

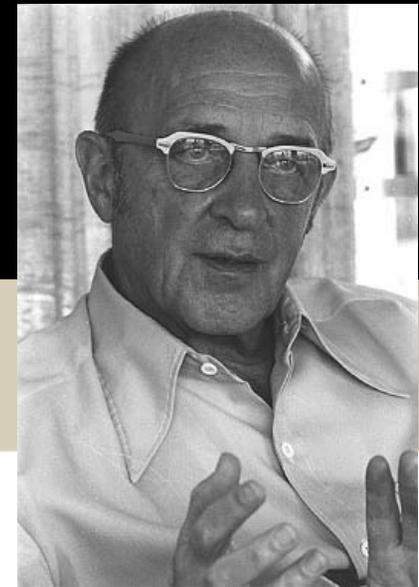
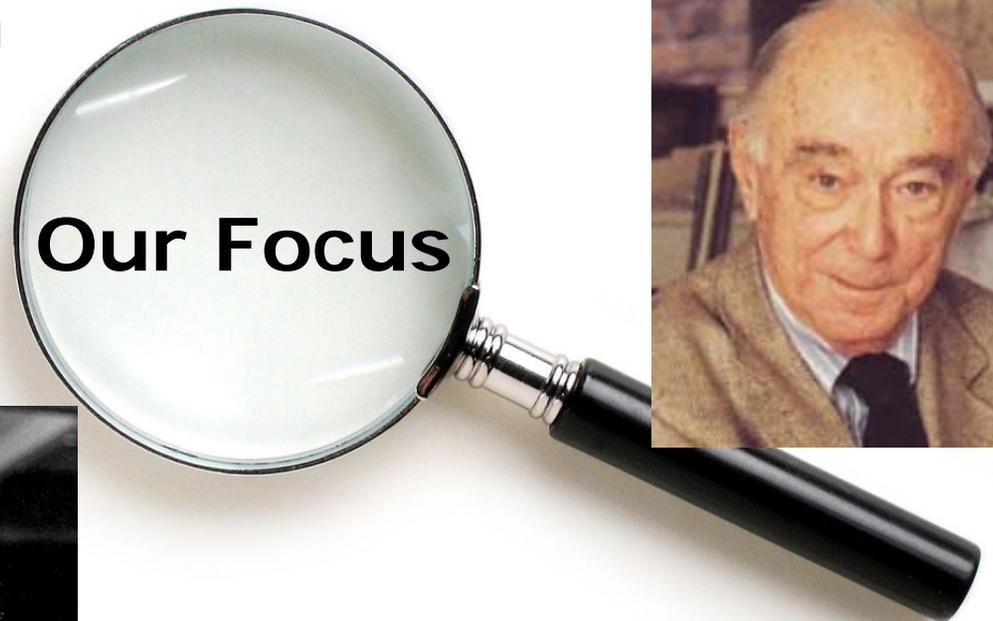
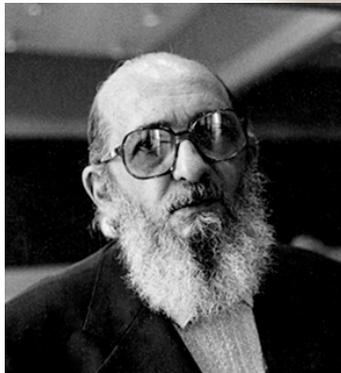
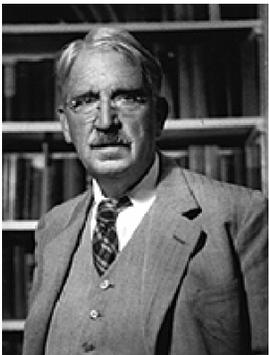


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# Curriculum Orientations

Four orientations to curriculum that assist in goal formulation —

- Academic Rationalism
- Cognitive Processes
- Self-actualisation
- Social Reconstructionist

