



ECPT 7004- ECPT6007 The Teaching Toolkit 2

Curriculum Design

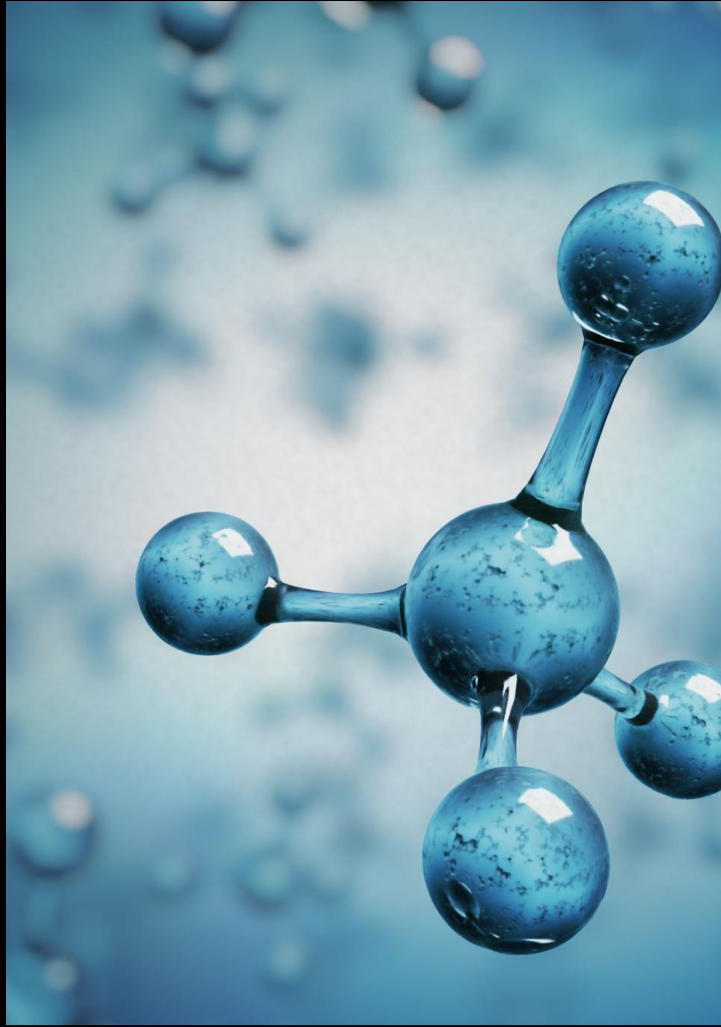


Learning Outcomes

- To consider the process of curriculum design within our own teaching practice
- To evaluate and apply the concept of un-filtering the curriculum within post-compulsory education



Process versus Product models



Product Model

- Also known as behavioural objectives model
- Some key theorists: Tyler (1949), Bloom (1965)
- Model interested in product of curriculum

