Topic#3: Model for Curriculum Development

Objectives:

- Students should be able to identify models for curriculum development
- Students can distinguish objective model from dynamic model in curriculum development

3.1 Definition: Model refers to relationship between the parts of the process of curriculum development, i.e. objectives, content, method, and evaluation (Brady, 1990;57-8)
3.2 The Objective/Rationale Model

Tyler’s rationale /objective model is based on 4 questions:

• What educational purposes should the school seek to attain?

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

• How can these educational experiences be effectively organized?

• How can we determine whether these purposes are being attained?
The Objective Model:

Stating objectives

Selecting learning experiences

Organizing learning experiences

Evaluation
Strengths of the objective model

- Provide curr. Developer with a clear direction and a guide for the remaining process
- provide a fixed guide which could simplify the process
- provide a logical sequence of curriculum element
Weaknesses of the objective model

- In practice, the curriculum dev. is rarely fixed.
- The model cannot account for the complexities in learning processes and outcomes.
- The model insists on curr. developer starting by predicting specific objectives (tend to limit what students can learn).
- Planning by objectives treats ends (objectives) and means (content and method) separately.
3.3 The Cyclical Model

1. Aims, goals, objectives
2. Selection of learning experiences
3. Selection of content
4. Organization and integration of learning experiences and content
5. Evaluation

Wheeler Model
Strengths of cyclical model

- Provide logical sequence
- Provide baseline data for objectives
- Able to cope with changing circumstances
- Provide flexibility (and relevant to school situations and more appropriate to curr.dev. by teachers)
Weaknesses of cyclical model

- It is difficult to locate
- It is not different from objective model since it adopts logical sequence
- It takes time to undertake an effective situational analysis
3.4 Dynamic/interaction model

Objectives

Selecting Learning experiences (content)

Organizing learning experiences

Evaluation
Another Dynamic model

- Situation Analysis
- Goal formulation
- Program building
- Interpretation and implementation
- Monitoring, feedback, assessment, reconstruction
Strenths of dynamic model

- Curriculum developer can begin with any of the elements
- The model allows curriculum developer to change the order of planning (to move to and fro amongst the curr elements)
- The model offers flexibility
Weaknesses of dynamic model

- The model doesn’t necessarily specify objectives
- The model offers so little direction
- The curr. developers need a lot of time to determine the beginning stage in curr. Dev.
3.5 Continuum of curriculum models

Objective Models                         Cyclical models                         Dynamic/interaction models