Elements/Components of the Curriculum

The nature of the elements and the manner in which they are organized may comprise which we call a curriculum design.

Component 1: Curriculum Aims, Goals and Objectives

Aims: Elementary, Secondary, and Tertiary
Goals: School Vision and Mission
Objectives: educational objectives
Domains:
1. Cognitive – knowledge, comprehension, application, analysis, synthesis, evaluation
2. Affective – receiving, responding, valuing, organization, characterization
3. psychomotor – perception, set, guided response, mechanism, complex overt response, adaptation, origination

Component 2: Curriculum Content or Subject Matter

Information to be learned in school, another term for knowledge (a compendium of facts, concepts, generalization, principles, theories.

1. Subject-centered view of curriculum: 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
2. Learner-centered view of curriculum: Relates knowledge to the individual’s personal and social world and how he or she defines reality.
Gerome Bruner: “Knowledge is a model we construct to give meaning and structure to regularities in experience”

Criteria used in selection of subject matter for the curriculum:

www.allonlinefree.com
1. self-sufficiency – “less teaching effort and educational resources, less learner’s effort but more results and effective learning outcomes – most economical manner (Scheffler, 1970)

2. significance – contribute to basic ideas to achieve overall aim of curriculum, develop learning skills

3. validity – meaningful to the learner based on maturity, prior experience, educational and social value

4. utility – usefulness of the content either for the present or the future

5. learnability – within the range of the experience of the learners

6. feasibility – can be learned within the tile allowed, resources available, expertise of the teacher, nature of learner

Principles to follow in organizing the learning contents (Palma, 1992)

1. BALANCE . Content curriculum should be fairly distributed in depth and breadth of the particular learning are or discipline. This will ensure that the level or area will not be overcrowded or less crowded.

2. ARTICULATION. Each level of subject matter should be smoothly connected to the next, glaring gaps or wasteful overlaps in the subject matter will be avoided.

3. SEQUENCE. This 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 elated to one another. This is INTEGRATION.

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

Component 3 – Curriculum Experience

Instructional strategies and methods will link to curriculum experiences, the core and heart of the curriculum. The instructional strategies and methods will put into action the goals and use of the content in order to produce an outcome. Teaching strategies convert the written curriculum to instruction. Among these are time-tested methods, inquiry approaches, constructivist and other emerging strategies that
complement new theories in teaching and learning. Educational activities like field trips, conducting experiments, interacting with computer programs 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
2. there is no single best teaching method
3. teaching methods should stimulate the learner’s desire to develop the cognitive, affective, psychomotor, social and spiritual domain of the individual
4. in the choice of teaching methods, learning styles of the students should be considered
5. every method should lead to the development of the learning outcome in three domains
6. flexibility should be a consideration in the use of teaching methods

Component 4 – Curriculum Evaluation

To be effective, all curricula must have an element of evaluation. Curriculum evaluation refer to the formal determination of the quality, effectiveness or value of the program, process, and product of the curriculum. Several methods of evaluation came up. The most widely used is Stufflebeam’s CIPP Model. The process in CIPP model is continuous and very important to curriculum managers.

CIPP Model – Context (environment of curriculum), Input (ingredients of curriculum), Process (ways and means of implementing), Product accomplishment of goals)-process is continuous.

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

1. Focus on one particular component of the curriculum. Will it be subject area, the grade level, the course, or the degree program? Specify objectives of evaluation.
2. Collect or gather 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.

www.allonlinefree.com
5. Report the information. The report of evaluation should be reported to specific audiences. It can be done formally in conferences with stakeholders, or informally through round table discussion and conversations.

6. Recycle the information for continuous feedback, modifications and adjustments to be made.

**Major Foundations of Curriculum**

**Philosophical Foundations of Curriculum:**

Philosophy provides educators, teachers and curriculum makers with framework for planning, implementing and evaluating curriculum in school. It helps in answering what schools are for, what subjects are important, how students 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 following four educational philosophies relate to curriculum:

1. **Perennialism.** The focus in the curriculum is classical subjects, literary analysis and considers curriculum as constant.

2. **Essentialism.** The essential skills of the 3 R's and essential subjects of English, Science, History, Math and Foreign Language is the focus of the curriculum.

3. **Progressivism.** The curriculum is focused on students' interest, human problems and affairs. The subjects are interdisciplinary, integrative and interactive.

