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Types of curriculum models in education

Educators use guides to help them decide what, when, and how to teach. These curriculum guides are based on models. Have you ever wondered where your lesson plans came from? Let's take a look at how curricula models shape our teaching. To understand curriculum models, we need to take a step back and talk about the curriculum itself. Curriculum can be defined as a plan used in teaching that directs teacher training. Many districts and schools use a tool designed to help teachers speed up their lessons, called a curriculum guide. But a curriculum and a curriculum guide don't just get out of thin air. Time and energy go into the creation of these documents. This process is known as curriculum development. All of these things are based on a curriculum model. A model is really the first step in curriculum development. A curriculum model determines the type of curriculum used. it includes pedagogical philosophy, approach to teaching and methodology. The good news is, unless you've been hired to design the curriculum, you won't come across many curriculum models. But it is good for educators to be familiar with the models used in their schools. Key Curriculum Components Curriculum models have five areas they define, each looking at training from a different turn. The focus concept looks at one or one student and centers instruction on them. The approach component is a traditional or modern method and looks at the type of instruction that will be used. The content component uses an oblique toward a topic-based or content-based and asks how devices or strings will be written. The process structure looks at assessment: formative or accumulating. Finally, the structural components focus on the audit system and determine how the curriculum will be revised. Product and process models Syllabus models can be divided into two very broad models, the product model and the process model. Fortunately, these two models are just as they sound. Product model - You may be able to see this in parts of your curriculum. This model is focused on results, as grades or achieving a goal. The majority of the emphasis is focused more on the finished product than what happens in the learning process. Process model - Conversely, this process model focuses on how things happen in learning and is more open. The curriculum focusing on the process model emphasizes how students learn, what their thinking is and how it will affect future learning. Curriculum Model Frameworks To dive a little further before we look at specific models, let's talk about how some curriculum models are framed. Five broad categories can be used to define the focus of curriculum models: Subject or discipline centered - In this framework, the curriculum is organized around as science. Integrated - As it sounds, this framework draws many many Together. We see this model used in problem-based learning and experiential learning. Spiral - In this frame, the content is presented several times during the span of the school year. Seen mostly in mathematics, using this design allows students to be introduced and then revisit material often. Study- or problem-based - Not to be confused with integrated models, this curriculum focuses on a key problem or issue. In this framework, all curricula are problem-based, while in integrated it may or may not be. Experiential – Using this framework allows students to participate in real life ways with their work, such as experimenting with hypothesis, working through problems, and finding solutions. You can recognize some of the above frames in your own lesson plans. Now let's look at three models we also see in our current syllabus. Popular Curriculum Models There are countless models of the curriculum, many of them blends of multiple styles. However, there are two main models that have been seen as the basis for all curricula. And to make things easy for us, each is named after its creator. The Tyler Model The Tyler model was created by Ralph Tyler in 1949. He guided his model with four questions: What educational purposes should education aspire to? What educational lessons can be learned to achieve these goals? How can we organize these educational experiences? How do we know if these purposes are being achieved? Does it look familiar? In the classroom, you'll see it as identifying a goal, scheduling a lesson, organizing experiences to reach your goal, and assessing whether the goal has been met. If you want your students to perform a 2-digit addition (goals), you gather manipulative (experiences), you plan this and other lessons (organize), and finally you quiz on understanding (evaluate). Taba Model The Taba model was developed by Hilda Taba in 1962. Her primary focus was that teachers should play an integral role in the development of curricula. Taba had seven steps: Diagnosis needs - The teacher begins the process by identifying students' needs, like understanding double-digit addition. Articulate objectives - When you've reached your needs, type a specific goal, such as a goal. Select Content - Based on the objective, the teacher creates lessons designed to meet the goal. For example, directly instruct double-digit addition - use manipulators - practice on spreadsheets. Organize Content - Determine the order of the class. Consider students, goals, and your materials. Choose specific learning experiences - Present the content to students to make it engaging and effective. Organize activities - Determine the order and scope of the activities taught. How long will manipulative use be used? Assess - Assess students' learning and lessons. Many of the same components in Taba and Tyler models. Taba put great emphasis on the process of these seven steps and the fact that the teacher input, not administrative, was crucial as they are the ones face to face with students. Let's go over it. Education of children well depends on planning. Teachers can't just walk in the doors and expect to intuitively know what to teach, when and how. The curriculum is the thing that teachers teach, and it's formatted in a curriculum guide that helps ensure that all students are taught the same content at the same pace. All curricula must be written, and a model of what this curriculum looks like is necessary for structure. Two great curriculum models are Taba and Tyler methods. Each highlights teacher planning and assessment. The Tyler model focuses on four questions to shape the curriculum, and the Taba model is more focused on teacher input. Both models are reflected in most classrooms today. Notes on curriculum components in a CurriculumTyler Model Taba Model Focus, approach, content, process, and structureIdentify a goal, plan a lesson, organize experiences to achieve your goal, and assess whether the goal is achievedDiagnosis needs, formulate goals, select and