4 fundamental questions

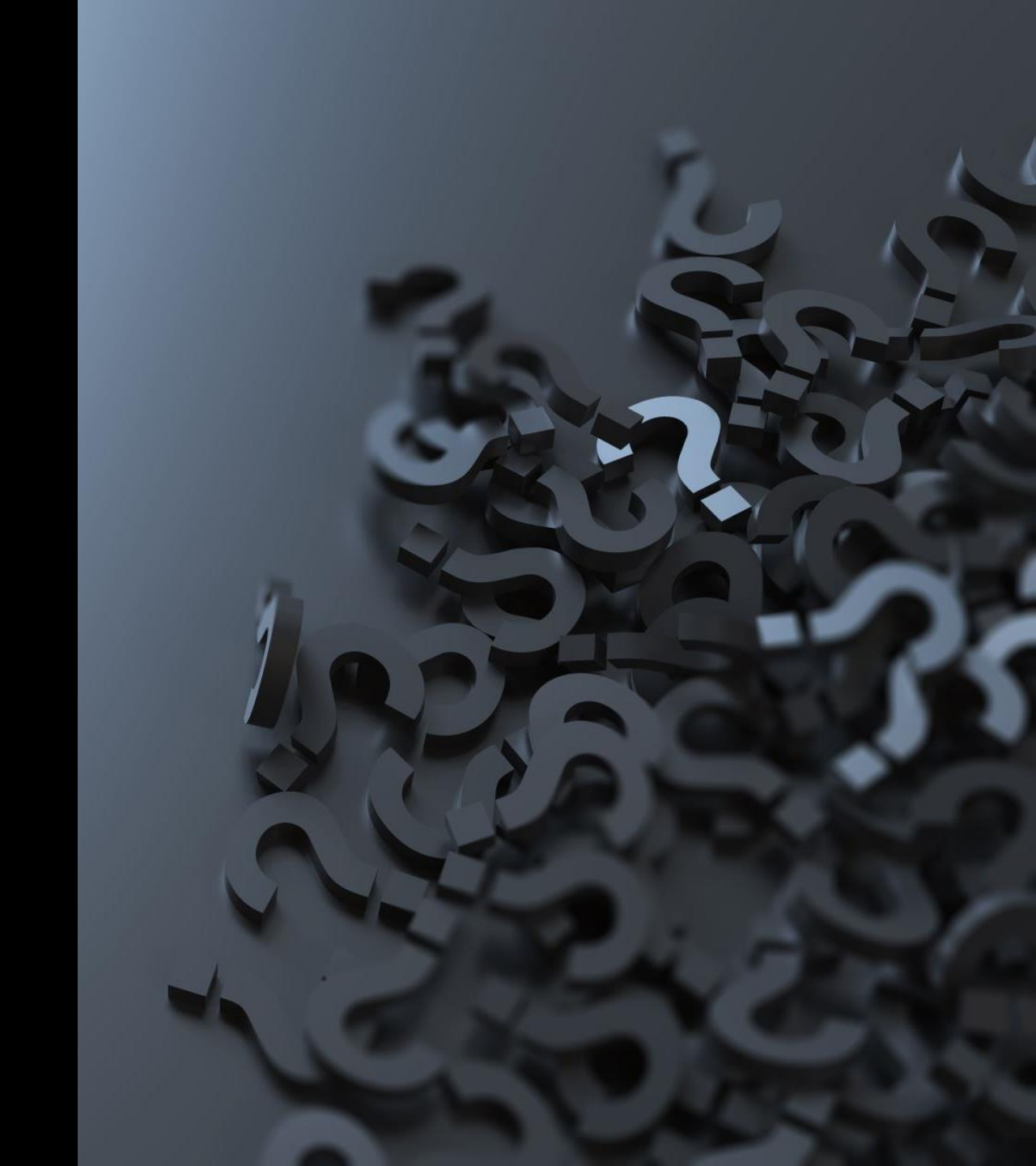
(Adapted from Tyler 1949)

What are aims and objectives of curriculum?

Which learning experiences meet these aims and objectives?

How can the extent to which these aims and objectives have been met be evaluated?

How can these learning experiences be organised?

A large, dark, monochromatic image on the left side of the slide. It features a dense, overlapping pile of three-dimensional question marks. The lighting creates strong highlights and shadows, giving the question marks a metallic or plastic appearance. The pile is more concentrated in the lower-left and center, with some question marks standing out more prominently than others.

Question

Can you think of any advantages or criticisms of this type of curriculum model?

Advantages of product model

- Avoidance of vague general statements of intent
- Makes assessment more precise
- Helps to select and structure content
- Makes teachers aware of different types and levels of learning involved in particular subjects
- Guidance for teachers and learners about skills to be mastered

