

CURRICULUM DEVELOPMENT

Suttipong Boonphadung

Curriculum development

Curriculum development may refer to preparing a plan of operation for putting into use an existing syllabus, including the selection of textbooks and instructional materials.

Curriculum development activities may begin with the preparation of a syllabus, but quite often they start at a phase when the syllabus is already available.

The concept of curriculum

Curriculum as Plan: In this case, curriculum is seen as a document or a blueprint for teaching. It can be referred to as a ‘syllabus’ if it includes in detail the content to be taught, how it should be presented (methodology) and how it should be assessed. It is also known as the official curriculum, the formal curriculum or the intended curriculum. A syllabus approach to curriculum planning tends to be associated with a transmission type, content-focused approach.

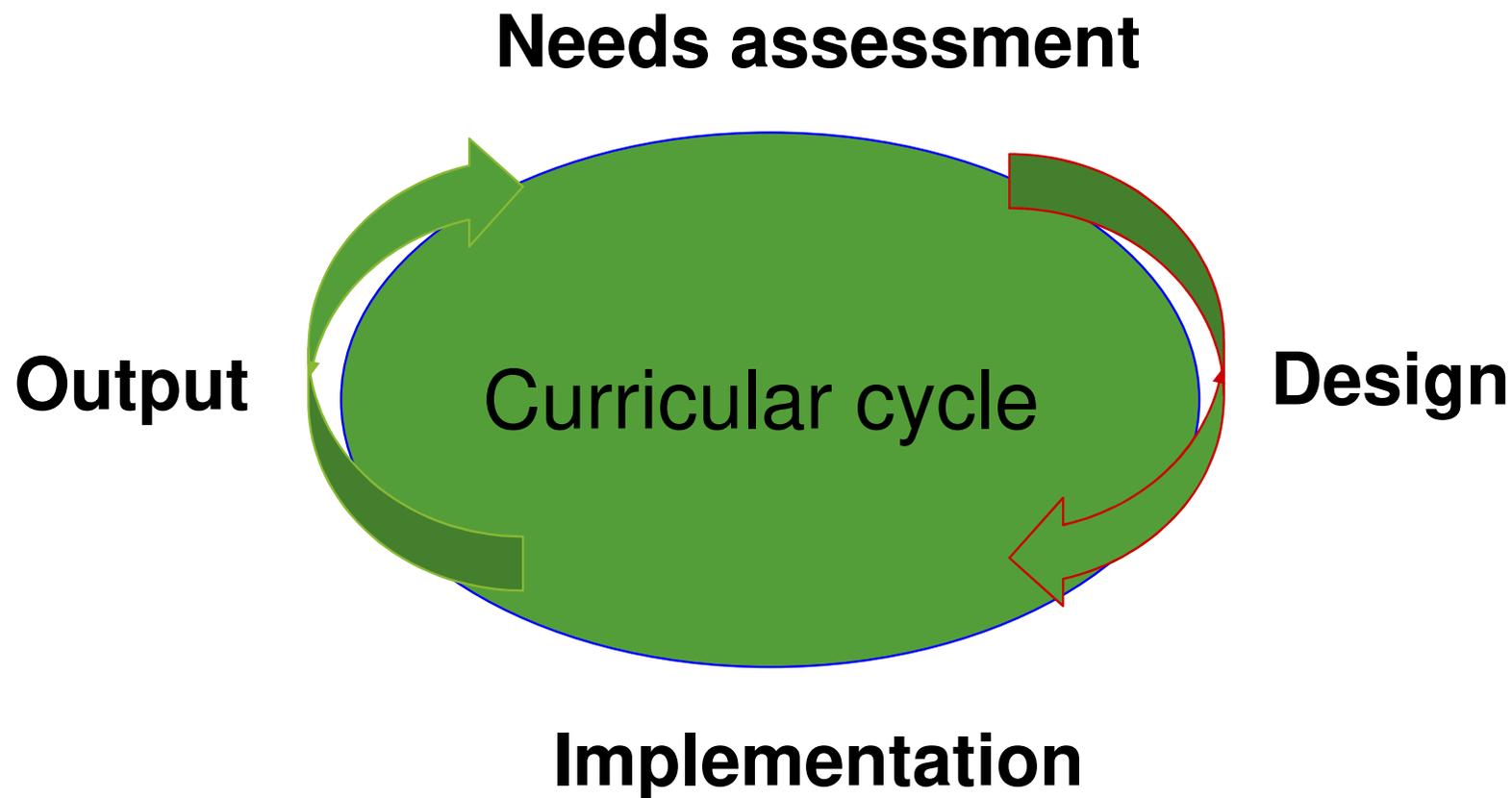
The concept of curriculum

Curriculum as Practice: Here the emphasis is shifted from what is intended to what actually happens. The focus here is on the experiences of both the teacher and the learner. The curriculum as practice may also be known as the experienced curriculum, the actual curriculum or the implemented curriculum.

The concept of curriculum

Curriculum as Social Construct: The key idea here is that a curriculum is constructed by certain people within a society, who have a particular ideology (set of beliefs and values). The curriculum states what knowledge, skills and values these people believe are important for the learners in that society to acquire. So we can think of this as a generally shared understanding of what a curriculum might be, for example learner-centred, outcomes-based and value-driven.

Curriculum planning cycle



Peyton and Peyton, 1998

Problems of developing curriculum and instruction are usually considered in relation to four major types of questions.

1. What educational purposes or objectives should the school or course seek to attain?

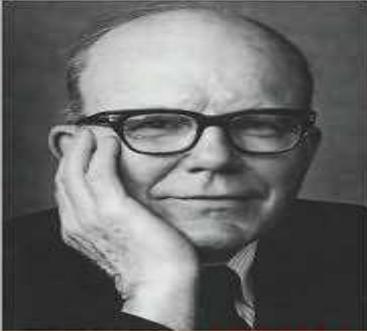
2. What learning experiences can be provided that are likely to bring about the attainment of these purposes?

Problems of developing curriculum and instruction are usually considered in relation to four major types of questions.

3. How can these learning experiences be effectively organized to help provide continuity and sequence for the learner and to help him in integrating what might otherwise appear as isolated learning experiences?

4. How can the effectiveness of learning experiences be evaluated by the use of tests and other systematic evidence-gathering procedures?

Ralph Tyler



Born: April 22, 1902, Chicago, Illinois

Married: 3 times; 3 children

Retired: 1966, Stanford, California

Died: 1994

Education

B. A. Doane College in Crete, Nebraska 1921

M. A. University of Nebraska 1923

Ph. D. University of Chicago 1927

Publications

1949 Basic Principles of Curriculum and Instruction

References

Sanders, J. R., & Worthen, B. R. (1987). *Educational Evaluation: Alternative Approaches and Practical Guidelines*. White Plains, NY: Pitman Publishing Inc.