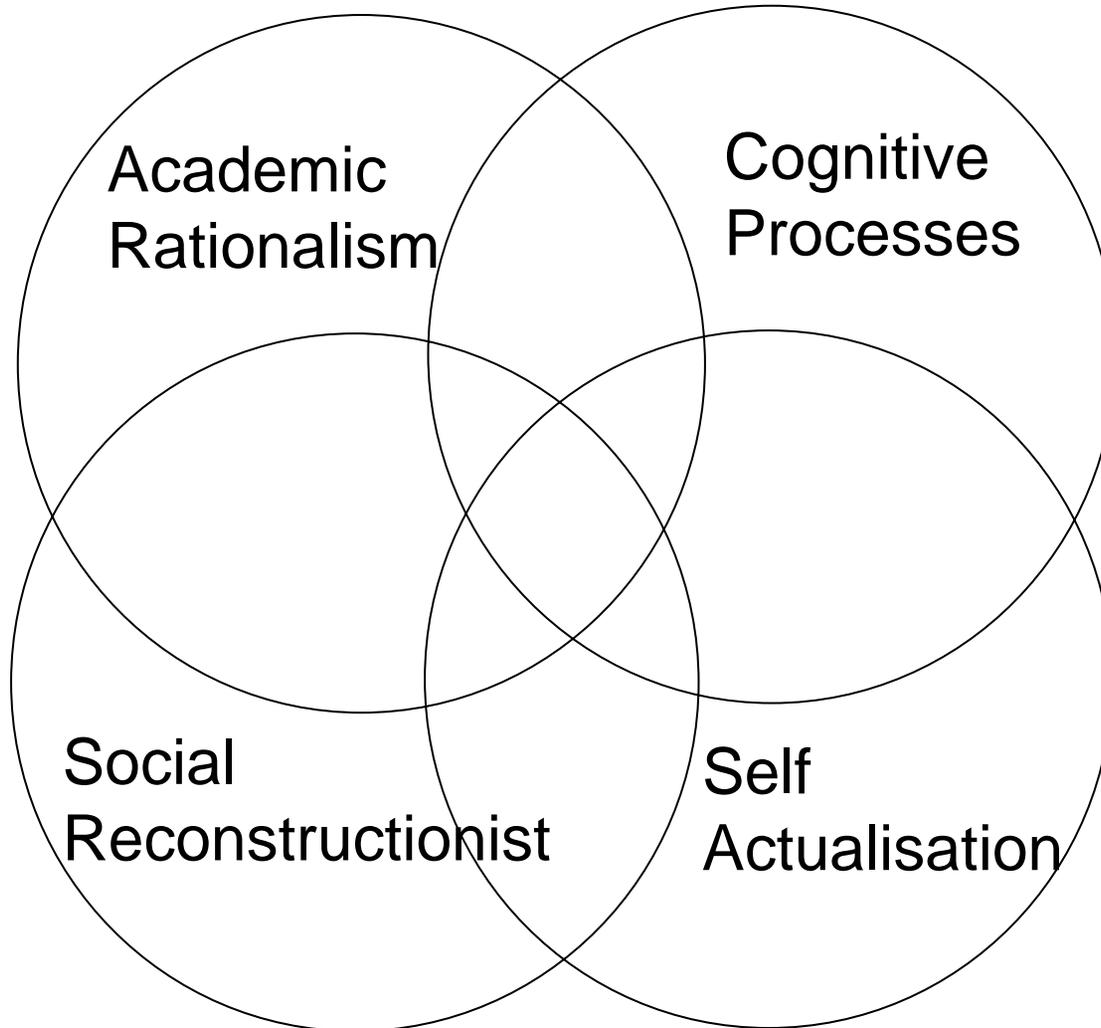


# The Humanities Curriculum Project



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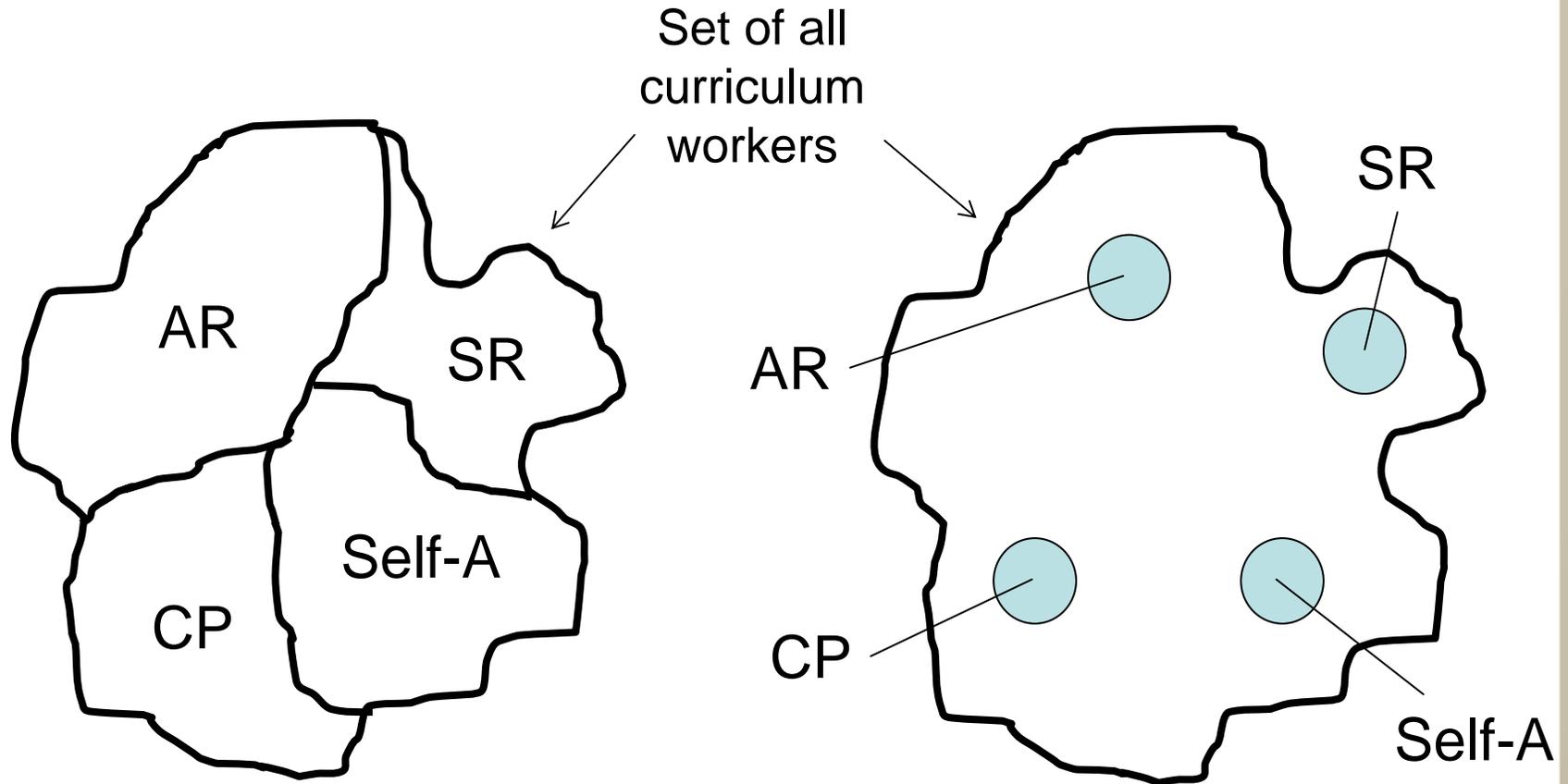
- A curriculum providing a discussion-based approach in which students critically examine evidences on controversial human issues
- Aim:
  - to develop an understanding of human acts, of social situations and of the problems of value which arise from them (no attempt was made to translate the aim into a specification couched in terms of behavioral objectives)
- Nine themes for study and experimental development:
  - war
  - education
  - the family
  - relations between the sexes
  - people and work
  - Poverty
  - living in cities
  - law and order
  - race relations.



❖ Table 1.1 Comparison of curriculum classification schemes.

| Schiro (2008)         | Eisner (1974)                    | McNeil (1977)            | Schubert (1996)             | Fenstermacher & Soltis (1992) | Posner (1992)                              | Zeichner (1993)          | Joseph et al. (2000)                                    | Ellis (2004)                   | Kliebard (2004)   |
|-----------------------|----------------------------------|--------------------------|-----------------------------|-------------------------------|--|--------------------------|---|--------------------------------|-------------------|
| scholar academic      | academic rationalism             | academic                 | intellectual traditionalist | liberationist                 | traditional & structure of the disciplines | academic                 | constructing understanding & connecting to the cannon   | knowledge centered             | humanist          |
| social efficiency     | technology & cognitive processes | technological            | social behaviorist          | executive                     | behavioral                                 | social efficiency        | training for work and survival                          |                                | social efficiency |
| learner centered      | self actualization               | humanist                 | experientialist             | therapist                     | experiential & cognitive                   | developmentalist         | developing self and spirit                              | progressive & learner centered | child study       |
| social reconstruction | social reconstructionism         | social reconstructionist | critical reconstructionist  |                               |  | social reconstructionist | confronting the dominant order & deliberating democracy | society centered               | social-meliorist  |

# Classificatory Systems



AR = Academic Rationalist

CP = Cognitive Processes

Self-A = Self-Actualisation

SR = Social Reconstructionist

# Graphing curriculum orientations



- Transfer inventory responses to sorting form

| Part 1         | Part 2         | Part 3         | Part 4         | Part 5         | Part 6         |
|----------------|----------------|----------------|----------------|----------------|----------------|
| C <u>  3  </u> | D <u>  —  </u> | D <u>  —  </u> | A <u>  —  </u> | D <u>  —  </u> | D <u>  —  </u> |
| D <u>  2  </u> | C <u>  —  </u> | A <u>  —  </u> | B <u>  —  </u> | A <u>  —  </u> | B <u>  —  </u> |
| A <u>  4  </u> | B <u>  —  </u> | B <u>  —  </u> | D <u>  —  </u> | B <u>  —  </u> | C <u>  —  </u> |
| B <u>  1  </u> | A <u>  —  </u> | C <u>  —  </u> | C <u>  —  </u> | C <u>  —  </u> | A <u>  —  </u> |

- Transfer data from sorting form to graph

|       | Part 1 | Part 2 | Part 3 | Part 4 | Part 5 | Part 6 |
|-------|--------|--------|--------|--------|--------|--------|
| A-1   |        |        |        |        |        |        |
| A-2   |        |        |        |        |        |        |
| A-3   |        |        |        |        |        |        |
| A-4 ● |        |        |        |        |        |        |
| B-1 ● |        |        |        |        |        |        |
| B-2   |        |        |        |        |        |        |
| B-3   |        |        |        |        |        |        |
| B-4   |        |        |        |        |        |        |
| C-1   |        |        |        |        |        |        |
| C-2   |        |        |        |        |        |        |
| C-3 ● |        |        |        |        |        |        |
| C-4   |        |        |        |        |        |        |