organize content, select specific learning experiences, organize activities, and evaluate Learning Outcomes You should be prepared to do the following tasks at the end of this lesson : Explain how a curriculum is used List of components of a curriculum Identify the two general curriculum categories Compare Tyler and Taba curriculum models To continue to enjoy our website, we ask you to confirm your identity as a human being. Thank you very much for your cooperation. To continue to enjoy our website, we ask that you confirm your identity as a human being. Thank you very much for your cooperation. ©Leslie Owen Wilson. Ed. D. When considering all the types of curricula, what are the different definitions? When I asked my students what the curriculum means to them, they always indicated that it means the overt or written curriculum - thinking of a curriculum manual with goals and goals, or their textbooks. But the word curriculum as it is defined from its early Latin origins means literally running a course. If you think of a marathon with mile and direction markers, road signs, water stations, and officials and buses along the route, this beginning definition is a metaphor for what the curriculum has become in the education of our children. Here are several definitions for curricula, from oliva (1997) (4) Curriculum is: What is taught in schools A set of. Content A study program. A set of materials A sequence of courses. A set of performance goals A course of study Is everything that goes on at the school, including extra-class activities, guidance and interpersonal relationships. Everything planned by Staff. A series of experiences that students go through at a school. what each student experiences as a result of schooling. s 4 What are the different types of curricula? The answer to this question is, of course, subject to interpretation. Since the curriculum reflects the models of instructional delivery chosen and used, some may indicate that the curriculum could be categorized according to the common psychological classifications of the four families of learning theories Social, Information Processing, Personal, and Behavioral. Longstreet and Shane have dubbed divisions in curriculum orientations as: child-centered, community-centric, knowledge-centered, or eclectic. Common philosophical orientations of the curriculum parallel these beliefs were in favour of different philosophical orientations - Idealism, realism, perennialism, essentialism, existentialism, existentialism, constructivism, reconstructiveism and the like. With all these sources it should be obvious that there are lots of types of curricula. Whatever classification one hushs against, it is a fact that at some point the curriculum in the United States has been affected by all of the above. In essence, American curriculum is hard to pinpoint because it is multi-layered and very eclectic. My personal definition (Wilson, 1990) of the syllabus is: Anything and everything that teaches a lesson, planned or otherwise. People are born learning, thus the learned curriculum actually includes a combination of all the following – the hidden, null, written, political and societal, etc.. Since students learn all the time through exposure and modeled behavior, it means that they learn important social and emotional experiences from everyone who lives in a school – from janitorial staff, the secretary, cafeteria workers, their peers, as well as from deportation, behaviors and attitudes expressed and modeled by their teachers. Many educators are not aware of the strong experience these daily contacts provide to young people. The following represents the many different types of curricula used in schools today. Type of curriculum definition 1. The overt, explicit or written syllabus is simply what is written as part of formal teaching of schooling experiences. It may refer to a teaching document, texts, films and supportive teaching materials chosen to support a school's intentional teaching agenda. Thus, the overt curriculum is usually limited to the written understandings and directions formally appointed and reviewed by administrators, curriculum directors and teachers, often collectively. 2. Social curriculum (or social curriculum) As defined by Cortes (1981). Cortes defines this curriculum as:... [the] massive, ongoing, informal curriculum for family, peer groups, neighborhoods, churches, 24 This type of curriculum can now be expanded to include the powerful effects of social media (YouTube; Facebook; Twitter; Pinterest, etc.) and how it actively helps create new perspectives and can help shape both individual and public opinion. 3. The hidden or hidden curriculum What is implied by the very structure and nature of schools, much of it, is about daily or established routines. Longstreet and Shane (1993) offer a generally accepted definition for this term – the hidden curriculum, which refers to the kinds of learnings children derive from the very nature and organizational design of the public school, as well as from the behavior and attitudes of teachers and administrators.... 46 Examples of the hidden curriculum may include the messages and experiences of the mere organisation of schools— emphasising: sequential space events; the cellular, timed segments of the formal instruction an annual schedule still designed to accommodate an agricultural age; disciplined messages where concentration corresponds to students' behaviour if they sit straight up and are constantly quiet; students to enter and stand in line silently; students quietly raise their hands to be encouraged; the endless competition for qualities, and so on. The hidden curriculum may include both positive or negative messages, depending on the models provided and the perspectives of the learner or observer. In what I term fluent quotes, popularized quotes that have no direct, quoted sources, David P. Gardner is reported to have said: We learn simply by exposure to the living. Much that goes to education is not education at all, but ritual. The fact is, we'll be educated when we know the least. 4. Null curriculum that we do not teach, thus giving students the message that these elements are not important in their educational experience or in our society. Eisner offers some important points as he concludes his discussion of the null syllabus. The most important thing I have tried to say so far is that schools have consequences not only because of what they teach, but also in what they fail to teach. What students can't consider, what they don't process they're not able to use has implications for the kind of life they lead. 103 Eisner (1985, 1994) first described and defined aspects of that curriculum. He says: There is something of a paradox involved in writing about a curriculum that doesn't exist. However, if we deal with the consequences of school programmes and the role of the curriculum in shaping these consequences, then it seems to me that we would be well advised to consider not only the explicit and curriculum for schools, but also what schools do not My thesis is that what schools do not teach can be as important as what they teach. I am arguing for this position because ignorance is not just a neutral vacuum. It has important effects on the kind of possibilities that can be considered, the alternatives that can be examined and the perspectives from which one can see a situation or problems. ... 