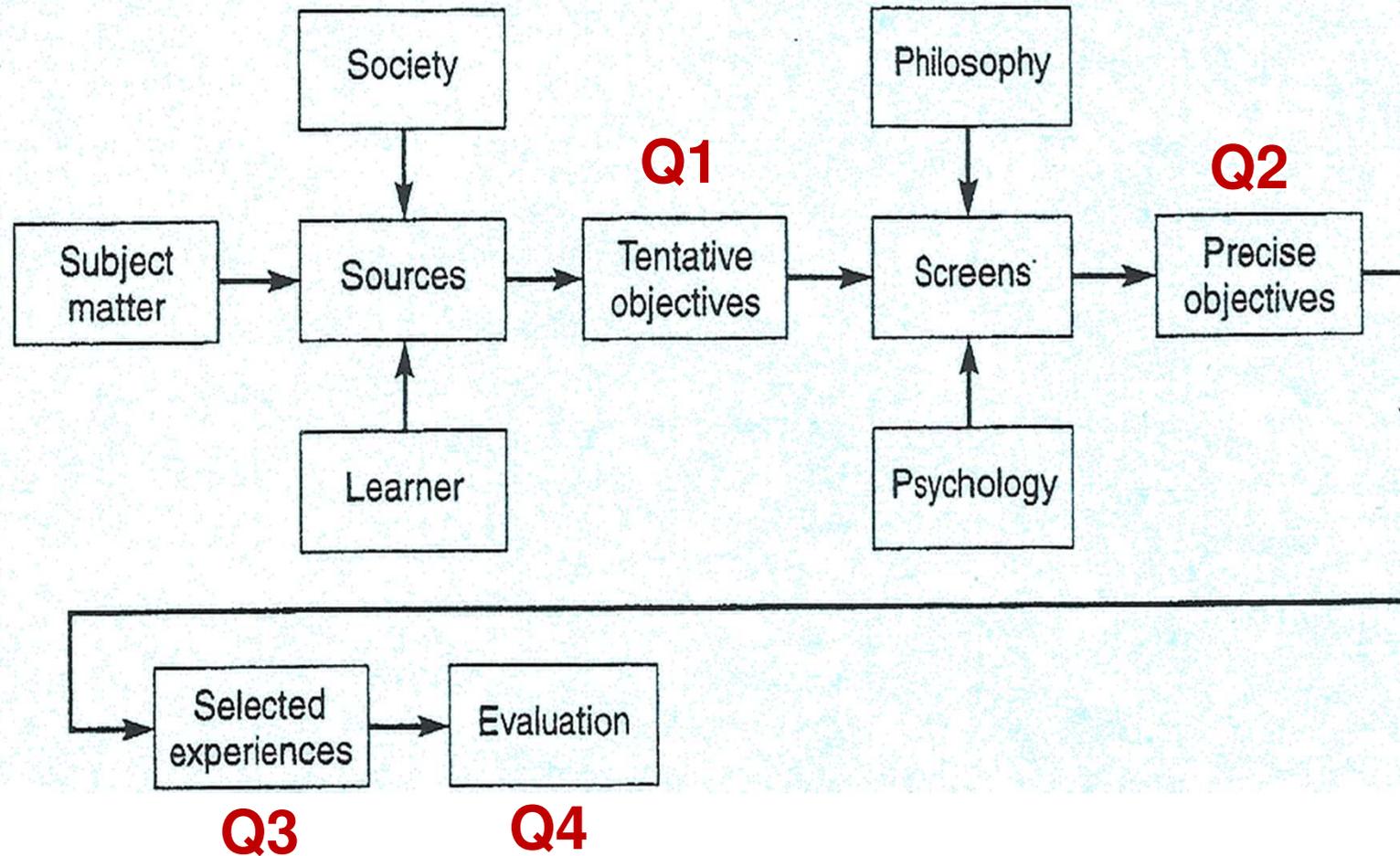
Kral, E. A. (2008). Profile: Ralph Winfred Tyler. Retrieved from <http://nsea.org/news/RwTylerProfile.htm>

The Tyler Model: Basic Principles

Ralph Tyler (1949) considered four Considerations in curriculum development:

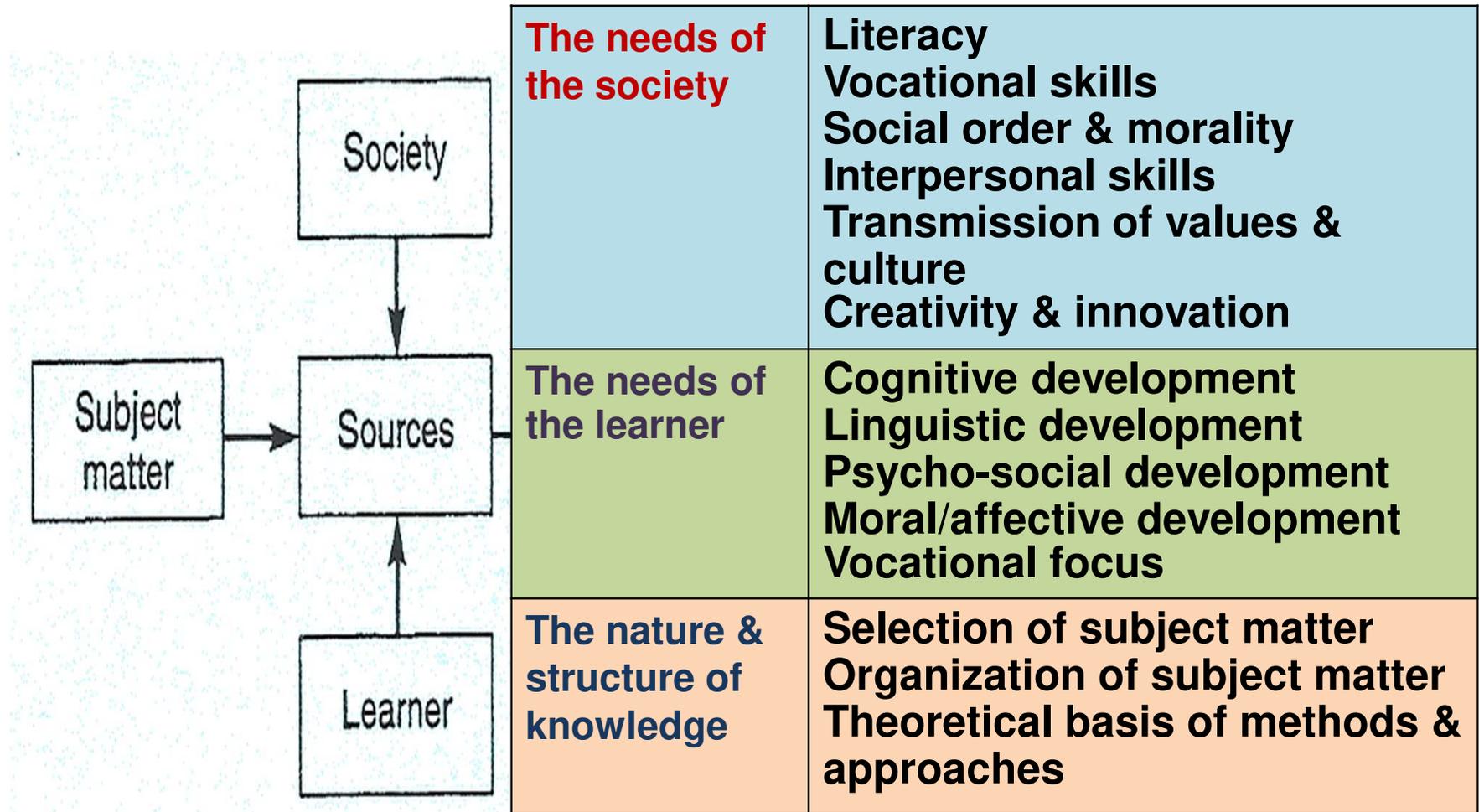
1. Purposes of the school
2. Educational experiences related to the purposes
3. Organization of the experiences
4. Evaluation of the purposes

Tyler's curriculum Development Model



ที่มา: Ornstein & Hunkins (2013: 182)
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Tyler's curriculum Development Model

