Week 2
Teacher’s Roles, Curriculum Development, Models of Curriculum, Tyler’s Model

EDU555
Curriculum & Instruction

Encik Muhamad Furkan Mat Salleh
Teacher’s Roles in Curriculum Development
How does the three entities relate to one another?

- Curriculum
- Teacher
- Students
TEACHER’S ROLE IN CURRICULUM DEVELOPMENT

- Teachers need to have the **knowledge of curriculum development**

- Involved daily in curriculum development by **implementing** the curriculum through the process of teaching and learning.

- **Prepare daily lesson plan** in their teaching and learning.
Main Role: T & L
-Knowledge is a MUST

Implementation of curriculum through T&L (How?)

- Curriculum (Plan of Study)
- Syllabus (Course of Subject)
- Scheme of Work (Weekly Plan)
- Lesson Plan (Daily Plan)
Curriculum Development

CURRICULUM

3 MAIN stages

PLANNING
(What to teach?)

Identifying philosophy, vision and mission
Setting goals and objectives
Designing the curriculum
Implementing the Curriculum (T&L)
Managing resources
Evaluating the curriculum
Revising the curriculum

IMPLEMENTATION
(How to teach it?)

EVALUATION
(How to evaluate it?)
Models of Curriculum
Models of Curriculum Construction

There are many models in curriculum construction. In this course, **4 models** of curriculum construction will be discussed.

- The Tyler’s / Objectives Model
- The Interaction / Dynamic Model
- Taba’s Model
- Contemporary Model
Tyler’s / Objectives Model

- Proposed by **Ralph Tyler (1950)**
  *Basic Principles of Curriculum and Instruction* (1949/50)

- Based on the "**Eight-Year Study**" (1933–1941), a national program, involving 30 secondary schools and 300 colleges and universities, that addressed narrowness and rigidity in high school curricula.

- The most **common model** - shaping curriculum and instructional design to this day
About Ralph Tyler

- American educator - He has been called by some as "the father of educational evaluation and assessment".
- Bachelor's degree (1921) - Doane College in Crete, Nebraska.
- A high school science teacher (1923) - Pierre, South Dakota
- Master's degree (1923) - University of Nebraska
- Ph.D. (1927) - University of Chicago in 1927
- Served few universities
  - University of North Carolina (1927)
  - Ohio State University (1927)
  - University of Chicago (1938)
  - Stanford University (1953)
Fundamental Questions (delivering and evaluating instruction)

- What educational purposes should the school seek to attain? *(Defining appropriate learning objectives.)*

- How can learning experiences be selected which are likely to be useful in attaining these objectives? *(Introducing useful learning experiences.)*

- How can learning experiences be organized for effective instruction? *(Organizing experiences to maximize their effect.)*

- How can the effectiveness of learning experiences be evaluated? *(Evaluating the process and revising the areas that were not effective.)*
Tyler’s / Objectives Model

1. **OBJECTIVES**
   - Stating the aims and objectives of the program based on the respective philosophy of education

2. **CONTENT**
   - Selecting the contents or subject matter to help students achieve the objectives

3. **METHOD**
   - Deciding on the method to organize and present the contents

4. **EVALUATION**
   - Determining the method to measure the extent objectives are achieved
Objectives

“The progressive emphasizes the importance of studying the child to find out what kinds of interests he has, what problems he encounters, what purposes he has in mind. The progressive sees this information as providing the basic source for selecting objectives”

(Denham, 2002)

Should be based on an analysis of:

- the student as a learner
- the contemporary life outside the school (society)
- opinion of specialists in the various subjects
Objectives

The objectives identified need to be screened and reduced to a small number of:

- consistent, **highly important** objectives
- be **in line with** the educational philosophy, goals, aims and objectives
- **psychology of the learner** and learning
Objectives

Should

- be specified precisely to indicate what is supposed to be learned, to enable accurate assessment

- specify the changes to be brought about in the students, to show evidence of attainment of objectives
“Tyler believes that students learn through exploration. Like his mentor, John Dewey, Tyler believes teachers should encourage children to become actively engaged in discovering what the world is like”

(Denham, 2002)

- Determine the contents or subject matter and learning experiences that might lead to the attainment of the stated objectives
Contents

Selection of Subject Matter

- It should be:
  - relevant, adequate
  - balanced in term of breadth and depth

(i) scope: amount, depth of coverage, concentration

(ii) sequence: hierarchy & progression of complexity or difficulty
"Central to Tyler’s Model is effectively organizing the learning activities. Students need concrete experiences to which the readings are meaningfully connected. Three major criteria are required in building organized learning experiences: continuity, sequence and integration”

(Denham, 2002)

Once the contents are selected, it should be organized based on the following principle:

- Principle of Continuity, Sequence and Integration
Method

Principles of Continuity
• Important objectives need to be continuously repeated (many times) and in different ways so that they are learned thoroughly

Principles of Sequence
• Learning experience should build on one another, according to proper sequence or order
• Taking students more deeply into the subject each time

Principles of Integration
• Learning experiences need to be to be coherent and related to one another
Method

- Decide on the **method of implementing** the curriculum through the process of T&L - Lecture, discussion, experiment, demonstration, role-play, forum, debate, field trip/fieldwork, presentation, technology, class project, story telling etc
Evaluation

- Determine the method to measure whether the curriculum is achieving the desired objectives or results

- Using a *variety of methods* e.g. tests, work samples, questionnaires, records, etc.

- It involves an appraisal of the *students’ actual behaviour*
Evaluation

- It should be **carried out at several different times** to secure evidence of the permanence of the learning achieved.

- Results should be used to:
  - indicate **strengths and weaknesses** of the program
  - to plan for **revision**
Strengths or advantages of the Tyler’s Model

1. **Logical** as it begins with stating the objectives

2. Objectives are **clearly defined** in the purposes.

3. Organized as it follows **step by step process**

4. **Practical** as it portrays the actual process of curriculum development
Criticisms of The Tyler Model

- Governed by objective
  - a) Narrowly interpreted objectives (acceptable verbs)
  - b) Difficult and time consuming construction of behavioral objectives

- It’s a linear – step by step process which can be tedious
Criticisms of The Tyler Model

- Too rigid
  - a) Curriculum restricted to a constricted range of student skills and knowledge
  - b) Critical thinking, problem solving and value acquiring processes cannot be plainly declared in behavioral objectives
  - c) the process need to follow the four steps - in order
Criticisms of The Tyler Model

- Learning experiences are individual and are not totally within the power of the teacher to select.
  - The teacher can control the learning experience through the manipulation of the environment, which results in stimulating situations sufficient to evoke the kind of learning outcomes desired.
THANK YOU...