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Course Objective

- Designed to assist professional educators and trainers to enhance their abilities to plan, develop, and assess curriculum products.
- Particular emphasis is placed on the foundations for the curriculum, populations it will serve, structural elements, and evaluation strategies.
Course Competencies

- Identify the fundamental elements necessary to develop a meaningful curriculum for an occupational or training area.

- Describe the components that influence and control the content and organization of the curriculum (conceptual framework/knowledge-bases).

- Describe the components that can be utilized to structure the contents of an educational curriculum (coherence).

- Analyze and evaluate various theories for learning to comprehend core understanding of learning and practices that support learning.

- Describe the factors that should be considered in the evaluation of any curriculum design.

- Develop a curriculum for an occupational education or training program, using reflection, critical thinking and problem solving strategies and following guidelines or standards developed by content specialty organizations.
Mandatory Course Requirements

- Five annotations on readings of identified curriculum topics. Each annotation is worth 2% of grade (10% total):
  - Blue marked annotations due even weeks
  - Green marked annotations due odd weeks
- Develop a curriculum proposal that solves a community need or organizational need (10%)
- Develop a detailed curriculum of a program of study in the learner's selected field of interest (40%)
- Examination on the foundation of the curriculum (20%)
- Examination on the curriculum design (20%)

Grading scale

- Excellent work A
- Good work B
- Poor work C
- Unsatisfactory work F

Grades are based on both quality and completeness of assignments.

Accommodations:

- Students requiring special accommodations should make their needs known to the instructor early in the semester so reasonable accommodation can be taken.
- While standards will remain the same, the instructor may modify the activities and processes to meet any student's reasonable special need.
Text Book:


The Syllabus

- Read it for other information about the course.
- It is loaded on the course web site.
  - [http://www.lions.odu.edu/~dnethert/Courses/oted785/](http://www.lions.odu.edu/~dnethert/Courses/oted785/)

So let’s get started . . .
Key Principles of Education

- Teaching
- Learning
- Curriculum
- Instruction

Issues that arise when talking about curriculum?

- Where do educators/trainers gather most of the content they teach?

Issues that arise when talking about curriculum?

- Do educators/trainers have the time to develop curriculum?
Issues that arise when talking about curriculum?

- Do educators/trainers interact on curricular issues?

- Do educators have different roles than trainers?
  - If so, how are their roles different?

- Do educators or trainers have the proper professional orientations to develop curriculum?
Issues that arise when talking about curriculum?

- Ultimately, who controls the implementation of a curriculum?

- What is the teacher's and trainer's primary role?

- What roles should and can educators and trainers play in curriculum development?
Issues that arise when talking about curriculum?

- What is a teacher/instructor proof curriculum?

Issues that arise when talking about curriculum?

- In curriculum development, what do you think a foundation rationale is?
- Why is it important?

Foundational Rationale

- Theoretical basis of a curriculum.
  - It is hard to implement a curriculum if you do not understand or accept why the curriculum was developed.
  - A foundational rationale takes into account
    - philosophical
    - psychological
    - sociological
    - methodological underpinnings.
What is Encapsulation?

- Briefly, one is **too caught up** in his or her own ways (sphere) to see other ways of doing things.
- We are captured and encapsulated in our own world!

Characteristics of a Technical/Occupational Curriculum

- Orientation
- Justification
- Focus
- In-School Success
- Out-of-School and On-the-Job Success

Characteristics of a Technical/Occupational Curriculum

- School/Business Relationships
- Federal/State Involvement
- Responsiveness
- Logistics
- Expense
Planned Occupational Curriculum Can Be:
- Data Based
- Dynamic
- Developed for Explicit Outcomes
- Fully Articulated
- Realistic
- Learner Oriented
- Evaluation Conscious
- Future Oriented

Administrator's/Managers Role in Curriculum Development?
- Recognizing the relativity of his/her perceptions in dealing with curriculum problems.
- Initiating and sustaining rigorous intellectual inquiry.
- Possessing a number of practical skills that one usually associates with the politics of the real world.

What role should professional associations take in curriculum development?
- Aid members in this activity.
  - ASCD
  - ASTD
  - Content specialty groups.
The Field of Curriculum

"It is important that those who are constructing our school curriculum shall maintain an overview of the total situation..."

Curriculum Defined

What are the two accepted meanings of curriculum?

- "A field of study"
- "A plan for the education of learners"
- "Total plan"
- "A document"
- "A program of instruction"
- "A course or series of courses"
A Working Definition

- A useful starting point for us here might be the definition offered by John Kerr and taken up by Vic Kelly in his standard work on the subject. Kerr defines curriculum as:

  - “All the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school.”

In HRD . . .

- “All the learning which is planned and guided by the organization, whether it is carried on in groups or individually, inside or outside the organization.”

- Learning is planned and guided.
  - We have to specify in advance what we are seeking to achieve and how we are to go about it.