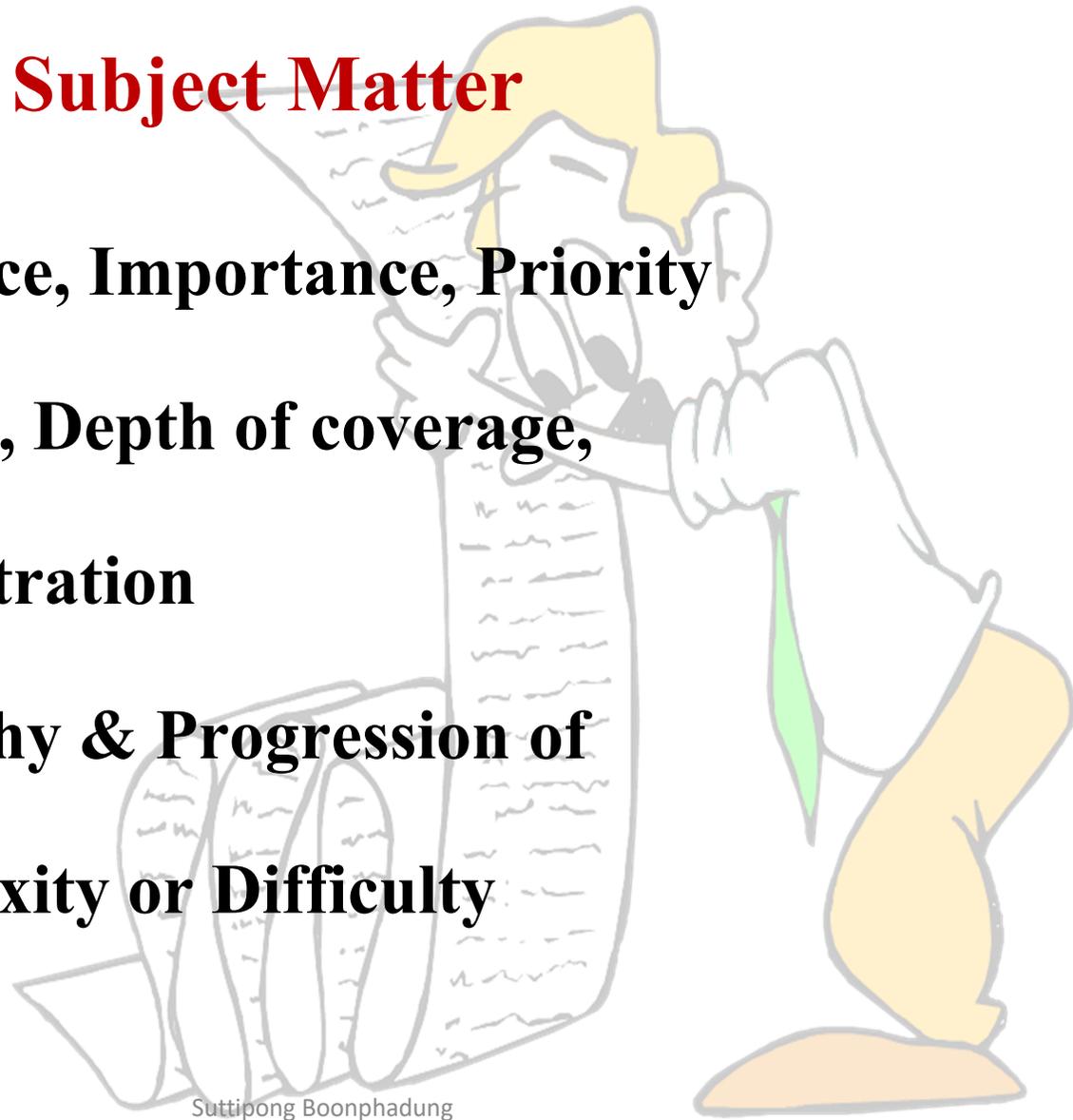


Selection of Subject Matter

Criteria: Relevance, Importance, Priority

**Scope: Amount, Depth of coverage,
Concentration**

**Sequence: Hierarchy & Progression of
Complexity or Difficulty**



Organization of Subject Matter

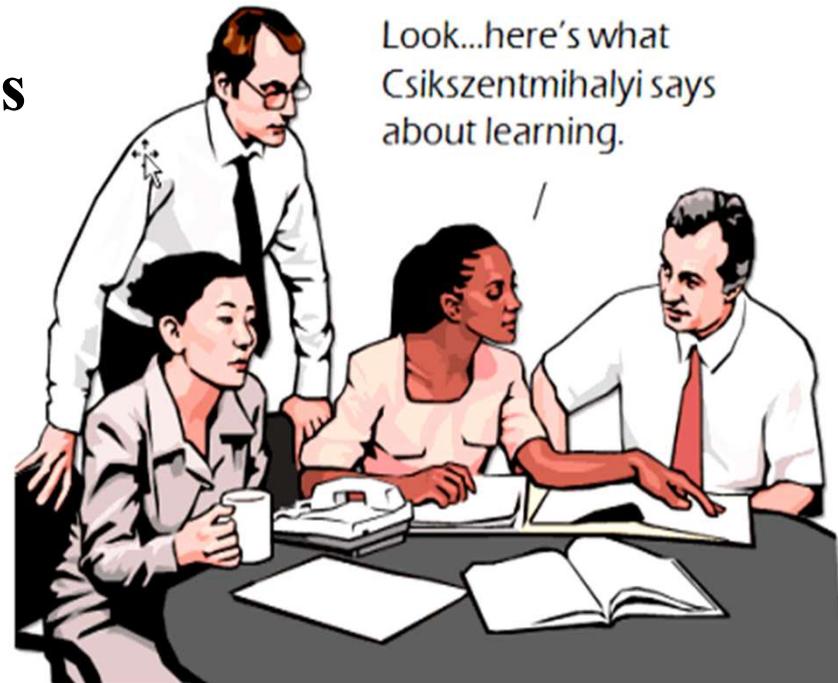
Discrete subjects or courses

Broad fields or disciplines

Core or interdisciplinary

Skills or processes

Projects and activities



Approaches to Subject Matter

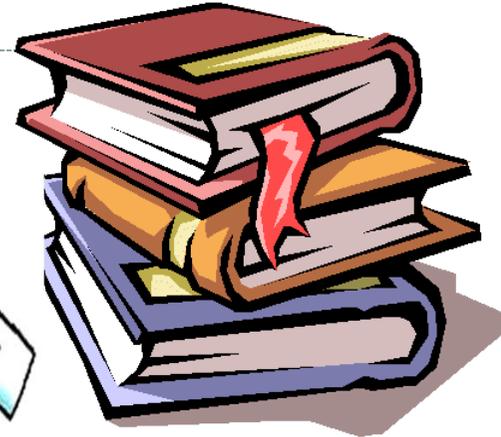
Textual

Experimental

Developmental

Psycho-social

Experiential

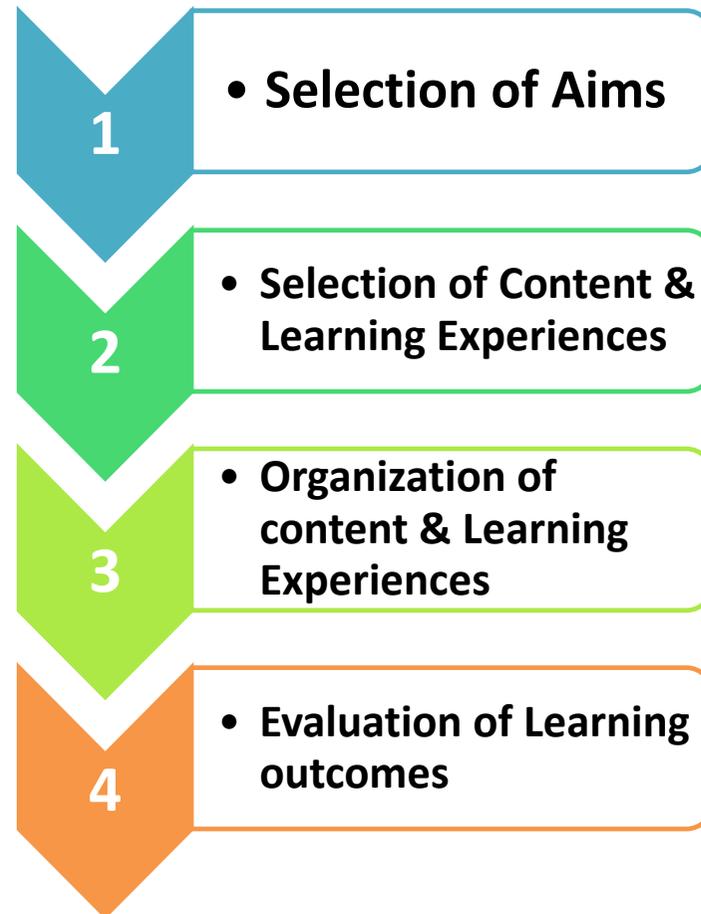


Criticized Tyler's approach

- Too linear
- Too reliant on objectivity
- Somewhat based on assumptions about cause and effect; it allows all educational experiences to be justified by the objectives that they address

Curriculum Development

- Some curriculum experts like **Tyler** say that the steps are followed in a sequence or a straight line.
- This model that assumes that curriculum decision making follows a straight line is called **linear model**



Hilda Taba



Born: 7 December 1902

Died: 6 July 1967

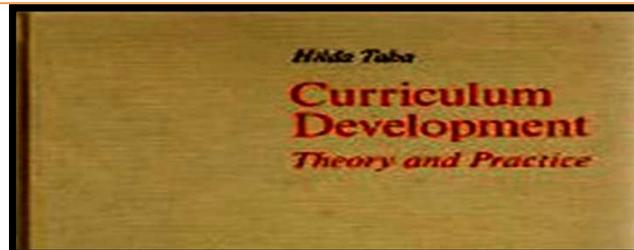
Education

English and Philosophy 1926 (German)

Bryn Mawr College 1926-1927

Educational philosophy at Columbia University 1931

Publications



1962

References

Krull, E. (2003). Hilda Taba (1902-1967). *International Bureau of Education*, 33(4), 481-491.