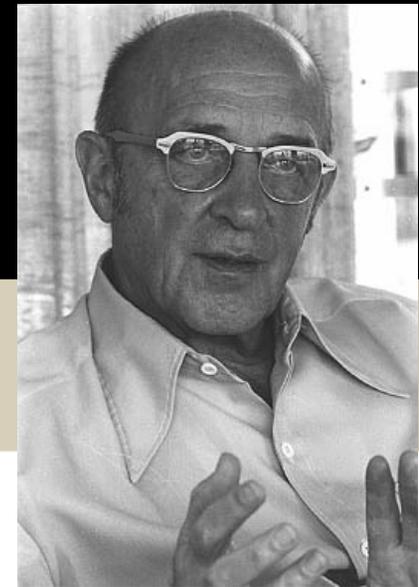
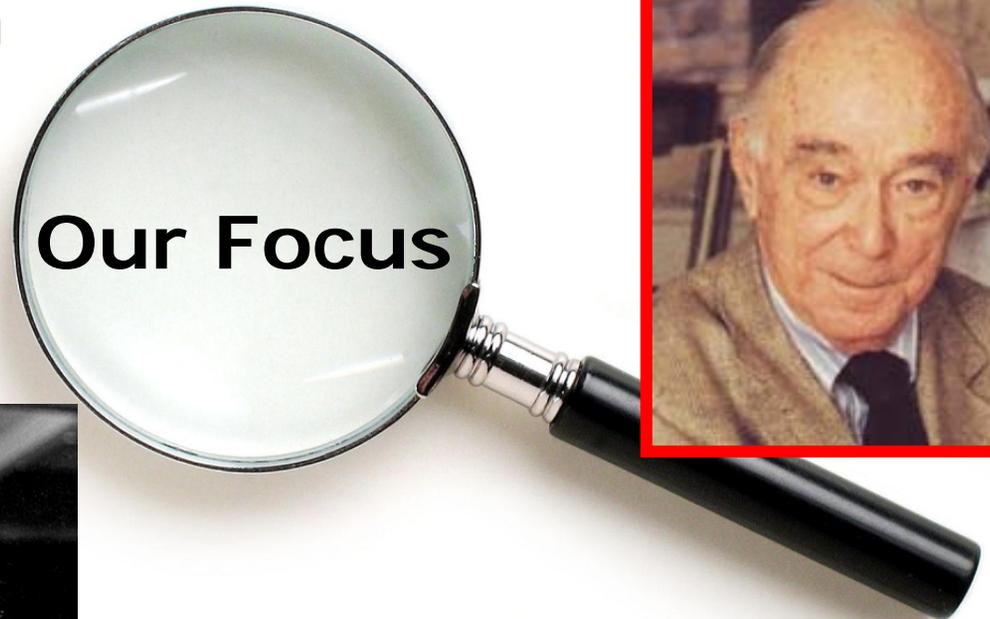
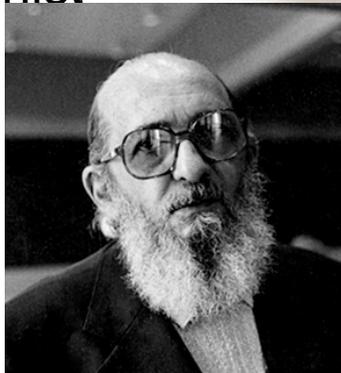
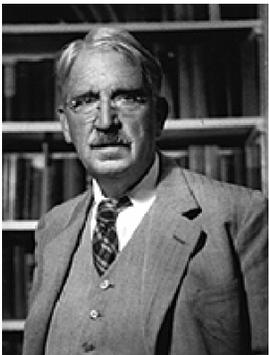


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# Academic Rationalist Orientation

- Oldest curriculum orientation
- A knowledge perspective to curriculum
  - Subject areas most worthy of study
  - Depositories of accumulated wisdom
- Production of effective members in adult society
  - Development of the rational mind
- Two directions
  - Traditional pathway
  - Recent theories
- Approaches, characteristics and Issues

# Approaches



- Forms of knowledge
  - Students learn how to acquire or justify facts rather than just recall them
- Integrated studies
  - Two or more previously separate subjects are combined
- Back to basics
  - The direct teaching of school subjects with the emphasis on learning to read, write and solve mathematical problems



# Characteristics

- Purpose
  - To develop rational minds
  - To train students to do research
- Methods
  - Exposition
  - Inquiry
- Organisation
  - Themes
  - Integration
  - Problems
- Evaluation
  - Aligned to the objectives of the subject matter

# Issues



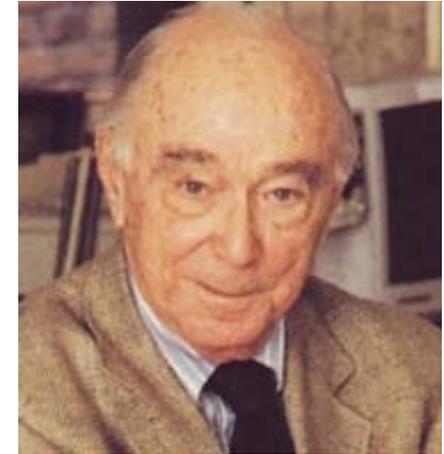
- Selecting subjects
  - Categorising academic disciplines
    - 8 Forms of Knowledge
      - Mathematics
      - Physical Sciences
      - History
      - Human Sciences
      - Morals
      - Religion
      - Philosophy
      - Literature and the Fine Arts
    - Driven by university entrance requirements
- Making learning interesting
  - Fallacy of content
    - Preoccupied with ‘what’ rather than the ‘how’ of learning
  - Fallacy of universalism
    - Content is interesting regardless of learner characteristics

# Jerome Bruner



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- 'Man: A Course of Study (MACOS)'
  - A humanistic framework
    - Anthropological
    - Biological
    - Ethnographic
      - What is human about human beings?
      - How did they get that way?
      - How can they be made more so?
  - MACOS engages students in answering these questions by organising required knowledge around the concepts of:
    - Values
    - World View
    - Communication and Language
    - Technology
    - Organisation of Groups

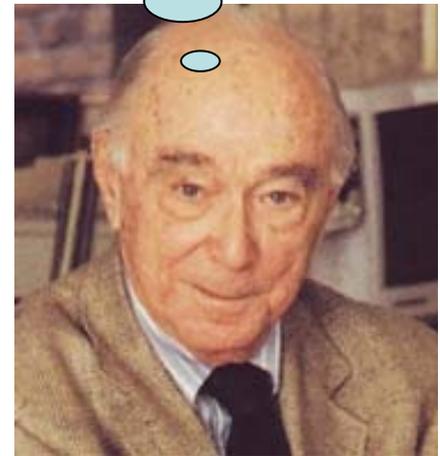


# Materials and Activities

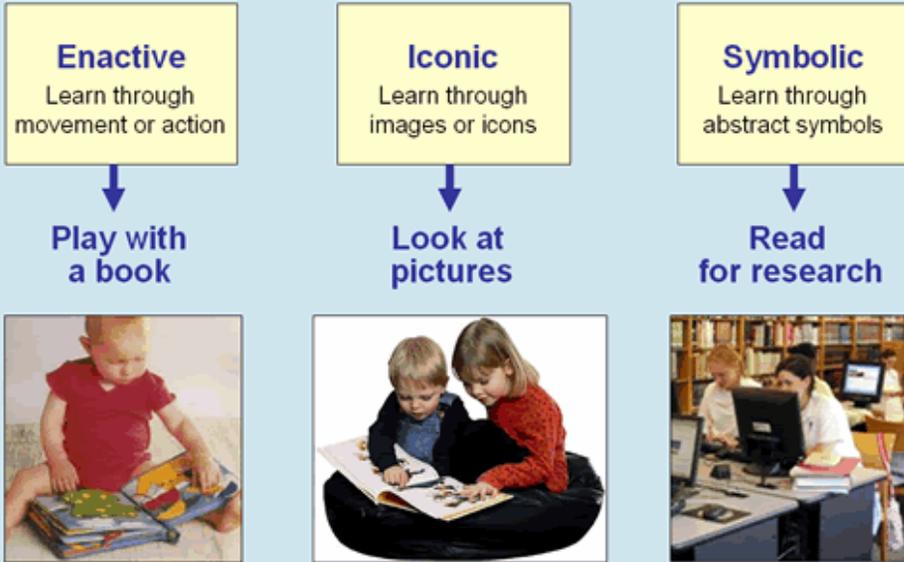


- Provides three broad categories of materials:
  - Film and other visuals
  - Written materials
  - Enactive devices
- Activities
  - Writing
    - Field notes, journals, poems, songs, stories
  - Games
  - Construction exercises
  - Observation projects
  - Individual tasks
  - Small group work