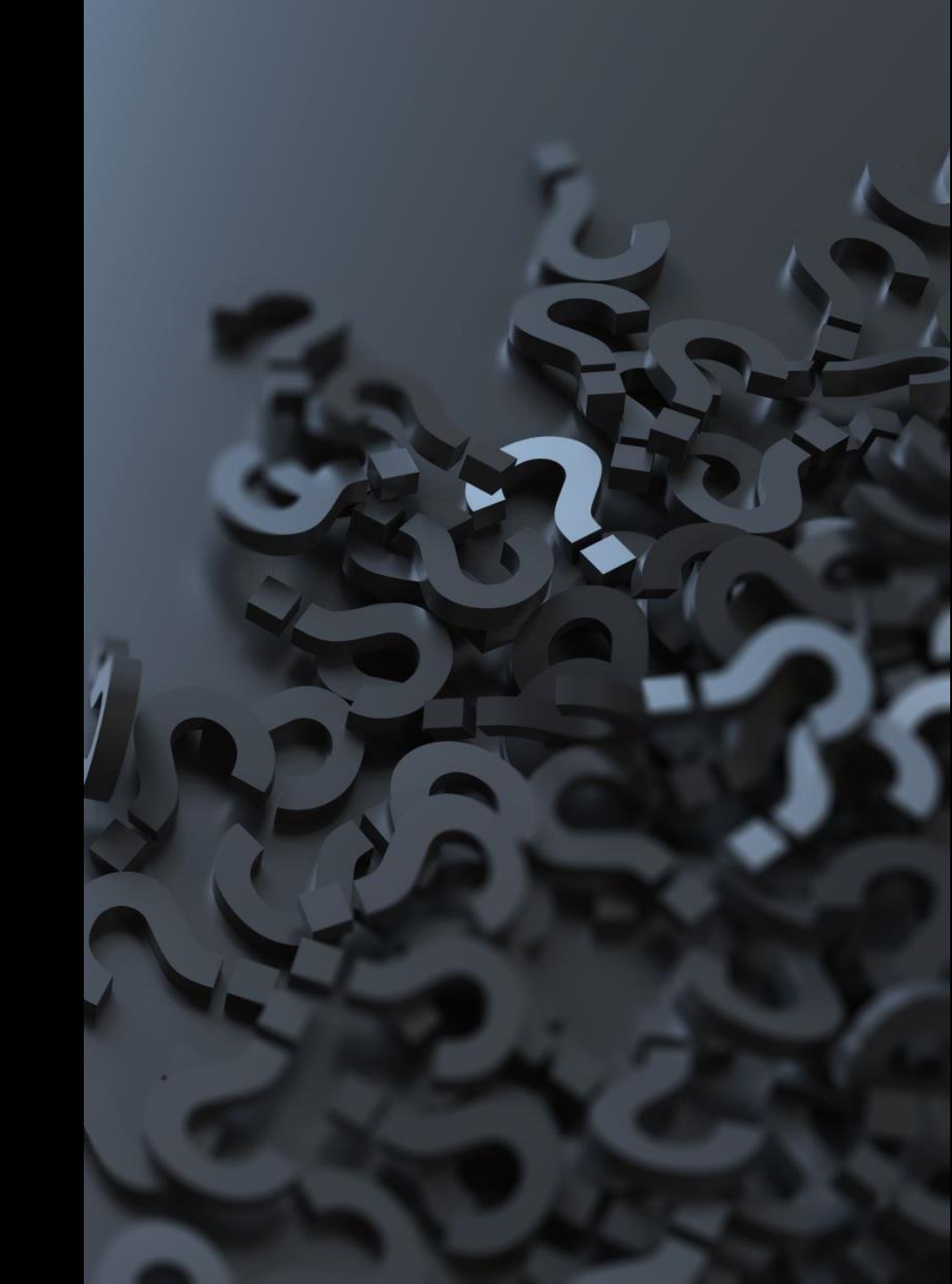
- At lower levels, behavioural objectives may be trite and unnecessary
- Difficult to write satisfactory behavioural objectives for higher levels of learning.
- Specific behaviours not appropriate for affective domain
- Discourages creativity for learner and teacher
- Enshrines psychology and philosophy of behaviourism
- Curriculum too subject and exam bound

Criticisms of product model



Process Model – focuses on...

- Teacher activities and teacher's role
- Student and learner activities (perhaps most important feature)
- Conditions in which learning takes place
- Key thinker Stenhouse (1975)
- Emphasis on means rather than ends
- Learner should have part in deciding nature of learning activities
- More individualised atmosphere
- Assumption that learner makes unique response to learning experiences



Question

Can you think of any advantages or criticisms of this type of curriculum model?