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 **7** major steps:

Hilda Taba's Linear Model

- 1. Diagnosis of needs.** The teacher (curriculum designer) starts the process by identifying the needs of the students for whom the curriculum is to be planned
- 2. Formulation of learning objectives.** After the teacher has identified the needs that require attention, he or she specifies objectives to be accomplished.

Hilda Taba's Linear Model

- 3. Selection of learning content. The objectives selected or created suggest the subject matter or content of the curriculum. Not only should objectives and content match but also the validity and significance of the content chosen needs to be determined.**
- 4. Organization of learning content. A teacher can not just select content, but must organize it in some type of sequence, taking into consideration the maturity of the learners, their academic achievement, and their interests.**

Hilda Taba's Linear Model

5. Selection of learning experiences. Content must be presented to pupils and pupils must engage the content. At this point, the teacher select instructional methods that will involve students with the content.
6. Organization of learning activities. Just as content must be sequenced and organized, so must the learning activities. Often the sequence of the learning activities is determined by the content. But the teacher needs to keep in mind the particular students whom he or she will be teaching.

Hilda Taba's Linear Model

7. Evaluation and means of evaluation. The curriculum planner must determine just what objectives have been accomplished.

Evaluation procedures need to be considered by the students and teachers.

HILDA TABA MODEL



1. Diagnosis of Needs



2. Formulating Objectives



3. Selecting Content



4. Organizing Content



Key Concepts
Main Ideas
Facts



5. Selecting Learning Experiences



6. Organizing Learning Experiences

Teaching Strategies for Cognitive Development
Teaching Strategies for Affective Development



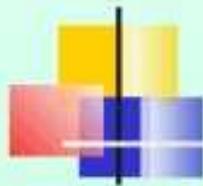
7. Evaluation

<http://kausapatel.blogspot.com/2016/02/hilda-taba-1962-model.html>

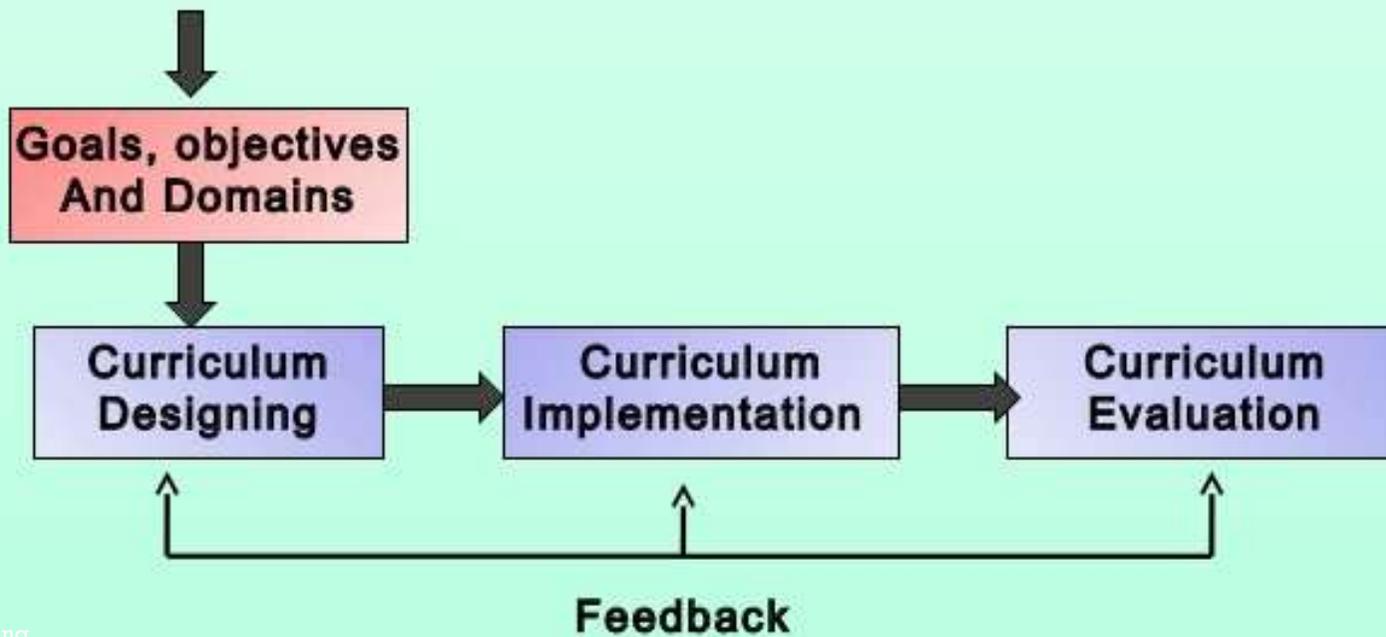
THE SAYLOR, ALEXANDER, AND LEWIS MODEL (1981)

The model conceptualized by Saylor, Alexander and Lewis indicates that the curriculum planners **begin by specifying the major educational goals and specific objectives they wish to accomplish.** Saylor, Alexander and Lewis classified sets of broad goals into four domains under which many learning experiences take place to include: Personal development, Social competence, Continued learning skills, and Specialization.

The Saylor and Alexander Model



Bases (external Variables)



Once the goals, objectives, and domains have been established, the planners move into the process of designing the curriculum. The curriculum workers decide on the appropriate learning opportunities for each domain and how and when these opportunities will be provided. After the designs have been created, they select the methods through which the curriculum will be related to the learners. Finally, the curriculum planners and teachers engage in evaluation. They must choose from a wide variety of evaluation techniques.

The Oliva Model

- is the extension from the Saylor, Alexander, Lewis (SAL) and the context, input, process, product (CIPP) Models. The SAL Model was developed by J. Galen Saylor, William M. Alexander and Arthur J. Lewis in 1981 while the CIPP Model was developed in 1971 by Daniel L. Stufflebeam.
- Oliva adds eight concepts of curriculum construction: i) scope, ii) relevance, iii) balance, iv) integration, v) sequence, vi) continuity, vii) articulation, and viii) transferability.
- He further has discussed the limitation of these two Models.