Students should work in the same way as an expert would in the field

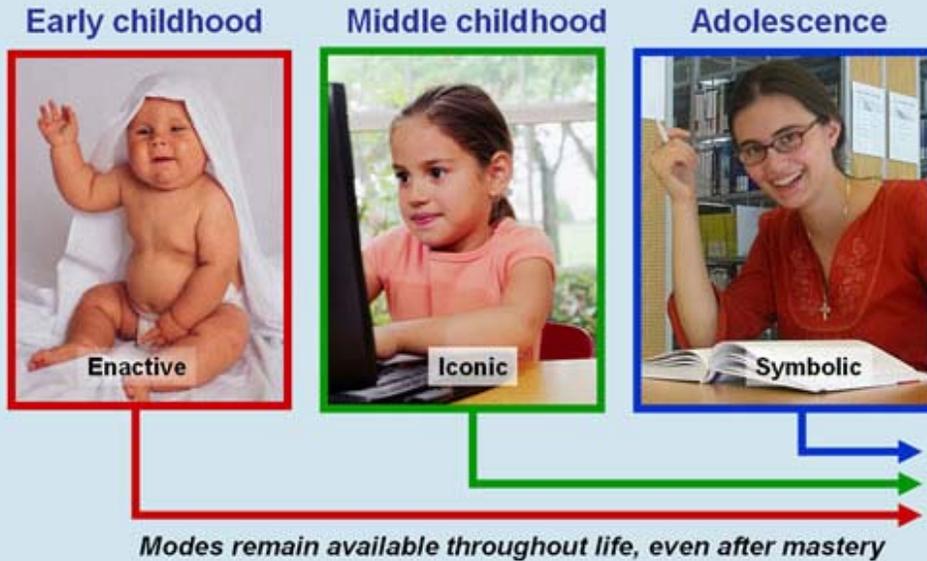


# Learning Modes

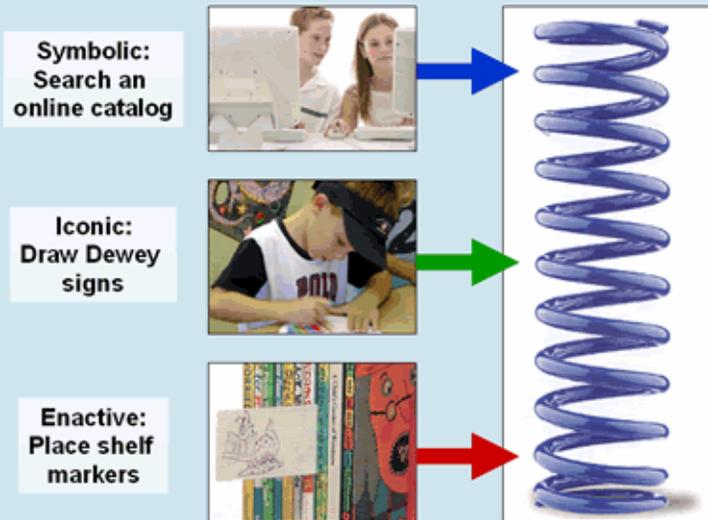


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# Cognitive Development



# Spiral Curriculum



**Example: Finding books**

# Analysing Curriculum Materials



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- Man: Course of Study
- In groups analyse “Man: A Course of Study” using the general analysis questions from the analysis scheme
- Think about design (product, process)
- Decide how to share the analysis for the purpose of processing the information
- Build up your response to the questions as feedback to the class

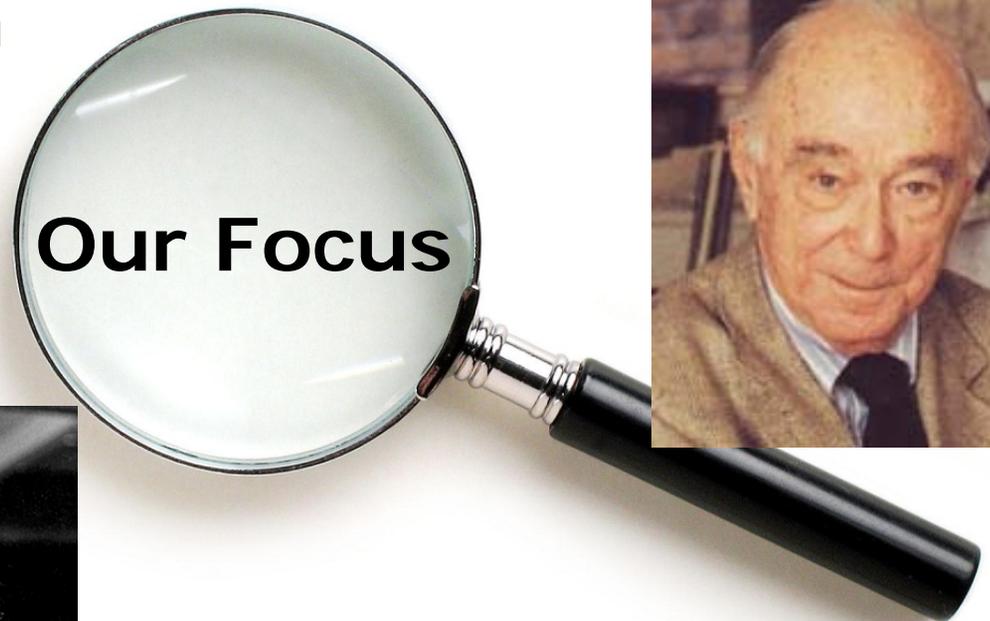
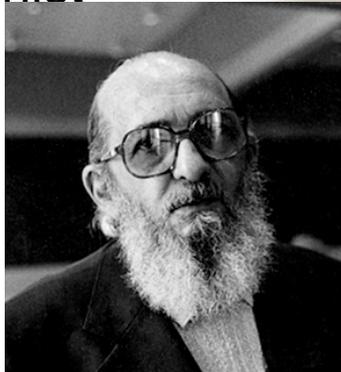
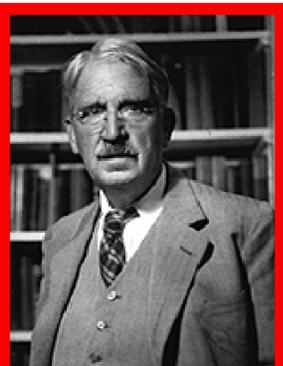


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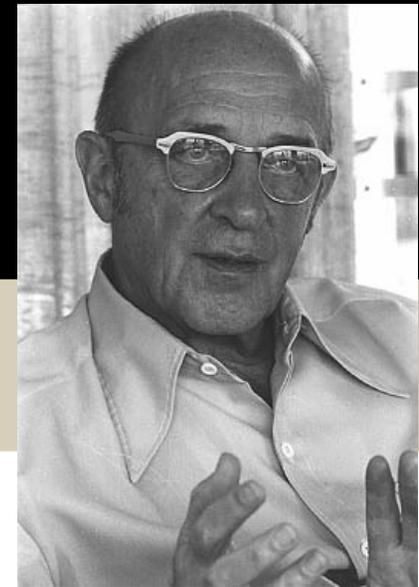
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**Our Focus**



# Cognitive Processes Orientation



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- Critical of academic rationalism
  - excessively content-bound
  - underemphasises processes
  - content is outdated
- The Progressive Education Movement
  - Focus on skill development
  - Enhance intellectual faculties
  - Assume cognitive faculties and abilities
    - Problem solve
    - Visualise
    - Extrapolate
    - Synthesise
    - Conceptualise
    - Evaluate
    - Deal with ambiguity
    - Analyse

Purpose of the  
curriculum is  
develop cognitive  
skills

- Qualifier
  - Academic disciplines provide the framework or structure that make sense out of acquiring cognitive skills

# John Dewey



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- Anti European tradition of philosophy of:

- Plato

- Stable and static social structure

- Plato and Aristotle

- Reason as a reliable approach to the acquisition of knowledge
- Experience as an unreliable approach to the acquisition of knowledge

Absolute rubbish!