4. **Reconstructionism.** The focus of the curriculum is on present and future trends and issues of national and international interests.

Educational philosophy lays the strong foundation of any curriculum. A curriculum planner or specialist, implementer or the teacher, school heads, evaluator anchors his/her decision making process on a sound philosophy.
(Activity: Compare the four Philosophies of Education based on the aim of education, role of education and curriculum trends. How does a strong belief or philosophy influence curriculum?)

**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 the glorious history. Of all foreign educational systems, the American educational system has the greatest influence on our educational system.

The following six curriculum theorists contributed their views on curriculum:

1. Franklin Bobbit (1876-1956) - presented curriculum as a science that emphasizes on students' need.

2. Werret Charters (1875-1952) - considered curriculum also as a science which is based on students' need, and the teachers plan the activities.

3. William Kilpatrick (1871-1965) - viewed curriculum as purposeful activities which are child-centered.

4. Harold Rugg (1886-1960) - emphasized social studies in the curriculum and the teacher plans the lesson in advance.

5. Hollis Caswell (1901-1989) - sees curriculum as organized around social functions of themes, organized knowledge and earner's interests.

6. Ralph Tyler (1902-1994) - believes that curriculum is a science and an extension of school's philosophy, based on students' need and interests.

The historical development shows the different changes in the purposes, principles and content of the curriculum.

(Question: What are the implications of ever-changing curriculum top teachers?)

Psychological Foundations
Psychology provides 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.

The following are the three major groups of learning theories:

1. **Behaviorists Psychology** - consider that learning should be organized in order that students can experience success in the process of mastering the subject matter, and thus, method of teaching should be introduced in a step by step manner with proper sequencing of task.

   (Activity: Discuss the contributions of Edward L. Thorndike, Ivan Pavlov and Robert Gagne to the present views on curriculum)

2. **Cognitive Psychology** - focus their attention on how individuals process information and how the monitor and manage thinking. For the cognitive theorists, learning constitutes a logical method for organizing and interpreting learning. Learning is rooted in the tradition of subject matter where teachers use a lot of problem and thinking skills in teaching learning. These are exemplified by practices like reflective thinking, creative thinking, intuitive thinking, discovery learning, etc.

   (Activity: Discuss the contributions of Jean Piaget, Lev Vygotsky, Howard Gardner, Felder and Silverman and Daniel Goleman to curriculum development.

3. **Humanistic Psychology** - concerned with how learners can develop their human potential. Based 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/her perceptions. Curriculum is concerned with the process not the products, personal needs not subject matter; psychological meaning and environmental situations.

   (Activity: Give the contributions of Abraham Maslow and Carl Rogers to the present field of curriculum development.

4. **Social Foundations of Education**
Schools exist within the social context. Societal culture affects and shapes schools and their curricula.

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 should also imbibe the changes brought about by the formal institutions called schools.

Types of Curriculum Operating in Schools

Allan Glatthorn (2000) describes seven types of curriculum operating in the schools:

1. recommended curriculum - proposed by scholars and professional organizations
2. written curriculum - appears in school, district, division or country documents
3. taught curriculum - what teachers implement or deliver in the classroom 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 - what the students actually learn and what is measured
7. hidden curriculum - the unintended curriculum

Models of Curriculum Development

Ralph Tyler's Model/Rationale
Ralph Tyler considered four considerations in curriculum development:
1. purposes of the school
2. educational experiences related to the purposes
3. organization of the experiences
4. evaluation of the experiences

Hilda Taba's Linear Model

Hilda Taba believed that teachers who teach or implement the curriculum should participate in developing it. Her advocacy was commonly called the "grassroots approach" where teachers could have a major input. She presented seven major steps:
Curriculum Notes

1. diagnosis of learners 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.

**Perenialisme** more emphasis on immortality, ideals, truth and beauty of cultural heritage and social impact of certain. Knowledge is considered more important and less attention to their daily activities. b.

**Essensialisme** stressed the importance of cultural inheritance and gift of knowledge and skills so that learners can become a useful member of society. c.

**Existentialism** emphasizes the individual as a source of knowledge about life and meaning. To memahamu life one must understand himself. d.

**Progresivisme** emphasizes the importance of serving the individual differences, learner-centered, experiential learning and process variations. Progresivisme a basis for studying the development of active learners