CHAPTER 5:
MODELS FOR CURRICULUM DEVELOPMENT
AFTER STUDYING THIS CHAPTER YOU SHOULD BE ABLE TO:

• Analyze each model for curriculum development in this chapter and decide which models, if any, meet the necessary criteria for such a model.

• Choose one model and carry out one or more of its components in your school.

• Distinguish between deductive and inductive models for curriculum development.

• Distinguish between linear and nonlinear models for curriculum development.

• Distinguish between prescriptive and descriptive models for curriculum development.
SELECTING MODELS

• Models, which are essentially patterns serving as guidelines to action, can be found for almost every form of educational activity.

• Unfortunately, the term *model* as used in the education profession often lacks precision. A model may:
  ○ propose a solution to a piece of a problem
  ○ attempt to solve to a specific problem
  ○ create or replicate a pattern on a grander scale.
VARIATION IN MODELS

- Individual models are often refined or revised due to the current trends that are impacting the educational climate.

- Therefore, practitioners have a responsibility to understand the essential components of curriculum models.
MODELS FOR CURRICULUM DEVELOPMENT

• By examining models for curriculum development, we can analyze the phases their originators conceived as essential to the process.

• Using a model in such an activity as curriculum development can result in greater efficiency and productivity.
MODELS FOR CURRICULUM DEVELOPMENT

• The three models described in this chapter are mostly linear; that is, they propose a certain order or sequence of progression through the various steps.

• The term “linear” is used for models whose steps proceed in a more or less sequential, straight line from beginning to end.
MODELS FOR CURRICULUM DEVELOPMENT

- The three models discussed in this book are either deductive or inductive:
  - A deductive model proceeds from the general (examining the needs of society, for example) to the specific (specifying instructional objectives, for example).
  - An inductive model starts with the development of curriculum materials and leads to generalization.
MODELS FOR CURRICULUM DEVELOPMENT

• The three models presented in this chapter are prescriptive rather than descriptive:
  ○ they suggest what ought to be done (and what is done by many curriculum developers).

• Curriculum workers should exercise judgment as to the entry points and interrelationships of components of the models.
MODELS FOR CURRICULUM DEVELOPMENT

• The three models addressed in this chapter are:

1. The Tyler Model
2. The Taba Model
3. The Oliva Model
THE TYLER MODEL

The Tyler Model is:

- one of the best known models for curriculum development.
- known for the special attention it gives to the planning phases.
- deductive for it proceeds from the general (examining the needs of society, for example) to the specific (specifying instructional objectives).
THE TYLER MODEL

- Tyler recommends that curriculum planners identify general objectives by gathering data from three sources:
  - the learners
  - contemporary life outside the school
  - subject matter.

- After identifying numerous general objectives, the planners refine them by filtering them through two screens:
  - the philosophical screen
  - the psychological screen
THE TYLER MODEL

• In the Tyler Model, the general objectives that successfully pass through the two screens become what are now popularly known as instructional objectives.
THE TABA MODEL

• Hilda Taba believed that the curriculum should be designed by the teachers rather than handed down by higher authority.

• Further, she felt that teachers should begin the process by creating specific teaching-learning units for their students in their schools rather than by engaging initially in creating a general curriculum design.
THE TABA MODEL

• Taba advocated an inductive approach to curriculum development.

• In the inductive approach, curriculum workers start with the specifics and build up to a general design as opposed to the more traditional deductive approach of starting with the general design and working down to the specifics.
THE OLIVA MODEL

• The Oliva Model is a deductive model that offers a faculty a process for the complete development of a school’s curriculum.

• Oliva recognized the needs of students in particular communities are not always the same as the general needs of students throughout our society.
THE OLIVA MODEL

In the Oliva Model a faculty can fashion a plan:

- for the curriculum of an area and design ways in which it will be carried out through instruction
- to develop school-wide interdisciplinary programs that cut across areas of specialization such as career education, guidance, and class activities.
- for a faculty to focus on the curricular components of the model to make programmatic decisions.
- to allow a faculty to concentrate on the instructional components.
CONSIDERATIONS

Curriculum Planners might agree that the model should show the following:

- major components of the process, including stages of planning, implementation, and evaluation
- customary but not inflexible “beginning” and “ending” points
- the relationship between curriculum and instruction
- distinctions between curriculum and instructional goals and objectives
- reciprocal relationships among components
CONSIDERATIONS

• Continued:
  ○ a cyclical pattern
  ○ feedback lines
  ○ the possibility of entry at any point in the cycle
  ○ an internal consistency and logic
  ○ enough simplicity to be intelligible and feasible
  ○ components in the form of a diagram or chart
A FINAL THOUGHT:

• Those who take leadership in curriculum development should become familiar with various models and try them out. In doing so, they can select or develop a model that is most understandable and feasible for them and for the persons with whom they are working.