- Committed to Thomas Jefferson's notion of progress

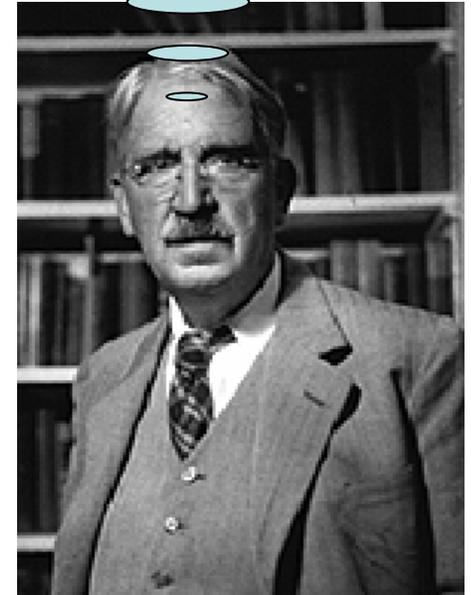
- 'indefinite perfectibility of man'

- aristocracy of birth replaced by an aristocracy of talent

Aristocracy



Meritocracy



# Beliefs



- Society changes
  - individuals need to be aware of the forces of change
  - change does not necessarily imply decay or loss or guarantee progress
- Change is about new possibilities
  - It can bring with it serious social problems that have to be faced and solved
  - The question of social control is raised when individuals seek to direct social change
  - process of problem solving involves change
- Education prepares individuals to
  - solve problems
  - anticipate problems
  - make choices
  - think reflectively
  - grow through interaction

The task of education is to prepare individuals not only to solve problems but also to anticipate them

# Developing Thinking



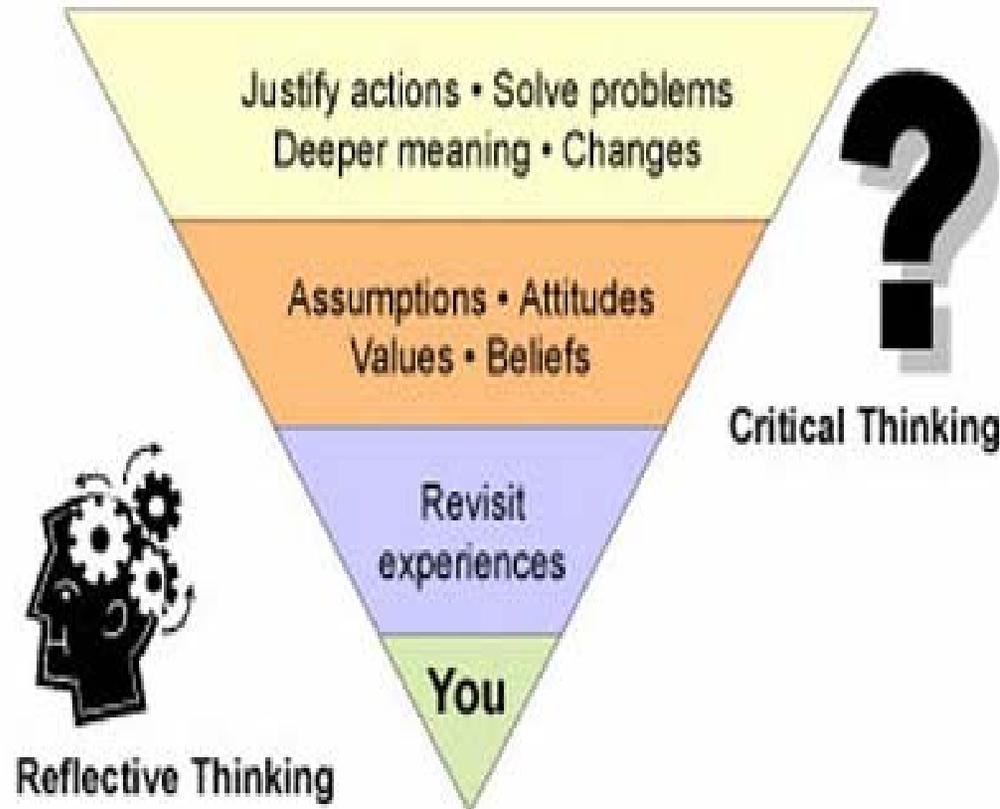
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- Solving problems and arriving at decisions are now a common experience in classrooms throughout the country
- In the cognitive processes curriculum, the development of thinking skills holds a central place
- The result of thinking is subsidiary to the *process of thinking*
- Reflective Thinking
  - An educational aim
    - An ability to respond to experiences, situations, events or new information
  - An educational method
    - A 'processing' phase where thinking and learning take place

# Reflective Thinking



- Pre-reflective stage
  - doubts, conflict, disturbances
- Reflective stage
  - five phases of thinking
    - Suggestions
    - Problem Formulation
    - Hypothesis
    - Hypothesis Elaboration
    - Testing the Hypothesis
- Post-reflective stage
  - clarity, coherence, harmony



# Qualities of Reflective Thinking



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- The qualities required to think reflectively are:
  - Judgment
  - Emotional Awareness or Sensitivity
  - Imagination
  - Reasoning
  - The Presence of Certain Attitudes
    - desire to apply this method to problems
    - a willingness to act
    - restrain from jumping to conclusions
    - open-mindedness
    - responsibility – prepared to put new ideas to the test of experience and to change in the light of evidence

# Dewey's Position

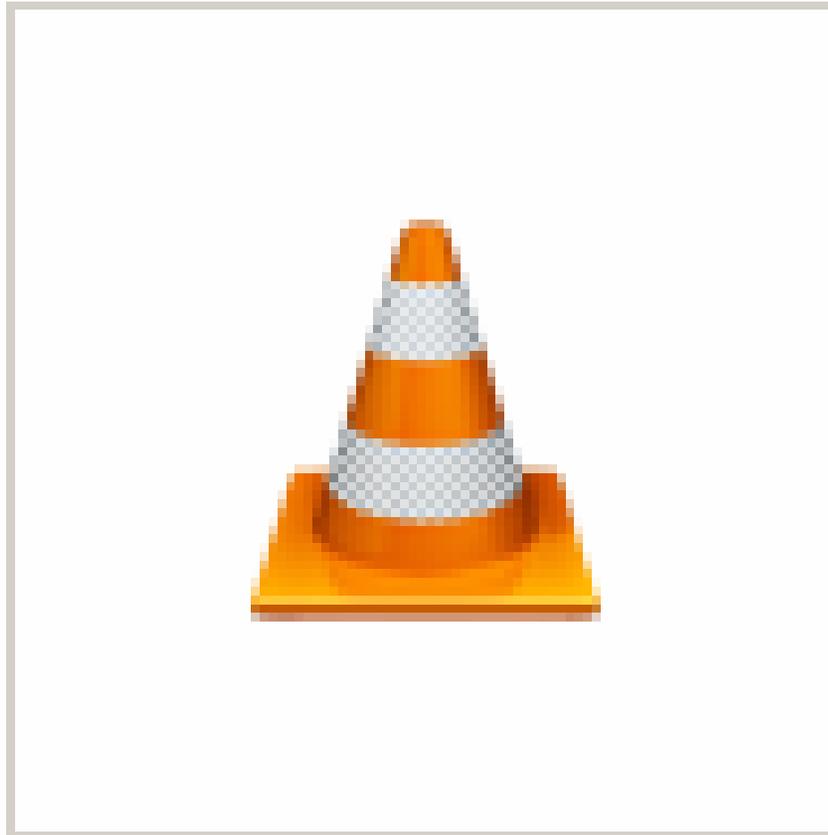


- In addition to other matters of curriculum Dewey saw himself as operating within two domains:
  - A moral domain
    - Developing the ability to not only use social norms to make moral judgments but also to re-examine them in new situation
  - An aesthetic domain
    - To encourage people to:
      - realise that there is beauty in everyday things
      - improve the world rather than reject it