Advantages of process model

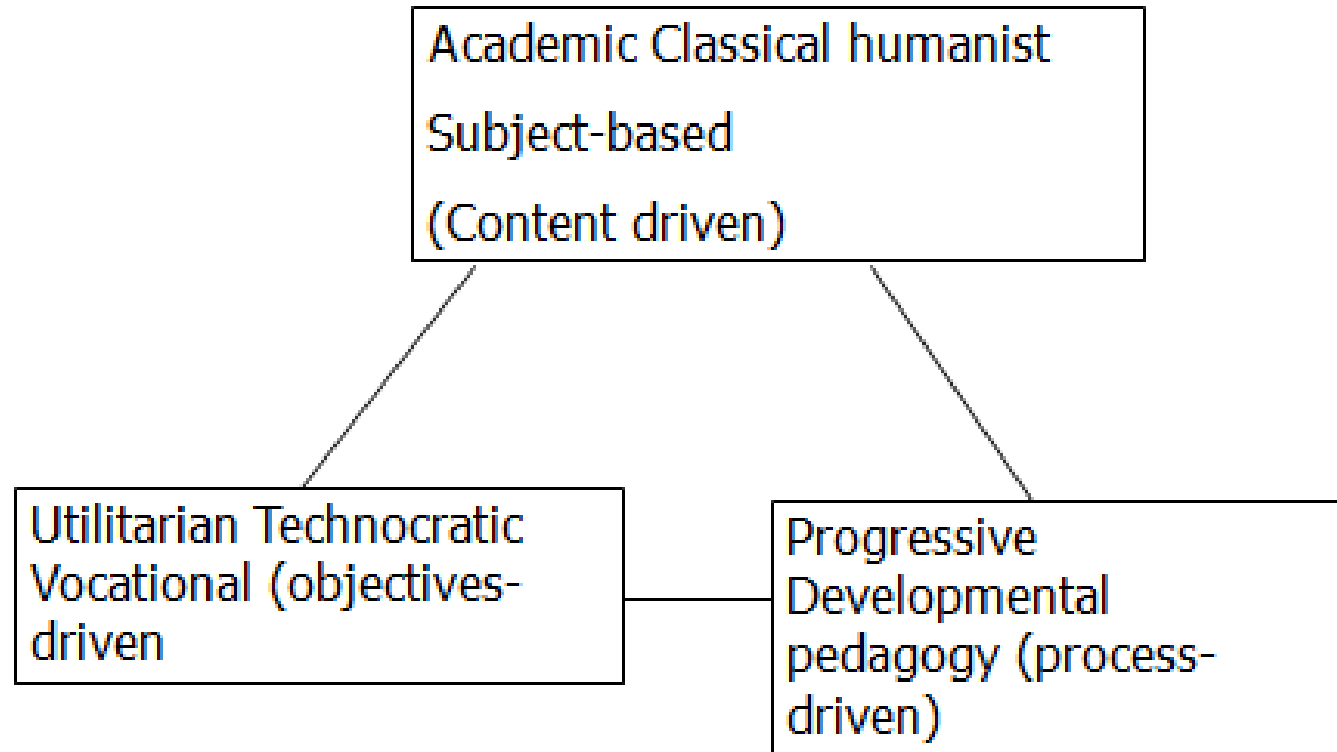
- Emphasis on active roles of teachers and learners
- Emphasis on learning skills
- Emphasis on certain activities as important in themselves and for “life”



Criticisms of process model

- Neglect of considerations of appropriate content
- Difficulty in applying approach in some areas

Links to the curriculum



Academic Classical Humanist

- Autonomy means learning seen as individual process
- Real element of autonomy is academic freedom achieved when one achieves expertise and masters discipline
- Process naturally disenfranchises those without expertise
- Elite decide what elements of knowledge constitute cultural capital and operate processes that admit or qualify those aspiring to join elite
- Assessment: norm referenced, graded, externally imposed
- Teacher: decides on and gives access to knowledge which counts; ensures standards; transmits approved knowledge

Utilitarian Technocratic Vocational

- Autonomy expressed in terms of consumer choice rather than pedagogy
- Students exercise choices over courses or modules in market
- Assessment: competencies, traditionally single-level, criterion-referenced summative, with competencies broken down into many elements
- Teacher: guides students as to what to study, which commodity to choose

Progressive Developmental Pedagogy

- Autonomy means self-directed learning
- Students negotiate with teachers to take control of learning
- Negotiation of tasks, participative pedagogic style
- Assessment: formative, personal, course-work based and open-ended
- Teacher: partners with student; shares in decisions about what to study and when

Academic/ Utilitarian share

- View of knowledge or learning experience as fixed entity determined by authority
- Student bound by larger essentials (subject knowledge or needs of employment)

Academic/ Progressive share

- Antipathy to marketisation and instrumentalism in curriculum

Utilitarian/ Progressive share

- Individual student ownership and responsibility for learning
- Broadly egalitarian approach to education



Task

In groups think about your experience of school and note down everything that you learned during your school years.

Do not limit this to just academic topics but think as broadly as possible about your skills, knowledge and beliefs.



