum and answer the two (2) items that follow. 1. Do you identify the elements of the curriculum in the written curriculum that you borrowed? Identify two (2) examples of each element. Include the examples in your portfolio collection. 2. What curriculum designs do you find in the high school? Identify and give examples or explain. Activity 3 – Tertiary Education Curriculum (Your Degree Program) Borrow a syllabus from any of your college teachers. This is an example of a written curriculum. Study this and answer the two items that follow. 1. What elements of a curriculum do you find in the syllabus? Copy at least two (2) examples of each element and include these in your portfolio collection. 2. Can you identify, what curriculum design or designs your teacher is using? Identify and give explanation to the design you have identified.

38. 38. 38 B. Further action. 1. Go to the library or search the internet and read about the following persons. Find out how each person influenced curriculum designs. Add this information to your portfolio collection. a. Carl Rogers b. Abraham Maslow c. Henry Morisson d. John Dewey e. Friedrich Froebel REFLECT 1. Which of the curriculum design do you prefer? Why? 2. If there is a need to modify something in your college curriculum, in what aspects are these? How? SELF- CHECK A. Quick Match. To Quickly check on what you have learned, match Column A with Column B. On Column A you will find descriptions of Curriculum Designs. Match these with appropriate names of Curriculum Designs. Column A (Description) Column B (Curriculum Designs) 1. The development of the self is the A. Subject- centered ultimate objective of learning. 2. Draws around themes and is B. Humanistic design interdisciplinary. It reduces compartmentalization of separate subjects. 3. Content- centered, mostly C. Broadfields patterned after textbooks. School hours are allotted into different separate subject areas. 4. Usually learning centers are D. Problem-centered provided in the classrooms. Learners are made to choose from various activities that the teacher provides. 5. Contents cut across subject E. Experience centered boundaries thus problems are not subject specific. They center on the life situations.

39. 39. 39 B. Identification. Who is this person? 1. With William Harris, he is a firm believer of the subject centered curriculum design. 2. He proposed the theory of self- actualization which influenced the humanistic curriculum design. 3. “One learns by doing.” This is his popular belief. 4. His writings became the basis of life situation design, where learning activities include those which sustain and enhance life, and maintain social and political relations. 5. He believed that a person can enhance self- directed learning or learning how to learn by improving self- understanding.
40. 40. 40 MODULE II Crafting the Curriculum LESSON 2 Dimensions and Principles of Curriculum Design Purita P. Bilbao, Ed.D TAKE-OFF As previously learned, crafting a curriculum follows some designs. Curriculum designs provide clear relationships between and among the different elements of the curriculum: objectives, contents, activities and evaluation. Considering all of these elements, as a curriculum designer, one has to look into the parameters or dimensions upon which a design can be crafted. This lesson, will allow you to consider some of these dimensions and provide some principles in its use in curriculum development. FOCUS Let us always focus on the four elements of a curriculum as bases in identifying what to be considered in designing a curriculum. Many curricularists suggest to view a design from the following dimensions: scope, sequence, continuity, integration, articulation and balance. Dimensions of Curriculum Design Scope – Tyler and Ornstein (2004) defines scope as all the content, topics, learning experiences and organizing threads comprising the educational plan. Scope does not only refer to the cognitive content, but also to the affective and psychomotor content. It is the depth, as well as, the breadth of these contents. The terms broad, limited, simple, general are few of the words that can describe the scope. With the limitless knowledge that abounds, scope provides boundaries in curriculum as it applies to the different educational levels. It is here where the decision making skill of the teacher is needed. Curriculum is time-bound, hence the appropriate scope should be provided such that the curricular coverage should not be too much nor too minimal. Other considerations in the determination of the scope should include time, diversity and maturity of the learners, complexity of the content, and level of education. Simply said, scope refers to the coverage of the curriculum. The scope of the curriculum can be divided into chunks called units, sub-units, chapters or sub-chapters as the case may be. Each chunk is guided by the general curriculum objectives or goals. The division of the content may use the deductive principle from the whole to the parts which will have a cascading arrangement or the inductive principle from the examples to the generalization. Inductive arrangement of a scope begins with the simple concepts to general content. Topical arrangement or content outline of the curriculum may follow some design as thematic, linear or logical. Sequence – To provide continuous and cumulative learning, a vertical relationship among the elements of the curriculum provides the sequence. Contents and experiences are arranged in hierarchical manner, where the basis can either be logic of the subject matter or on the developmental patterns of growth of the cognitive, affective and
41. 41. 41 psychomotor domains. Some schools formulate their curricular objectives, content and experiences by grade levels and consider the stages of thinking. Smith, Stanley and Shore (1957) introduced four principles for sequence. These are the following: 1. Simple to complex learning – Content and experiences are organized from simple to complex, from concrete to abstract, from easy to difficult. This principle is in consonance with developmental theories of learning and cognition. 2. Prerequisite learning – It means that there are fundamental things to be learned ahead. Like addition before multiplication in the mathematics or letters before words, words before phrases and phrases before sentences. 3. Whole to part learning – this principle has relations to gestalt. The forest before the trees. The overview before the specific content or topics. The meaning can be very well be understood if everything will be taken as a whole. 4. Chronological learning – The order of events is made as a basis of sequencing the content and the experiences. This principle is closely allied to history, political science or world events. Time is the factor to be considered. The sequence can be arranged from the most recent to the distant past or vice versa. On the other hand, Posner and Rudnitsky (1994) presented five major principles for organizing content in units, which can also be applied to a curriculum. In each major type are subtypes which explain in detail the principles. These major principles are: 1. World-related sequence – What relationship exists among people, objects or events of the world? How can contents and experiences be arranged so that they will be consistent with the world? a. Space – Spatial relations will be the basis for the sequence. Closest to farthest, bottom to top or east to west. Teach the parts of the plants from the roots to the stems to the leaves, flowers and fruits. Teach about the places from the equator to the poles or from the plains to the mountains. b. Time – This is similar to the chronological principle of Smith, et al. The content is based from the earliest to the more recent. Teach the Philippine Presidents from the first to the current. Teach discoveries from the earliest to the most recent. c. Physical attributes – this principle refers to the physical characteristics of the phenomena such as age, shape, size, brightness and others. For example, topics for the three regions, Luzon, Visayas and Mindanao should be ahead of the Panay, Negros, Cebu, Bohol for the Visayas. Likewise, topics when dealing with the planets, Mercury, Venus, Earth, Mars before Jupiter, Saturn, Uranus and Pluto should be taken up. this sequence considers the attribute distance from the sun. 2. Concept-related sequence – This arrangement reflects the organization of the conceptual world, how ideas are related together in a logical manner. a. Class relations – Class concept refers to the group or set of things that share common practices. Teaching the characteristics of the class ahead of the characteristics of the member of the class. For example, teach mammals before teaching specific animals or compare sound and light before discussing about wave motion. b. Propositional relations – A statement that asserts something. Sequence is arranged so that evidence is presented ahead before proposition. Example will be too teach the

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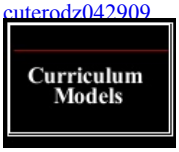

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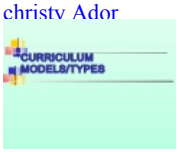

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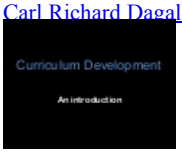

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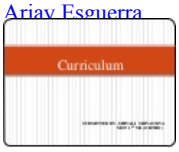

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