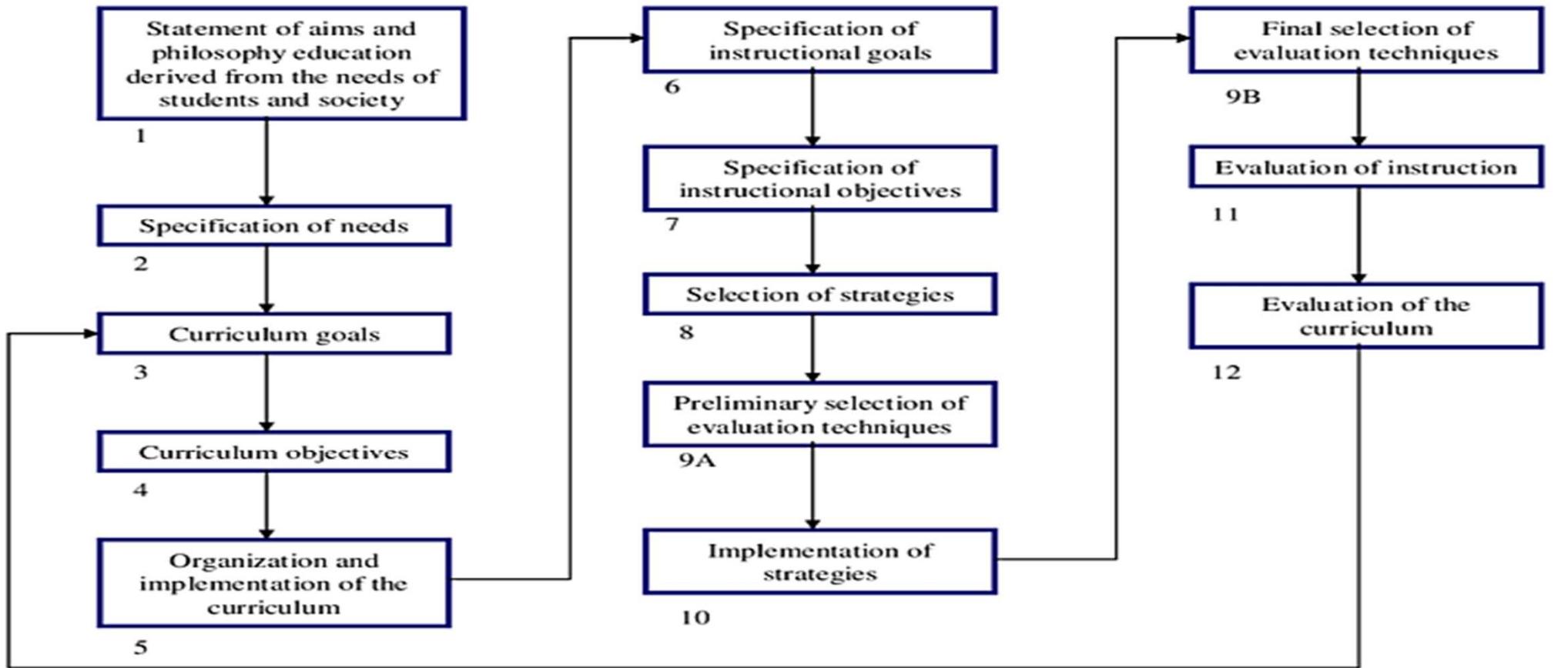
The SAL Model only emphasized on 6 components: i) the goals, ii) sub goals, and objectives; iii) the program on education in its totality; iv) the specific segments of the education program; v) instruction; and vi) the evaluation program.

On the other hand, the CIPP Model only combined the components of evaluation process, classes of change settings, types of evaluation (context, input, process, and product) and types of decisions (planning, structuring, implementing, and recycling).

The Oliva Model

- Consists of twelve components: i) statement of aims and philosophy of education, ii) specification of needs, iii) curriculum goals, iv) curriculum objectives, v) organization and implementation of the curriculum, vi) specification of instructional goals, vii) specification of instructional objectives, viii) selection of strategies, ix) preliminary and final selection of evaluation techniques, x) implementation of strategies, xi) evaluation of instruction, and xii) evaluation of the curriculum.
- Oliva further explained that the Model can be used in three different ways:
 1. The Model offers a process for the complete development of a curriculum;
 2. A faculty may focus on the curricular components of the Model to make programmatic decisions;
and
 3. Instructional components development.

Oliva (2009, p.138)



A Summary of the Components in Oliva Model

Component	Description
1	Curriculum developers state the aims of education and their philosophical and psychological principles. These aims are beliefs that are derived from the needs of a society.
2	An analysis of the needs of the community in which the learning center is located, the needs of students served in that community, and the exigencies (demands) of the subject matter that will be taught in the given learning center. This component also introduces the concept of needs of particular students in particular localities, because the needs of students in particular communities are not always the same as the general needs of students throughout a society.
3-4	These components describe for specifying curricular goals and objectives based on the aims, beliefs, and needs specified in components 1 and 2.

Component	Description
5	The tasks of this component are to organize and implement the curriculum and to formulate and establish the structure by which the curriculum will be organized. Part of the findings in this study is to identify the components of knowledge acquired for students. Future curriculum design for the curriculum must include inputs from various stakeholders such as practitioners, academicians, professional bodies, and the Government
6-7	In these components, an increasing level of specification is sought. Instructional goals and objectives are stated for each level and subject.
8	Implementation of effective instructional strategies for usage with students in the classroom.

Component	Description
9	The curriculum planner thinks ahead and begins to consider ways he or she will assess student achievement.
10	The implementation of instructional strategies. The instructional phase component provides the planner with the opportunity to refine, add to, and complete the selection of means to evaluate student performance.
11	Evaluating instruction is carried out.
12	The component completes the cycle with evaluation not of the student or the teacher but rather of the curricular program.

ที่มา: Oliva (2009, pp.137-141)

THE SAYLOR, ALEXANDER, AND LEWIS MODEL (1981)

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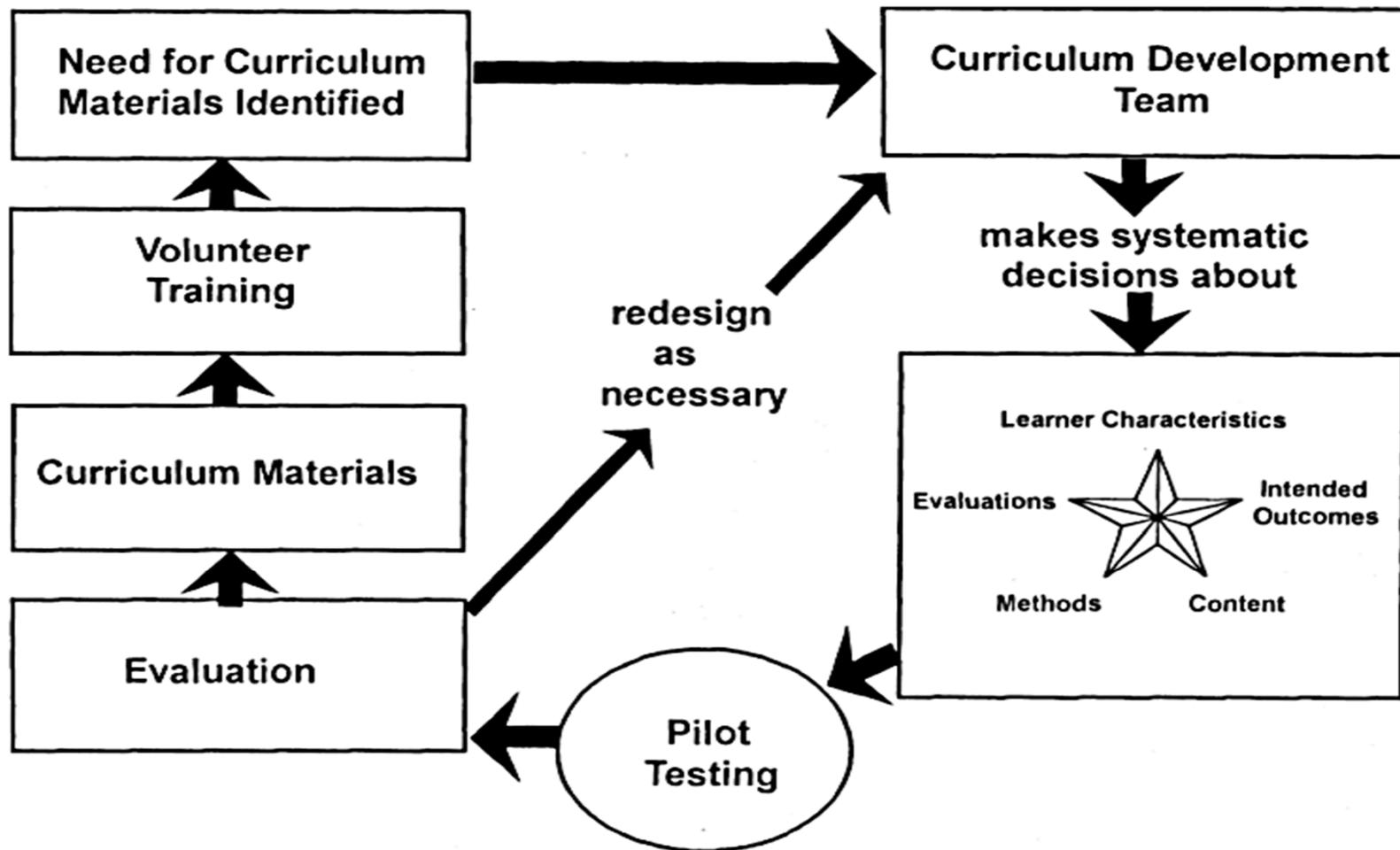
Gile's Model