4 Conceptions of Curriculum

- The official curriculum
- The hidden curriculum
- The observed curriculum
- The curriculum-as-experienced

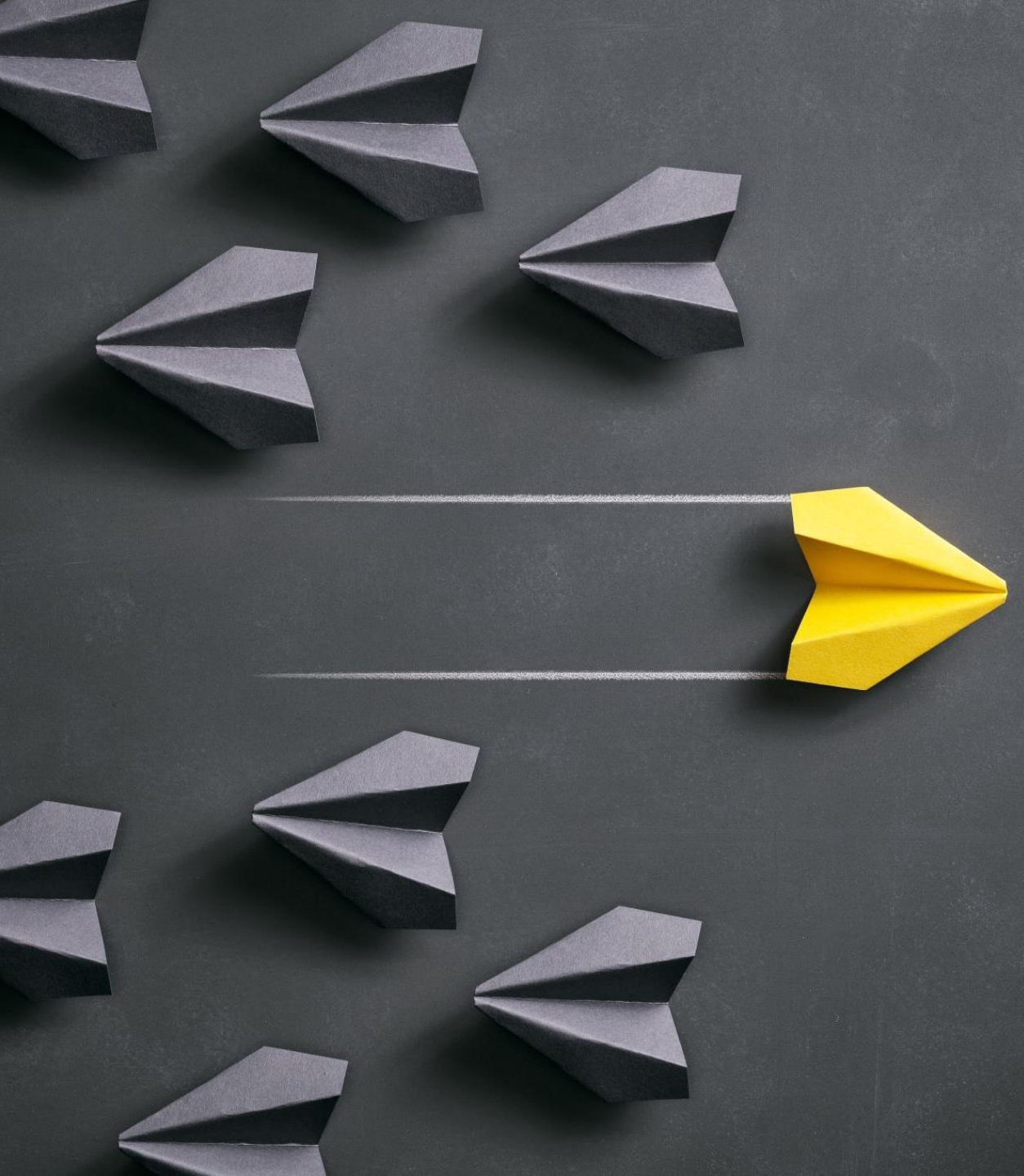


The Official Curriculum

- “A planned course of study”
- Explicitly stated programme of learning
- States intended curriculum content
- Structures sequence and progression, framing content and course activities
- Designed to challenge students and match learning needs

The Hidden Curriculum

- All that is learnt during school/college activities that is not a designated part of official curriculum
- What is “picked up” about e.g. role of teacher/learner, status, attitudes to learning
- Implicit, embedded in taken-for-granted procedures and materials
- May be unrecognised and often examined
- Can have profound effect on self-image on students, and attitudes to education/other social groups



The Observed Curriculum

- What can be seen as taking place in classroom
- May be different from intended official curriculum

Curriculum as experienced



The parts of the curriculum (official and hidden) that actually connect meaningfully with students



Arguably only this aspect which has educational impact – rest is often forgotten!