# Dewey and Education

- Three stages of child growth
  - *Stage 1* 4-8 years
  - *Stage 2* 8-11/12 years
  - *Stage 3* 13 years
- Advocated
  - instruction by specialists should begin in the first years of school
  - teachers need to confer to achieve unity
  - practical application of knowledge both an end and means of learning
  - secondary school students (at about 13) able to deal with a subject from the logical standpoint
  - the adult as expert



# A curriculum for thinking - Carol McGuinness

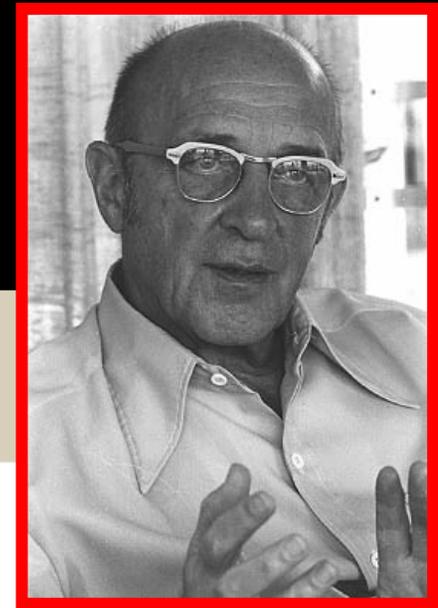
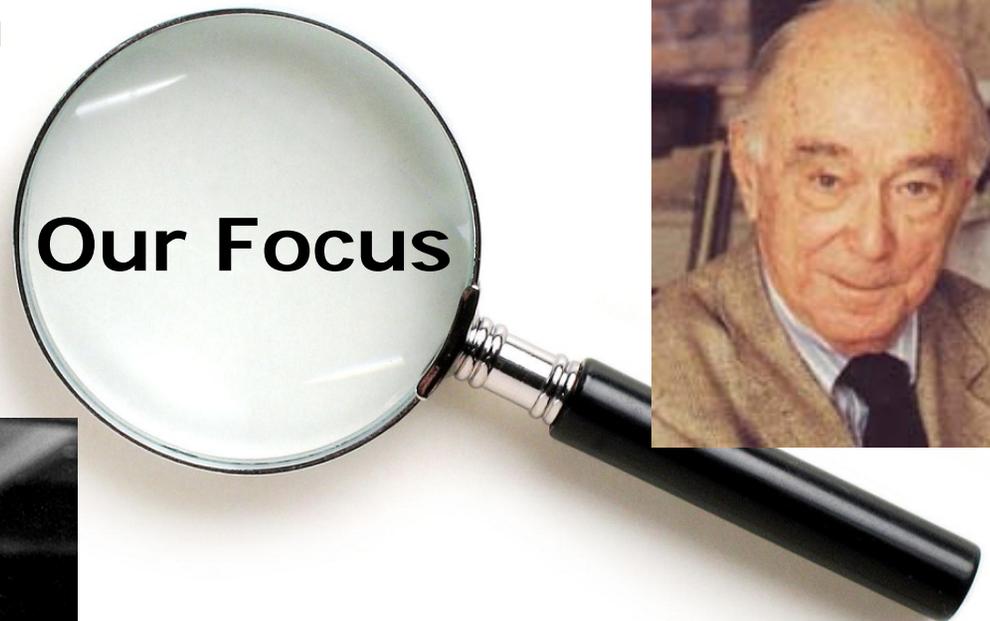
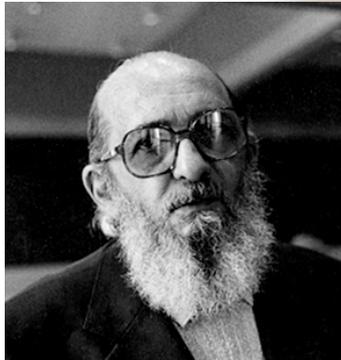
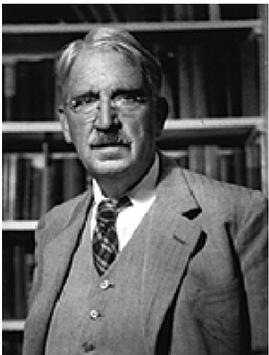


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# Self Actualisation Orientation



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- A Confluent (add-on) Curriculum
  - Adding on the affective domain (emotions, attitudes and feelings) to the traditional cognitive domain (intellectual knowledge and abilities) of curriculum
- The curriculum does not teach students what to feel or what attitudes to have but provides choices that encourages students to take responsibility for their choices
- Intrinsically rewarding experiences to enhance personal development
  - Third force of psychology
    - supportive environment
    - facilitation

A response to  
public pressure for  
growth in subject-  
matter knowledge

# Resisting Academic Rationalism



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- A concentration on subject matter might lead to depersonalisation
- Element of a Confluent Curriculum
  - Participation
    - There is consent, power sharing, negotiation and joint responsibility by co-participants (Nonauthoritarian)
  - Integration
    - There is interaction and integration of thinking, feeling and action
  - Relevance
    - The subject matter is emotionally and intellectually linked to the needs and lives of the participants
  - Self
    - The self as a legitimate object of learning
  - Goal
    - The purpose is to develop the whole person within a human society

# Self-directed Learning



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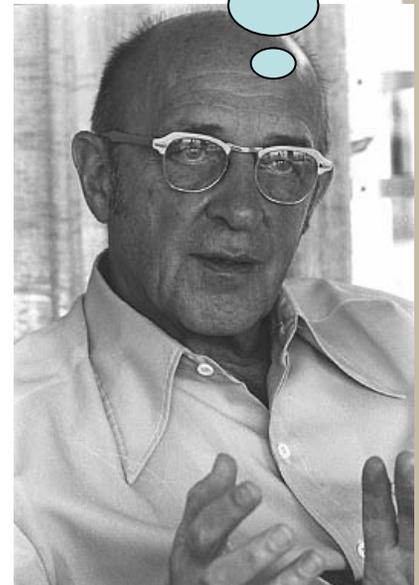
- A response to the threat of depersonalisation of academic rationalism
- A desire to promote the characteristics of the self-directed learner (sense of ability, clarity of values, positive self-concept, capacity for innovation and openness)
- Key curriculum ideas
  - Achievement motivation
    - Realistic challenge and an expectation of success
  - Attribution theory
    - Seeing oneself as the cause of one's success
  - Student's interests
    - Freedom to learn concentrates effort
  - Locus of control
    - Internal control is highly correlated with achievement



# Carl Rogers

- *Freedom to Learn* (1969) and *Freedom to Learn for the 80s* (1983)
- The Human Being
  - Free and unique (able to make choices in all situations)
  - Consciousness is private, internal world of living
- The Problem with Curriculum Development
  - Impossible to predict in advance the learning experiences that student will require or the behaviours they will exhibit

The aim of my approach to education is to develop a fully functioning person



# Roger's Theory



- Goals
  - To provide a non-threatening environment
  - To assist each individual to become a fully functioning person
- The school environment
  - Develops individual's sense of reality
  - Causes individuals to act
  - Develops the individual's self-concept
- Classroom climate
  - intrinsic rewards of acceptance
  - understanding and empathy predominate
  - authority is shared between the student and the teacher
- Teacher's Role
  - To create a climate of trust and openness in which self-direction can occur
  - To facilitate individuals or groups to work out their own self-directed plans for learning and development
  - make resource materials available
  - be non-judgmental
  - convey respect for students