- Giles, Mc Cutchen, and Zechiel, his associates, developed a four-step model to curriculum development. Their model portrays inter-dependence of functions in curriculum development process rather than the linear sequential steps of Tyler. The steps are:

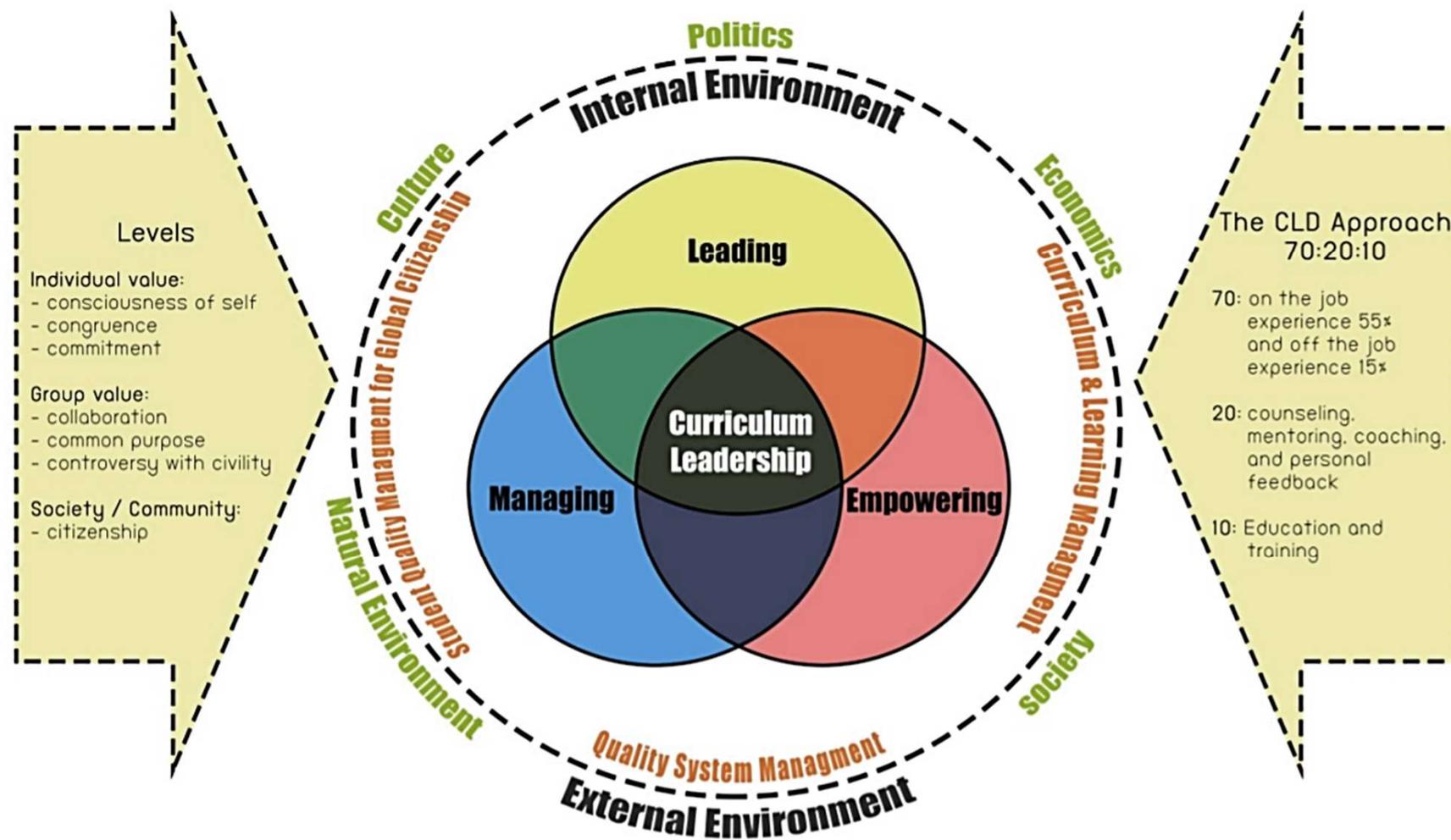
Giles, H. H., et al. (1942)

Gile's Model

1. Selection of aims, goals and objectives.
2. Selection of learning experiences and content.
3. Organization of experiences.
4. Evaluation of learning outcomes.



The Curriculum Leadership Development Model for the 21st Century



Source: Samrit Kangpheng, Sarayuth Kunlong, & Surachai Anutrakulchai (2018)

Learning

Bloom's Taxonomy divides learning achievement into three domains; cognitive, affective and psychomotor. The cognitive domain is related to thinking, the affective domain is related to the ability of feelings, attitudes and personality, while the psychomotor domain is related to the problem of motor skills that are controlled by psychological maturity (Hasan, 2003: 23-27).

- Learning achievement is the ability that students have after they have received their learning experience. High learning achievement is the expectation of teachers and the desires of students (Sudjana, 2009). Learning achievement can be measured from four dimensions;
- 1) learning outcomes (expected output),
- 2) student characteristics (raw input),
- 3) infrastructure (instrumental input),
- 4) environment (environmental input) (Syamsuddin, 2002).

- To achieve student learning achievement, it is necessary to consider several factors that influence learning achievement, among others; factors contained in students (internal factors), and factors consisting of outside students (external factors).

(a) Internal factors: intelligence, talent, interest, and motivation;

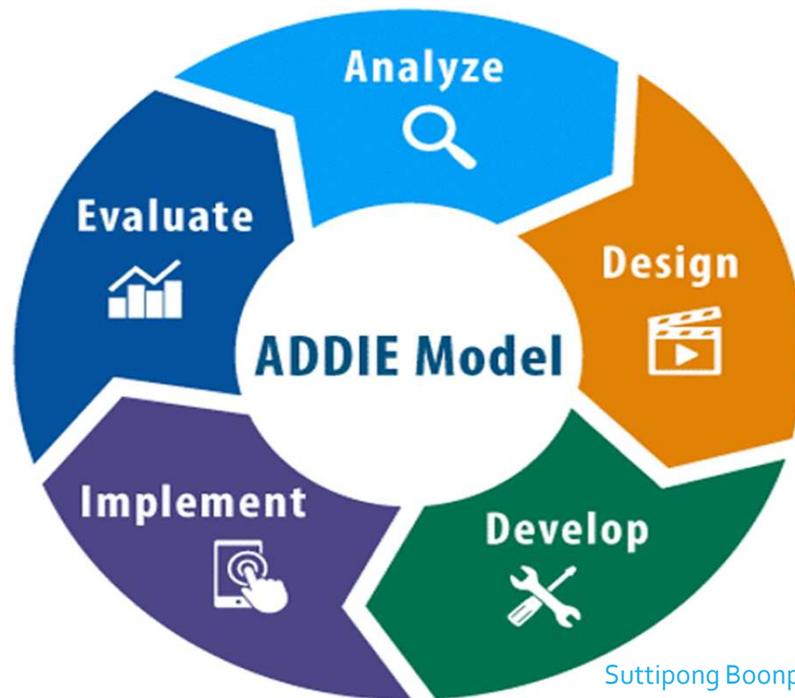
(b) External Factors: family situation, school situation, and community environment.

