Models of Curriculum Design

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What is Curriculum Design?

Curriculum is a design **PLAN** for learning that requires the purposeful and proactive organization, sequencing, and management of the interactions among the teacher, the students, and the content knowledge we want students to acquire.

What is a Curriculum Model?

A model is a format for curriculum design developed to meet unique needs, contexts, and/or purposes. In order to address these goals, curriculum developers design, reconfigure, or rearrange one or more key curriculum components.
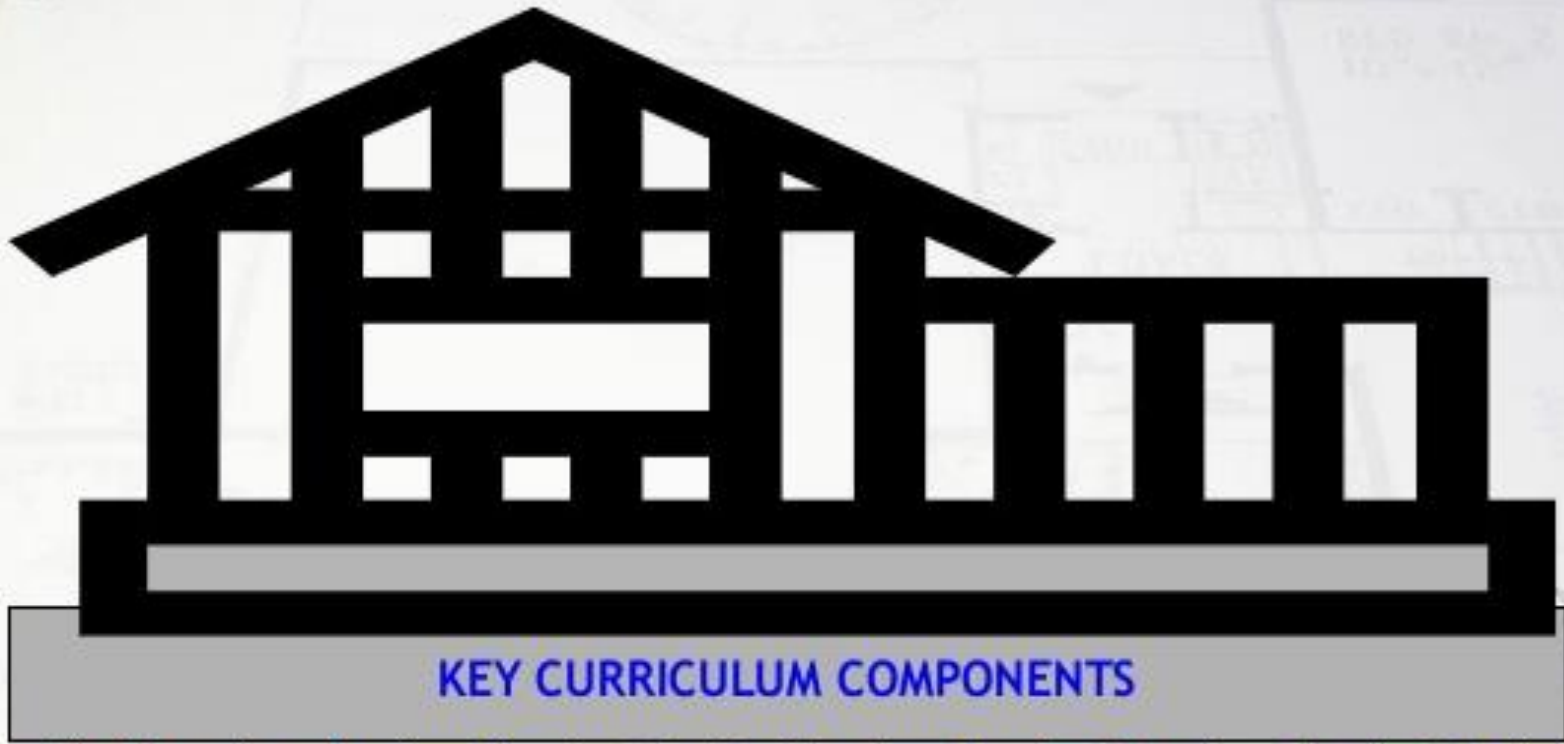
KEY CURRICULUM COMPONENTS

Content · Assessment · Intro · Teaching · Learning · Products · Resources · Grouping · Extensions · Modifications

Rationality of Curriculum Development

- Why should we differentiate our curriculum?
- What kinds of student differences should we address?
- How will we develop or revise curriculum to address these differences?
- What should we expect from differentiation?

The Tyler Model

- One of the best known curriculum models is The Tyler Model introduced in 1949 by Ralph Tyler in his classic book *Basic Principles of Curriculum and Instruction* in which he asked 4 questions:

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 *organised*?
4. How can we determine whether these purposes are being *attained*?

The Taba Model

- Another approach to curriculum development was proposed by Hilda Taba in her book *Curriculum Development: Theory and Practice* published in 1962.
- She argued that there was a definite order in creating a curriculum. She believed that teachers, who teach the curriculum, should participate in developing it which led to the model being called the *grass-roots approach*.
- She noted 7 major steps to her grass-roots model in which teachers would have major input. She was of the opinion that the Tyler model was more of an administrative model.

7 steps

- Diagnosis of Needs
- Formulation of Objectives
- Selection of Content
- Organization of Content
- Selection of Learning Experience
- Organization of Learning Experiences
- Evaluation and Means of evaluation

The Saylor and Alexander Model

The Saylor and Alexander Model

- Galen Saylor and William Alexander (1974) viewed curriculum development as consisting of four steps. According to them, curriculum is "a plan for providing sets of learning opportunities to achieve broad educational goals and related specific objectives for an identifiable population served by a single school centre"

- *Goals, Objectives and Domains*: The model indicates that curriculum planners begin by specifying the major educational goals and specific objectives they wish to accomplish. Each major goal represents a curriculum domain and they advocate 4 major goals or domains: personal development, human relations, continued learning skills and specialisation. The goals, objectives and domains are selected after careful consideration of several external variables such as findings from educational research, accreditation standards, views of community groups and others.

- *Curriculum Designing*: Once the goals, objectives and domains have been established, planners move into the process of designing the curriculum. Here decision is made on the appropriate learning opportunities for each domain and how and when these opportunities will be provided. Will the curriculum be designed along the lines of academic disciplines, or according to student needs and interests or along themes? These are some of the questions that need to be answered at this stage of the development process.

- *Curriculum Implementation*: After the designs have been created the next step is implementation of the designs by teachers. Based on the design of the curriculum plan teachers would specify instructional objectives and then select relevant teaching methods and strategies to achieve the desired learning outcomes among students in the classroom

- *Evaluation*: Finally, curriculum planner and teachers engage in evaluation. The model proposed that evaluation should be comprehensive using a variety of evaluation techniques. Evaluation should involve the total educational programme of the school and the curriculum plan, the effectiveness of instruction and the achievement of students. Through the evaluation process, curriculum planner and developers can determine whether or nor the goals of the school and the objectives of instruction have been met.