# Sir Ken Robertson



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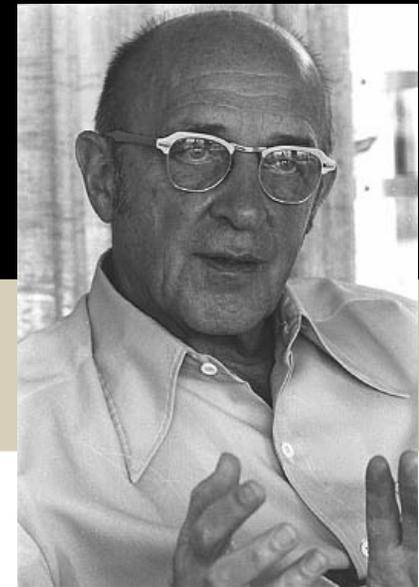
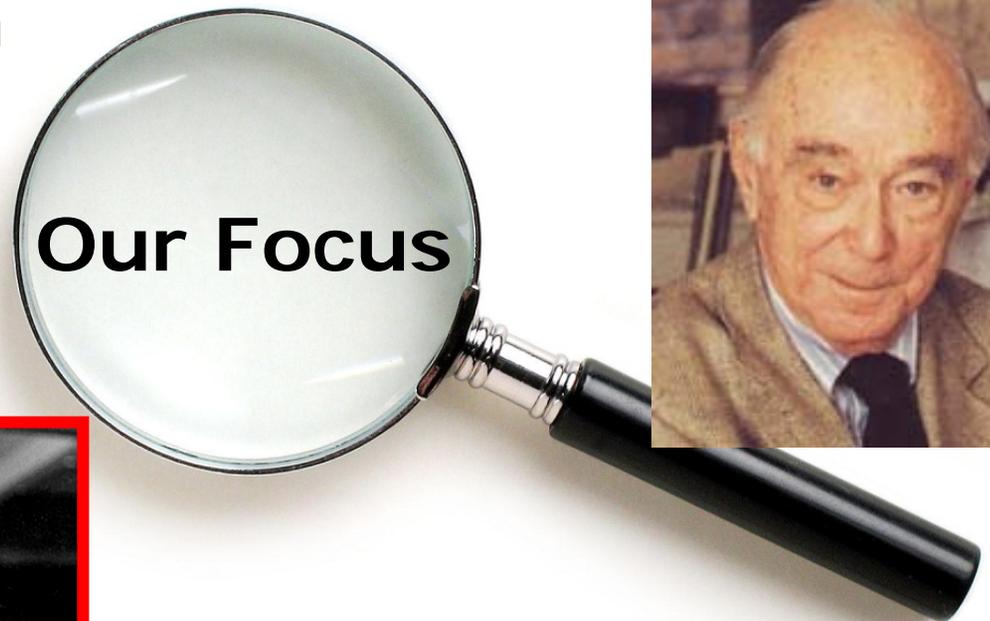
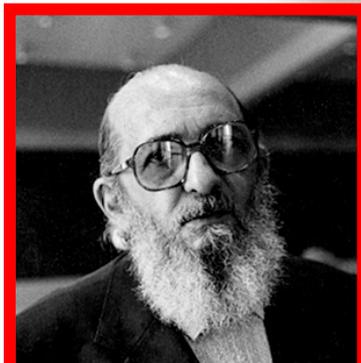
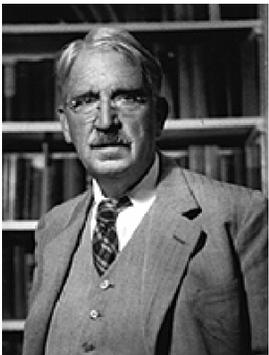


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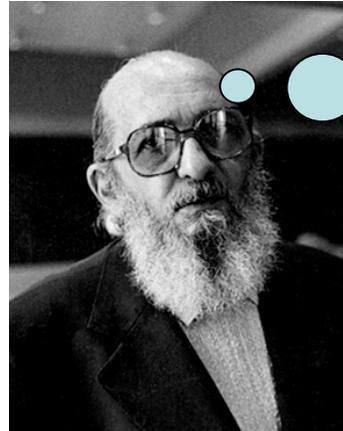


# Social Reconstructionist Orientation



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- Purpose of Education
  - No universal objectives and content
  - To confront the learner with the problems facing humanity in an effort to produce a better society
- Schools as agents for social change
- Possible areas of study
  - environmental issues
  - world peace
  - political corruption
  - racial prejudice
  - religious values
- Role of the Teacher
  - Help students discover their own interests
  - Relate local, national and world purposes to students' goals
  - Stress cooperation with the local community and its resources



Learning opportunities must be **real**, require **action** and teach **values**



# Paulo Freire

- What has motivated him in the work he has done?
  - plight of his fellow countrymen
- What is the fundamental idea in his philosophy?
  - Human beings as conscious beings that act in light of their understanding of
    - themselves and the world they inhabit
    - the political and social position in which they find themselves
    - the role they fulfil
  - Transforming their environment
    - physical environment
    - social environment
    - promote the wellbeing and progress of members
  - Capitalism an unjust society
  - Humanise the world and so transform ourselves

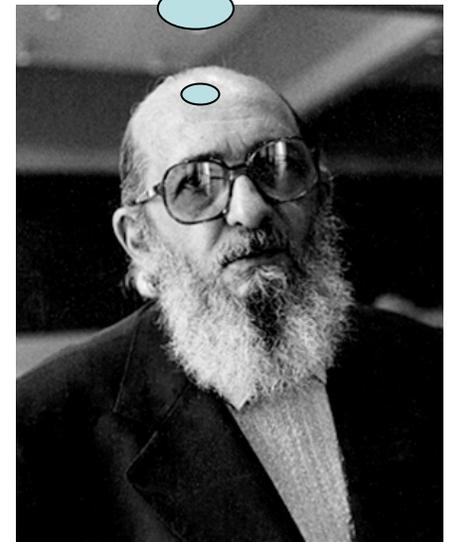
# Paulo Freire and Education



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- Giving the knowledge needed to be truly human
  - Knowledge alone is not enough
  - Must act in the light of that knowledge
  - Reflection and action
  - Creative activity
- Teacher-student relationships
  - encourage freedom to think
  - to say their own words
  - to act in accordance with their convictions
- Education as problem-posing
  - Both teacher and student should approach each problem with open minds and reflect on it as individuals
    - discuss it
    - share their views on it
    - see the difficulties
    - explore the possible answers
    - agree or disagree on solutions

Its an education system not a banking system!



# More on Freire



- Does his teaching apply generally or only in the Developing World?
  - Uses politically and socially-motivated words
  - Conveys a sense of the freedom and dignity
  - Everyone portrayed as creators of culture in their daily lives
- Is he a Marxist?
  - Writes in Marxist terms but out of Christian convictions
  - Uses the Marxian model of analysis
  - Belief in God
  - Rejects dogmatic certainty
  - Humane attitude towards the most oppressed
- Does he advocate revolution?
  - Uses words like ‘the fight’, ‘the struggle’, ‘rebellion’, and ‘conquest’
  - Creates a vision of bloody revolution
  - Revolution is a cultural action for freedom
  - Violence is contrary to all he teaches
  - He points out that violent revolution usually leads to another vertically-structured society
  - He does not rule it out

|                    | <b>Academic rationalists</b>   | <b>Cognitive Processes</b>  | <b>Self-actualisation</b>  | <b>Social Reconstructionists</b>  |
|--------------------|--|---|--|---|
| <b>Orientation</b> | Guardians of an ancient tradition tied to the power of reason and the finest elements of the Western cultural heritage | Human life comprises constant change. Education tied to developing the thinking skills necessary to manage the problems of adapting to change | The natural order of development in the child as the basis for determining what should be taught | Schools as the principal force for social change and social justice   |
| <b>Development</b> | Seeks a curriculum that introduces students to the rational power of disciplinary knowledge                            | Seeks a curriculum that focus on developing the cognitive skills necessary to deal with a changing world                                      | Seeks a curriculum in harmony with the child's 'real' interests, needs and learning patterns     | Seeks a curriculum that confronts students with corruption and vice, inequalities of race and gender, and the abuses of privilege and power with the aim of raising a new generation equipped to deal effectively with these abuses |
| <b>Key thinker</b> | Bruner   | Dewey   | Rogers   | Freire  |
| <b>Linked to</b>   | transmission   | product   | process  | praxis  |



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# Curriculum Trends

Considering  
contemporary factors  
impacting on the  
development of  
curriculum