What is Instructional Design?

1. The process by which learning products and experiences are designed, developed, and delivered. These learning products include online courses, instructional manuals, video tutorials, learning simulations, etc.
2. The practice of creating instructional experiences to help facilitate learning most effectively.

What is the ADDIE Model?

The ADDIE model is a process used by training developers and instructional designers to plan and create effective learning experiences.



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ANALYSIS

- Analyze your **LEARNERS**-gather information.
- Analyze your **GOALS**-what do you want to achieve?



- Identify Learning **OBJECTIVES**
 - what do you want to be obtained?
- Identify **OUTCOMES**
 - Identify achievements?
 - Assess learning?

DEVELOPMENT

- Instructional **STRATEGIES**
 - Facilitate learning objectives identified
 - Achieve outcomes you have set
 - Plan
 - Group Students
 - Arrange your classroom
 - Materials and Tools

IMPLEMENTATION

- Try out your lesson plan
- Talk to your students/audience



EVALUATE

Maybe conduct a survey or questionnaire...

- Were you **SUCCESSFUL**?
- Did students **LEARN**?
- Was it **FUN**?
- What should be **CHANGED**?

PRACTICE

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INTROVERT

VS

EXTROVERT



Enjoys spending time alone



Thinks before speaking and acting



Can be seen as more reserved



Prefers working independently



Gains energy in social situations



Makes quick decisions



Can be seen as outgoing and enthusiastic



Thrives in team-oriented work settings

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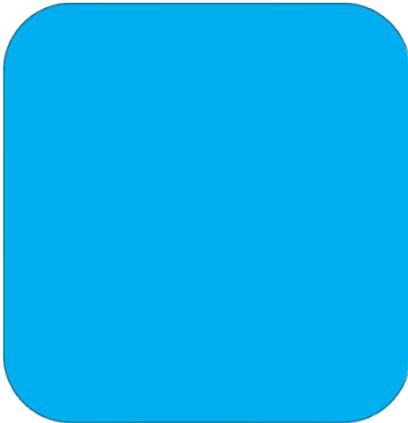
Photo credit: Emily Schiff-Slater

<https://malaysia.news.yahoo.com/not-introvert-extrovert-probably-ambivert-203100836.html>

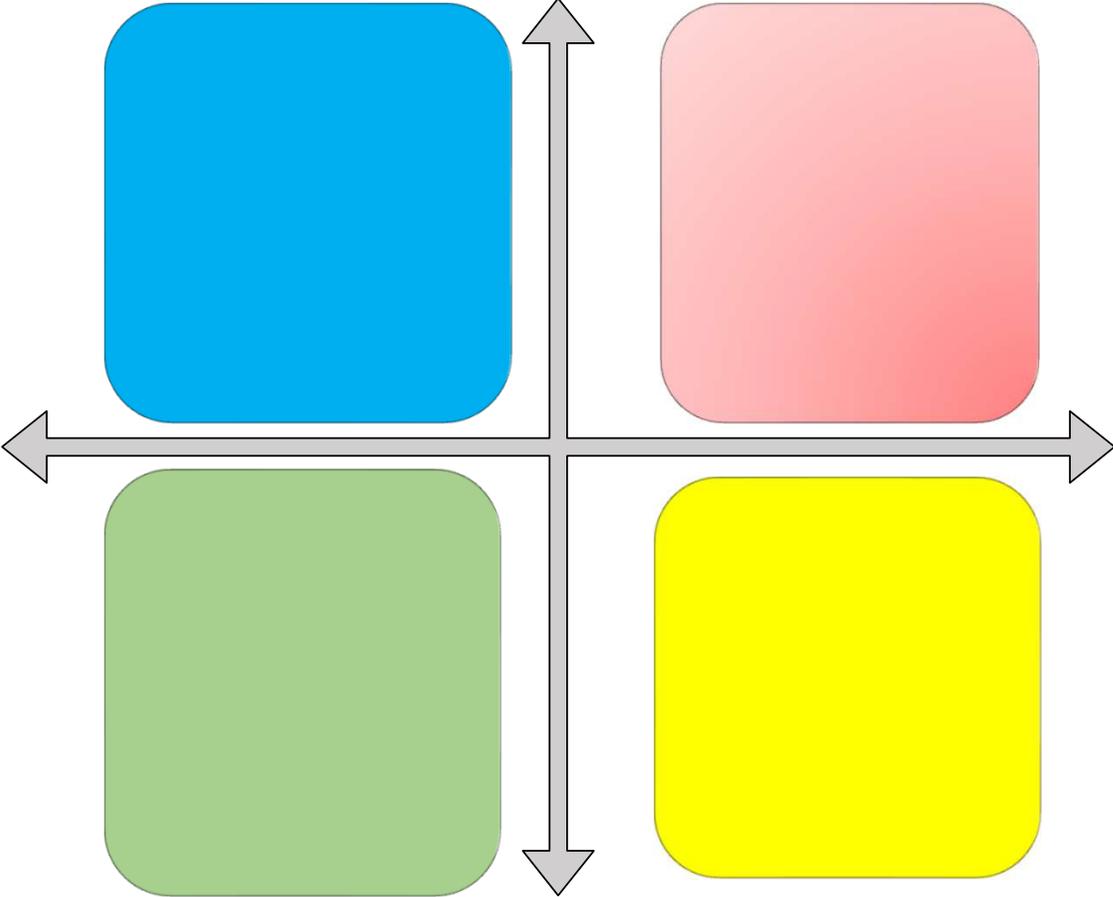
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Relationship-Oriented	Task-Oriented
Emphasis on interaction facilitation	Emphasis on work facilitation
Focus on relationships, well-being, and motivation	Focus on structure, roles, and tasks
Fostering positive relationships is a priority	Producing desired results is a priority
Emphasis on team members and communication within	Emphasis on goal setting and a clear plan to achieve goals
Communication facilitation, casual interactions, and frequent team meetings	Strict use of schedules and step-by-step plans, and a punishment/incentive system