97 From Eisner's point of view, the null curriculum is simply the one not taught in schools. Somehow, somewhere, some people are empowered to make conscious decisions about what to include and what to exclude from the overt (written) curriculum. Since it is physically impossible to teach everything in schools, many subjects and subject areas must be deliberately excluded from the written curriculum. But Eisner's position on the null syllabus is that when certain subjects or topics are left out of the overt curriculum, school staff are sending messages to students that certain content and processes are not important enough to study. Unfortunately, without some level of awareness that there is also a well-defined implicit agenda in schools, school staff send the same type of message via the hidden curriculum. These are important to consider when making choices. We teach about wars, but not peace, we teach about certain selected cultures and stories, but not about others. Both our choices and our omissions send messages to students. 5. Phantom Syllabus Messages prevailing in and through exposure to any kind of media. These components and messages play a major role in the enculturation of students in the prevailing meta-culture, or in acculturating students in narrower or generational subcultures. 6. Simultaneous curriculum What is taught or highlighted in the home, or the experiences that are part of a family's experiences, or related experiences that are sanctioned by the family. (This type of curriculum can be received in the church in connection with religious expressions, lessons about values, ethics, or morality, cast behavior, or social experiences based on family preferences.) 7. Rhetorical curriculum Elements from the rhetorical curriculum consist of ideas offered by politicians, school officials, administrators or politicians. This curriculum can also come from professionals involved in conceptualisation and content changes; or of the training initiatives resulting from decisions based on national reports and government reports, public speeches or texts criticising outdated training practices. The rhetorical curriculum can also come from the published works that offer updates in pedagogical knowledge. 8. Curriculum-in-use The formal curriculum (written or overt) includes these things in textbooks, and content and concepts in the district curriculum guides. But these formal elements are often not taught. in use is curriculum provided and presented by each teacher. 9. Did the curriculum receive the things that students actually take out of classrooms: concepts and content that are truly learned and remembered. 10. The internal curriculum Processes, content, knowledge combined with the experiences and realities of the learner to create new knowledge. While educators should be aware of this curriculum, they have little control over the internal curriculum as it is unique to each student. Educators can explore this curriculum

using instructional assessments like exit ties, reflective exercises or debriefing discussions to see what students really remember from a lesson. It is often very enlightening and surprising to find out what matters to students and what doesn't. The electronic curriculum These experiences by searching the Internet for information, or using e-forms of communication. (Wilson, 2004) These types of curricula can be either formal or informal, and inherent lessons can be overt or hidden, good or bad, correct or wrong depending on their views. Students who regularly use the Internet and electronic media, both for recreational and informational purposes, are bombarded with all types of media and messages. What types of messages are they exposed through various social media and online interactions? When they research topics and topics online and collect information, they are often bombarded with all types of ads, images and messages. Much of this information can be factually correct, informative or even entertaining or inspiring. But there are also quite a few other e-information that can be very incorrect, dated, passé, biased, perverse, or even manipulative. The implications of the electronic curriculum for educational practice is that part of the relevant curriculum should include lessons on how to be smart consumers of information, how to critically assess the accuracy and accuracy of e-information, and how to determine the reliability of electronic sources. Also, students need to learn how to be artfully picky about the usefulness and appropriateness of certain types of information. As well, when it comes to social media and interactions like other forms of social interaction, students need to know that there are inherent lessons to be learned about appropriate and acceptable netiquette and online behavior, to include the differences between fair and legal use, vs plagiarism and information piracy. In today's world, of all the types of curricula listed on this page, the electronic curriculum must be actively evaluated, discussed, and considered by today's educators. If you want to use either my PDF of different types of curricula or my 10Netiquette in PDF format, please read usage posts Download. References and further readings for types of curricula: Cortes, C.E. (1981) The social curriculum: Implications for multi-ethnic education. In Banks, J.A (ed.) Education in the 80s: Multi-ethnic education. National Association for Education. Eisner, E.W. (1994) The pedagogical imagination: About the design and evaluation of school programs. (3rd Ed. New York: Macmillan. Longstreet, W.S. and Shane, H.G. (1993) Curriculum for a new millennium. Boston: Allyn and Bacon. Oliva, S. (1997) Curriculum: Theoretical dimensions. New York: Longman. Wilson, L. O. (1990, 2004, 2006) Curriculum course packages ED 721 & 726, unpublished Contact Leslie Giving = Continued Sharing I created the second principle of sharing information about the pedagogical ideas at the heart of all good teaching. I am dedicated to the ideal that most of the materials on this site remain free of individuals, and free of advertising. If you have found value in the information offered here, you may want to consider becoming a patron through a PayPal donation to help incur hosting and operating costs. Thank you for your consideration, and blessings on your own journey.

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