# Globalisation



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- Global environment
  - 9/11
  - Global warming
  - Information revolution
  - the rise of China and India
- Research evidence
  - the economic impact of school education
  - the social impact of school education
  - Global Education – what do students need to know?
    - Case (1993): curriculum should incorporate both substantive and perceptual dimensions. The substantive dimension includes knowing about global systems, events, and issues whereas the perceptual dimension includes being empathetic and having an open-minded point of view

# Globalisation



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- International Competition

- Educational Standards

- Producing knowledge workers in a globalised marketplace
    - International comparisons
    - Mandating what students must know and be able to do

- Education is crucial for:

- future economic prosperity
    - developing skills young people need to operate in an information-rich world
    - both understanding and addressing emerging environmental challenges
    - promoting social cohesion
    - delivering equality of opportunity
    - Innovation and creativity
      - Fundamental to individual and national prosperity in a global market place
      - Critical in developing responses to social challenges

# Standardisation



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- The trend towards outcomes-based education is closely link to the standardisation
- Should one curriculum size fit all?
  - The move for consistent curricula across all schools
  - Loose-tight systems
- The increased ‘marketisation’ of education
  - The argument:
    - All students, regardless of where they live, should have similar opportunities to learn the same content, at the same depth and with the same academic rigour
- Critics worry that standardisation will downgrade quality by narrowing learning options and lower expectations in response to greater accountability

# Outcomes-based Education



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| Change Criteria        | Typical of input-driven programs                       | Typical of outcomes-based programs                            |
|------------------------|--|---|
| Desired Outcomes       | Not specific - lists of decontextualised objectives    | Specific – lists of observable changes in the student         |
| Instructional Content  | Subject matter-based                                   | Outcome-based   |
| Time for Instruction   | Fixed time units                                       | Continues until outcome demonstrated                          |
| Mode of Instruction    | Teacher as transmitter of specialised information      | Teacher as facilitator of learning                            |
| Focus of Instruction   | What the teacher is able to and likes to teach         | What the learner needs to learn to demonstrate outcomes       |
| Instructional Material | Narrow source (texts, workbooks)                       | Variety of materials and experiences based on learning styles |
| Feedback               | Delayed feedback                                       | Results reported after performance                            |
| Assessment             | Norm-referenced  | Criterion (outcomes) referenced                               |
| Exit Criteria          | Final assessment in grades or percentages              | Demonstrated outcome at prespecified level                    |
| Learning Emphasis      | Acquire fixed body of knowledge transmitted by teacher | Development of learning skills                                |
| Learner Responsibility | Follow a predetermined course                          | Develop independence and responsibility for self-monitoring   |

# National Curriculum



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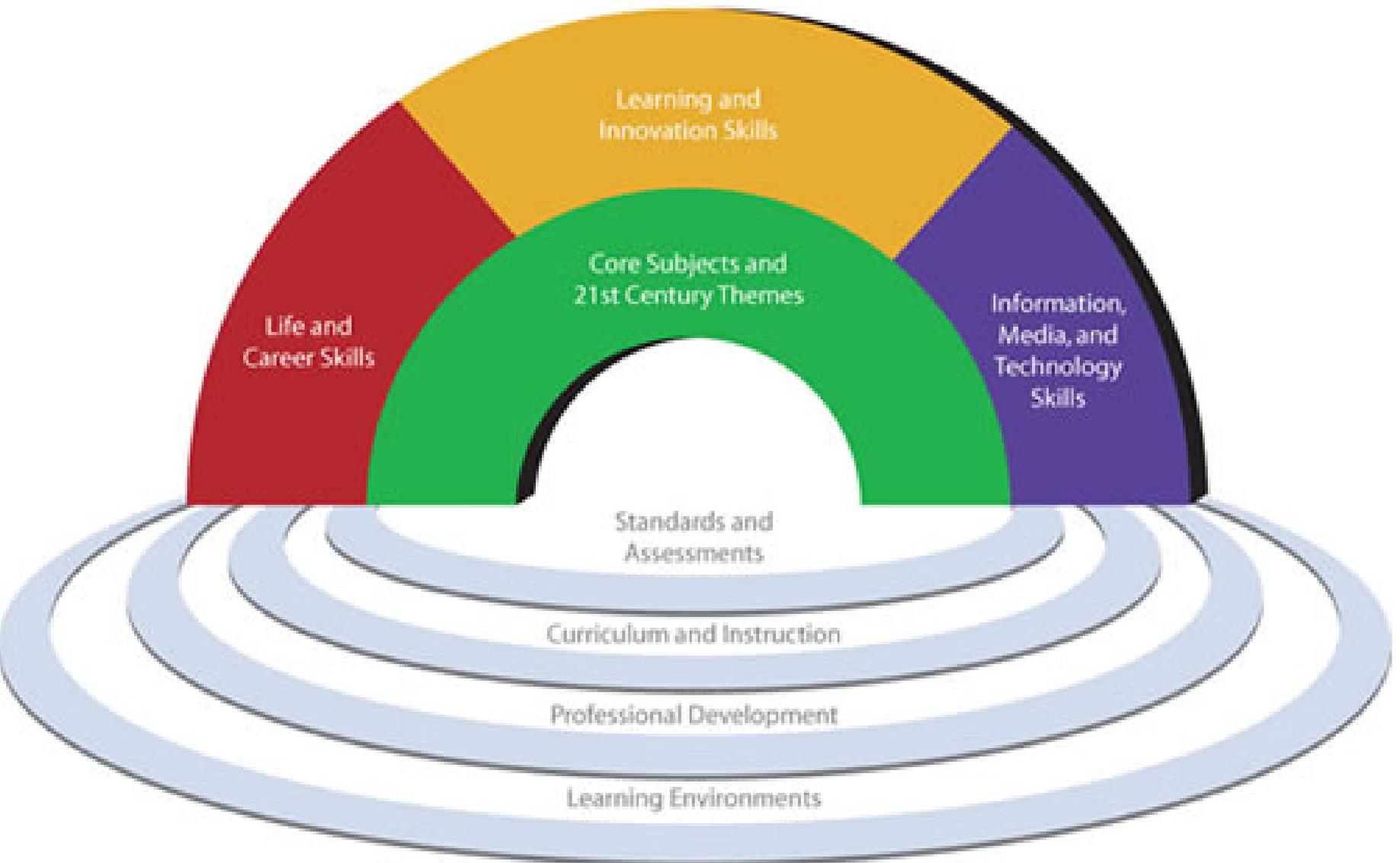
- Developing nationally consistent curricula
  - Setting core standards and achievement standards
  - Providing flexibility for jurisdictions and school sectors
  - Establishing standards as a basis for national testing
  - Broadening options for students
  - Ensuring achievement reported on same scale nationally

# Learning from Overseas



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- Finland
  - Moved to national standards
  - Core content specification
  - Flexibility for schools in timing and methods
- United Kingdom
  - Qualifications and Curriculum Authority (QCA) developing a new national curriculum built around two fundamental aims:
    - to provide opportunities for all pupils to learn and to achieve
    - to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life
- United States
  - Six US states considering ways of incorporating 21<sup>st</sup> century skills into their curricula





# In what way do you feel current curriculum trends are impacting on you?

- Do you think the knowledge explosion has produced more information than teachers or students can master?
- Should we now focus on *how* we learn and use knowledge, including critical thinking skills, metacognition, and critical pedagogy?
- Do you believe education is too much like "fashion and design," in the sense that curriculum development is just a matter of popular opinion?
- Read *The Saber-Tooth Curriculum* – what does it teach us about the purpose of curriculum?

# Analysing Curriculum Materials



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- Select from the curriculum materials
- In groups analyse your selection using the 'materials in use' questions from the analysis scheme
- Think about orientation (academic rationalist, cognitive processes, self-actualisation, social reconstructionist)
- Decide how to share the analysis for the purpose of processing the information
- Build up your response to the questions as feedback to the class