Task-oriented and issue-oriented



**Introvert
Passive
Reserved**

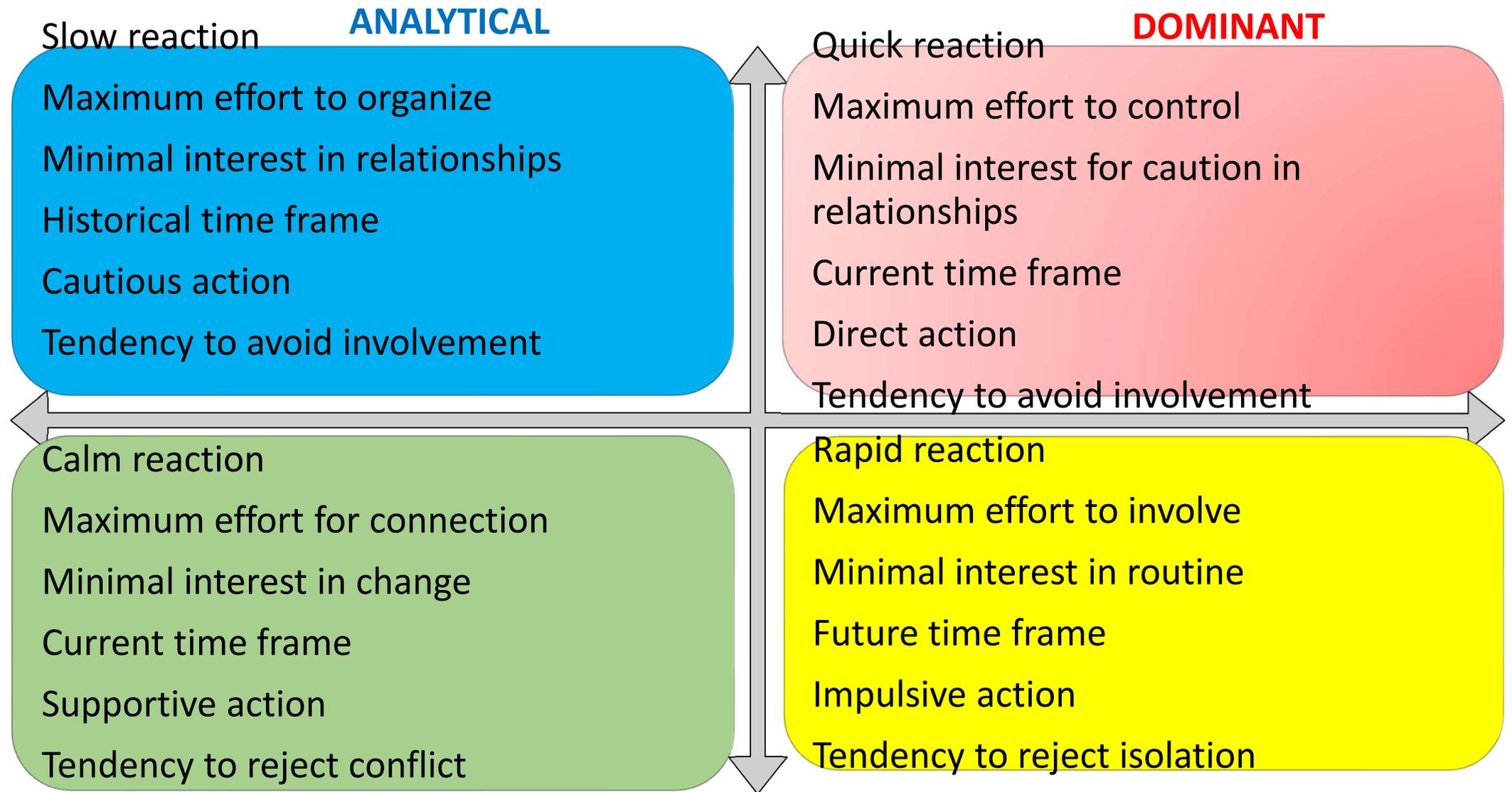


**Extrovert
Active
Implementer**

Relation Oriented

Source: Erikson (2019)

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Source: Erikson (2019)

STABLE

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INSPIRING

ACADEMIC ADMINISTRATION STRATEGIES TO PROMOTE 21ST CENTURY SKILLS OF STUDENTS IN ALTERNATIVE PRIVATE SCHOOLS

The purposes of this research were: 1) to investigate the current and desirable states of academic administration to promote 21st century skills of students in alternative private schools, 2) to analyze strengths, weaknesses, opportunities and threats (SWOT) of academic administration to promote 21st century skills of students in alternative private schools, and 3) to develop academic administration strategies to promote 21st century skills of students in alternative private schools based on academic administration in alternative private schools and 21st century skills concepts. The data were collected from 80 administrators and 120 teachers. The study applied a mixed method approach. The instruments used in this study were questionnaires and the strategies evaluation form to testify feasibility and appropriateness of the strategies. The data were analyzed by frequency, percentage, standard deviation, PNI modified and content analysis. The results showed that the average of the desired states were higher than the current state in all aspects. When considered internal factors, the weakness of academic administration to promote 21st century skills of students in alternative schools was evaluation. The opportunity of academic administration to promote 21st century skills of students in alternative private schools was technology, while the threats of academic administration to promote 21st century skills of students in alternative private schools were government policy, economy and society. The academic administration strategies to promote 21st century skills of students in alternative private schools comprised 5 key strategies. Keywords: alternative schools, academic administration, 21st century skill

Ref: Sunee Chaisooksung, Piyapong Sumettikoon, & Preut Siribanpitak (2014)

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7-2008

Adult Teaching Methods in China and Bloom's Taxonomy

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Adult Teaching Methods in China and Bloom's Taxonomy

Abstract

Drawing from Bloom's 1956 Taxonomy and Western theories on adult learning, the authors argue that adult teaching methods in China feature a teacher-centered, information-based and test-driven instructional format. An author-designed survey instrument called Lower-Order Thinking Skills and Higher-Order Thinking Skills (LOTSHOTS) was used to determine whether knowledge, comprehension and application drove adult teaching methods or analysis, synthesis and evaluation drove adult teaching methods in China. The results of the study showed that Chinese instructors of adults were used to teaching lower thinking skills associated with the first three levels of Bloom's Taxonomy, namely, knowledge, comprehension and application. The study proposes some possible reasons and implications of such practices, and suggests that teaching higher order thinking skills to Chinese adult students might widen their horizon in engaging more openly in learning

Keywords

Adult teaching, Andragogy Bloom's taxonomy, Confucianism, Lower order thinking skills, Higher order thinking skills

AN EXAMPLE OF WORK PRESENTATION

Briefly talk your Biography

Name

Position

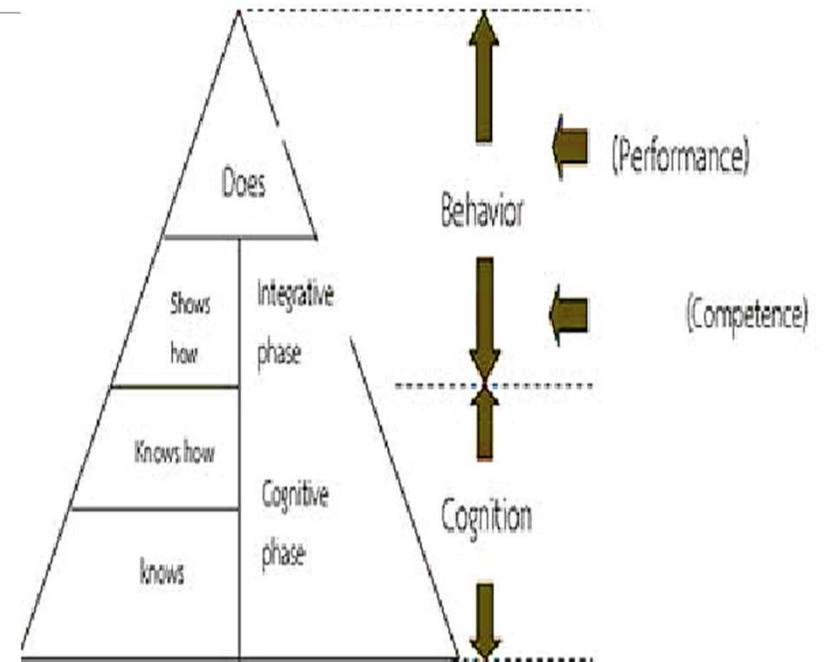
Work experience



Your Work Title: **How to Evaluate Student**

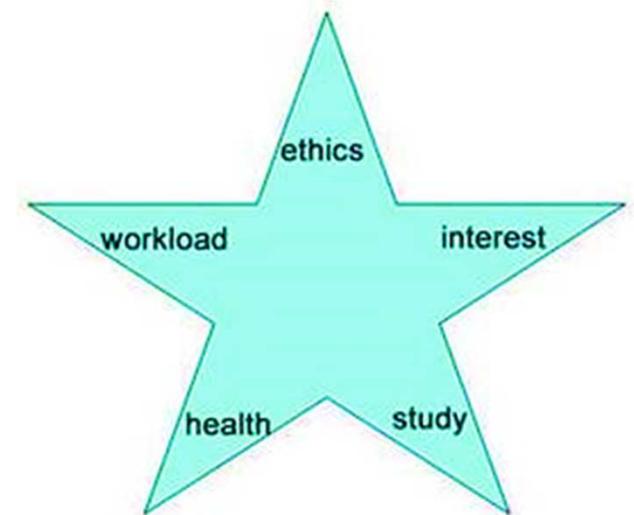
Concept & Theory
Policy
Context

Figure
Diagram
Chart
Map



Miller's Model for Developing Critical Thinking Skill of
Pre-Service Teachers at Suan Sunandha Rajabhat University

Evaluation Model for Developing Students Potential





CONCLUSION