

บทสรุป

ความหมายของหลักสูตร

- Plan for achieving goals
- Plan for providing sets of learning opportunities for persons to be educated
- A 4-step plan involving purpose, design, implementation, and assessment
- Learner's experiences
- All the experiences children have under the guideline of teachers
- Subject matter or content

Table 1. Definitions Published before 2000

#	Definition
1	A four-step <u>process</u> that involves identifying instructional objectives, choosing learning activities to achieve those objectives, organizing these activities, and assessing the extent to which the specified objectives have been realized (Tyler, 1949).
2	An <u>attempt</u> [meant] to communicate the essential principles and features of an educational proposal in such a form that it is open to critical scrutiny and capable of effective translation into practice (Stenhouse, 1975, p. 4).
3	An <u>autobiographical text</u> that posits narrative as a theoretical ground (Pinar & Grumet, 1976).
4	Curriculum is a <u>process</u> beginning with the teacher's or the curriculum writer's conception, proceeding through planning, and eventually reaching enactment and evaluation (Boomer, 1992, chap. 3, p. 24).
5	The <u>materials</u> [that] are most effective when they stimulate teachers to a more elaborate and accurate 'internal dialogue' about what, when, how, and why of their own teaching role, and provide them with clear advice about the implications of these matters for classroom practice ([van den Akker's 1994 definition] as cited in Rogan, 2007, p. 453).

Source: Mohammed El. Astal. (2023). What is Curriculum? Building a Broader Understanding of the Term. *Journal of Curriculum and Teaching*, 12(6), 188-196.

Table 2. Definitions Published between 2001 and 2014

#	Definition
1	A <u>plan</u> designed to answer the following three interrelated questions: What is to be learned? How is the learning to be undertaken and achieved? To what extent is the former appropriate and the latter effective (Breen & Candlin, 2001, p. 9)?
2	All the <u>issues</u> [that are] relating to the planning, implementation, and evaluation of a series of language learning events conceived as a coherent whole with a specified purpose (Hall & Hewings, 2001, p. 1).
3	A <u>set of purposeful experiences</u> that may take the form of content, organization, learning and teaching methods, and assessment (Knight, 2001, p. 369).
4	The <u>medium</u> that creates the space for telling (Hurren, 2003, p. 120).
5	A mindful <u>methodology</u> that would recognize that voices from the past—both our own and others[']—break through our thoughts[,] and inform our current thinking (Russell, 2003, p. 97).
6	A kind of <u>rhetorical accomplishment</u> which is realized in the social practices and discursive accounts of key stakeholders (Fox, 2004, p. 1).
7	The specific <u>blueprint</u> for learning that is derived from desired results (Wiggins & McGighe, 2005, pp. 5-6).
8	A large-scale <u>project</u> designed to help teachers, whatever their teaching area, to foster students' creativity through specific examples of teaching practice ([Jackson, Oliver, Shaw, & Wisdom's definition] as cited in Biggs & Tang, 2007, p. 171).
9	A <u>process</u> that involves planning what is to be taught/learned, implementing it and evaluating it (Graves, 2008, p. 149).
10	The <u>set of courses and subjects</u> that make up a study program (Barriga, 2014, p. 330).
11	As an organized <u>framework</u> that delineates the content that learners are to learn, the processes through which learners achieve the identified curricular goals, what teachers do to help learners achieve the objectives/goals, and the context in which teaching and learning occur (Booyse & du Plessis, 2014, p. 5).
12	Curriculum is mainly viewed as a <u>set of [elements such as]</u> technical guidelines, objectives, and strategies for teaching and learning (Christodoulou, 2014, p. 158).
13	The planned and structured <u>set of activities</u> in which students, teachers, and [the] community take part in order to achieve the aims and goals of education ([Colombian Education Ministry's definition] as cited in Montoya-Vargas, 2014, p. 137).
14	<u>All of the learning [content]</u> that is developed and implemented for a given 'program'. This includes a 'syllabus' (i.e. what is taught) and 'pedagogy' considerations (i.e. how it is taught) (Desha, 2014, p. 230).
15	The <u>inter-related totality of [elements such as]</u> aims, learning content, evaluation procedures, and teaching-learning activities, opportunities and experiences that guide and implement didactic activities in a planned and justified manner (Fraser, 2014, pp. 3-4).
16	An <u>educational plan</u> that actualizes and makes effective a pedagogical theory and that is oriented towards the development and learning of a group of students in a particular context ([Goyes and Uscátegui's definition] as cited in Montoya-Vargas, 2014, pp. 145-146).
17	Curriculum is seen as <u>instituting practice</u> that takes into account the reiteration of traces of supposedly shared meaning, such as strategy of representing authority, without these meanings being taken as transparent or mimetic (Lopes & Macedo, 2014, p. 93)
18	<u>Plan of study</u> organized in subjects, globalized or integrated, in which the objectives for the year and of each subject, as well as the actions suggested to orient the teaching practice, are regulated (Manrique, Revilla & Lamas, 2014, p. 381).
19	The <u>learning system</u> that progressively generates bodies of knowledge, abilities, and skills to enable learners, at the end of a grade, level and the system, to understand, explain, interpret, and later manage their reality ([Peruvian Education Ministry's definition] as cited in Manrique, Revilla & Lamas, 2014, p. 384).
20	Structured <u>series of learning objectives</u> intended to be achieved ([Roman & Diez's definition] as cited in Manrique, Revilla & Lamas, 2014, p. 379).
21	Curriculum refers to the <u>teaching and learning activities and experiences</u> which are provided by schools ([South African National Education Policy Initiative's definition] as cited in Booyse & du Plessis, 2014, p. 4).

Table 3. Definitions Published between 2015 and 2019

#	Definition
1	Curriculum [<u>is a content that</u>] comprises the following components: aim, objectives, content, process of teaching and learning as well as evaluation (Ahrens, Bassus & Zašcerinska, 2015, p. 470).
2	A <u>series of choices</u> made under the demands placed by the social milieu on education and the constraints placed upon pedagogy by children's psychology and the conditions prevailing at school ([Kumar's definition] as cited in Chacko, 2015, p. 66).
3	The curriculum [<u>is a content that</u>] includes the aims, objectives, teaching content, teaching strategies, assessment methods, and other components of learning and teaching in classrooms (Siu & Wong, 2015, p. 390).
4	The curriculum is a <u>set of plans</u> made for guiding learning in the schools, usually represented in retrievable documents of several levels of generality, and the actualization of those plans in the classroom, as experienced by the learners and as recorded by an observer; those experiences take place in a learning environment that also influences what is learned (Glatthorn, Boschee, Whitehead & Boschee, 2019, p. 28).