- The definition refers to schooling.
  - We should recognize that our current appreciation of curriculum theory and practice emerged in the school and in relation to other schooling ideas such as subject and lesson.
Four ways of approaching curriculum theory and practice:

- Curriculum as a body of knowledge to be transmitted.
- Curriculum as an attempt to achieve certain ends in students - product.
- Curriculum as process.
- Curriculum as praxis.

Aristotle's influential categorization

- It is helpful to consider ways of approaching curriculum theory and practice in the light of Aristotle's influential categorization of knowledge into three disciplines:
  - the theoretical
  - the productive
  - the practical.

What’s a Curriculum?

- the theoretical
- the practical
- the productive

- syllabus
- process
- product
- praxis
Syllabus

- Basically it means
  - a concise statement or table of the heads of a discourse
  - the contents of a written document of facts and principles (a treatise)
  - the subjects of a series of lectures.
- An approach to curriculum theory and practice which focuses on syllabus is only really concerned with content.

Curriculum as Product

- This thinking about curriculum theory and practice was heavily influenced by the development of management thinking and practice. The rise of "scientific management" associated with the name Frederick W. Taylor.
- Where particular tasks or jobs have been analyzed - broken down into their component elements - and lists of competencies drawn up.
- The curriculum was not to be the result of "armchair speculation" but the product of systematic study.

Curriculum as Product Model

- The curriculum is heavily dependent on the setting of behavioral objectives.
- The curriculum, essentially, is a set of documents for implementation.
- The process you will be familiar with in training and vocational education.
- CTE teachers check out VERSO for example.
Curriculum as Process

- In this sense, curriculum is not a physical thing, but rather the interaction of teachers, students and knowledge.
- Curriculum is what actually happens in the classroom and what people do to prepare and evaluate.

Lawrence Stenhouse (1975) produced one of the best-known explorations of a process model of curriculum theory and practice.

- He defined curriculum tentatively:
  - A curriculum is an attempt 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.
  - He suggests that a curriculum is rather like a recipe in cookery.

- Lawrence Stenhouse
  - A curriculum, like the recipe for a dish, is first imagined as a possibility, then the subject of experiment.
  - The recipe offered publicly is in a sense a report on the experiment. Similarly, a curriculum should be grounded in practice.
  - It is an attempt to describe the work observed in classrooms that it is adequately communicated to teachers and others.
  - Finally, within limits, a recipe can be varied according to taste. So can a curriculum.
Curriculum as Praxis

- The curriculum is not simply a set of plans to be implemented, but rather is constituted through an active process in which planning, acting and evaluating are all reciprocally related and integrated into the process' (Grundy 1987:)

Look for practice

- Which does not focus exclusively on individuals, but pays careful attention to collective understandings and practices and to structural questions.
- There is a commitment expressed in action to the exploration of educators' values and their practice.
- Practitioners committed to praxis explore their practice with their peers

Domains of Curriculum

- Curriculum Development
- Curriculum Design
Curriculum Development

- Involves planning, implementation and evaluation.
- Constructing the curriculum.
  - A logical or systematic step-by-step procedure based on behavioral or managerial approaches to curriculum and rooted in scientific principles of education.

Curriculum Design

- Refers to the way we conceptualize the curriculum and arrange its major components to provide direction and guidance as we develop the curriculum.
  - subject matter content
  - learning experiences
- Involved as a part of curriculum development.
- Uses theory and models.

Comparative View

- Program of Studies vs Curriculum
- Course Titles vs Content
**Hidden Curriculum**

- Teachers or trainers' personal values, i.e., work, charity, etc.

**Difference between Curriculum and Instruction?**

- Implementation
  - There are no lesson plans in a curriculum.
  - A curriculum provides directions to teachers and trainers.

**Curriculum Foundations**

- Basic forces that shape the content and organization of the curriculum.
Various Conceptions to Curriculum Development (Foundations)

- Humanistic
- Social Reconstructionist
- Systematic
- Academic

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Humanistic Conception

- Is seen by students as important in helping them be what they want to be.
- Learning is high in personal relevance, feeling, and probable success.
- You see a focus on preparing learners for the future as creative, innovative problem-solvers.

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Social Reconstruction Conception

- An instrument for effecting social reform
- Learners are exposed to the many severe problems humankind faces. They believe the problems are not social in nature but include economics, aesthetics, chemistry, technology, and mathematics.
Systematic Conception

> Aligns goals, standards, programs, and instructional materials with tests for assessing outcomes.

> A measured curriculum reveals whether the school and its teachers are advancing the learning of all and whether selected groups are acquiring prescriptive knowledge and skills.

Academic Conception

> Knowledge is organized in ways that are best for learning a particular subject matter and for introducing learners to the big questions that drive inquiry in the academic disciplines.

> A emphasis on “instrumentalism” -- knowledge for use, building collaboration across disciplines to solve real world problems that bring recognition and grant support.

Assignment next week

- Read Chapter 1 in your text
- Be prepared to discuss questions 5, 6, and 7 on page 22.
- Be sure to read the chapter before considering the questions.
- Annotation 1 (Green) is due