Curriculum contexts

Vocational

Academic

Community

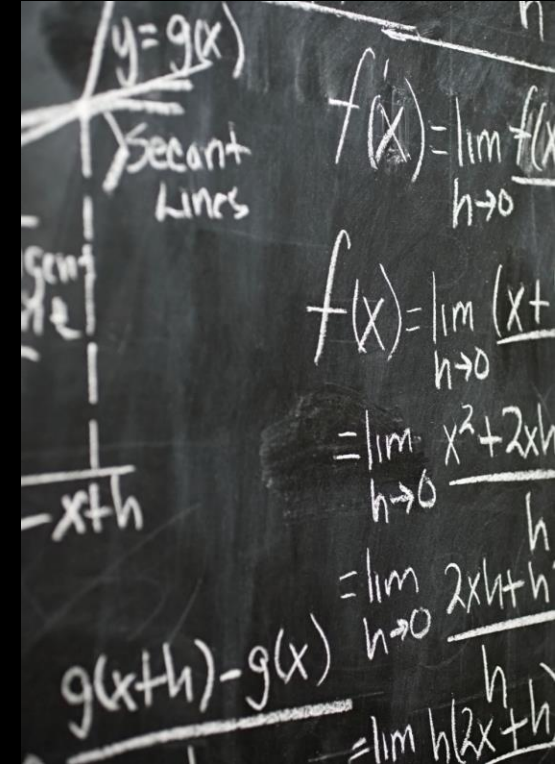
Vocational Curriculum

Characterised as:

- Experientially based in terms of content and teaching method
- Directly relevant to student needs
- Emphasis on core skills

Academic Curriculum (16-19)

- Perceived as educationally elite, high status, traditionally thought of as more challenging
- Classroom based
- Focus on knowledge of given subject area determined by subject experts
- Emphasis on end of course external exams
- At advanced level, free choice of subjects
- “A-level” curriculum dependent on institution
- Can reinforce inequalities



The image shows a chalkboard with handwritten mathematical derivations. On the left, a graph of a function $y = g(x)$ is partially visible, with a secant line drawn through two points on the curve. The text "Secant Lines" is written next to the line. Below the graph, the expression $-x+h$ is written. To the right of the graph, the derivative of $f(x)$ is calculated using the limit definition:

$$f'(x) = \lim_{h \rightarrow 0} \frac{f(x+h) - f(x)}{h}$$
$$f'(x) = \lim_{h \rightarrow 0} \frac{(x+h)^2 - x^2}{h}$$
$$= \lim_{h \rightarrow 0} \frac{x^2 + 2xh + h^2 - x^2}{h}$$
$$= \lim_{h \rightarrow 0} \frac{2xh + h^2}{h}$$
$$= \lim_{h \rightarrow 0} (2x + h)$$

The final result is $2x$.



Community Education

- Traditionally cultural and recreation subjects
- Often held in community venues
- Voluntary attendance
- Usually non-accredited, although accreditation increasing for funding purposes



Un-filtering the curriculum



Question

- What do we understand by the term ‘decolonising the curriculum’?
- What does this look like in practice?

- Decolonising knowledge in educational systems and curricula is linked to changing systems of power, of social and political rule.
- Power relations between the Global North and Global South

What is anti-racism?

“Actively identifying and eradicating the systems, structures and processes that produce radically differential outcomes for ethnic minority groups. It involves acknowledging that even when we do not regard ourselves as ‘racist’ we can, by doing nothing, be complicit in allowing racism to continue. It is not about “fixing” ethnic minority people or communities, but rather about fixing systems that have not benefited and at times even damaged ethnic minority people. It is about working with the considerable strengths and leadership of ethnic minority people and using their lived experiences in how we, collectively, shape and deliver. It is about making a positive and lasting difference.”

Group Task

- Select a curriculum and explore how it approaches un-filtering the curriculum
- Are there any amendments that could be made and what would you suggest is done?

Bibliography/ Further Reading

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