Models of Curriculum Development

- Technical
  - Tyler
  - Taba
  - Hunkins
- Nontechnical (Holistic)
  - Naturalistic
  - Deliberation
  - Six-Phase Deliberation
  - Postmodern

Naturalistic Model (Glatthorn)

- Assess the alternatives
- Stake out* the territory
- Develop a coBuild a knowledge basenstituency**
- Block in the unit
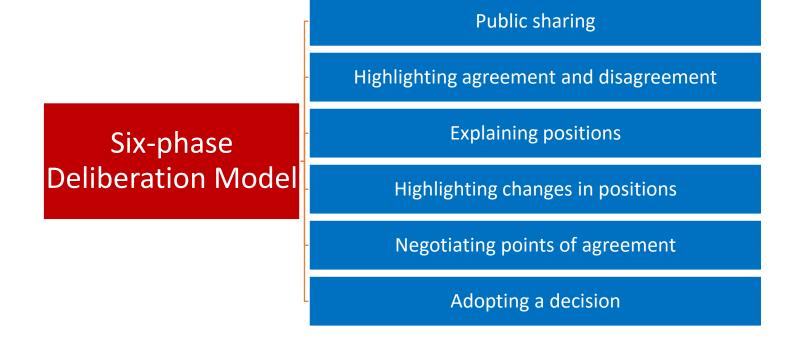- Plan quality learning experiences
- Develop the course examination
- Develop the learning scenarios

Deliberation Model

- Considers the interrelatedness of reality means and ends affect each other
- Proceeds from problems to proposals to solutions
- Occurs within cultural contexts

Six-phase Deliberation Model

- Public sharing
- Highlighting agreement and disagreement
- Explaining positions
- Highlighting changes in positions
- Negotiating points of agreement
- Adopting a decision

Conversational Approach

- Social Activity
- Ideology, Beliefs, Values, Empowerment, Power, Consensus
- Dialogue and Debate
- Five Phases
  - free association
  - clustering interests
  - formulating questions or curricular focuses
  - sequencing questions or curricular forces
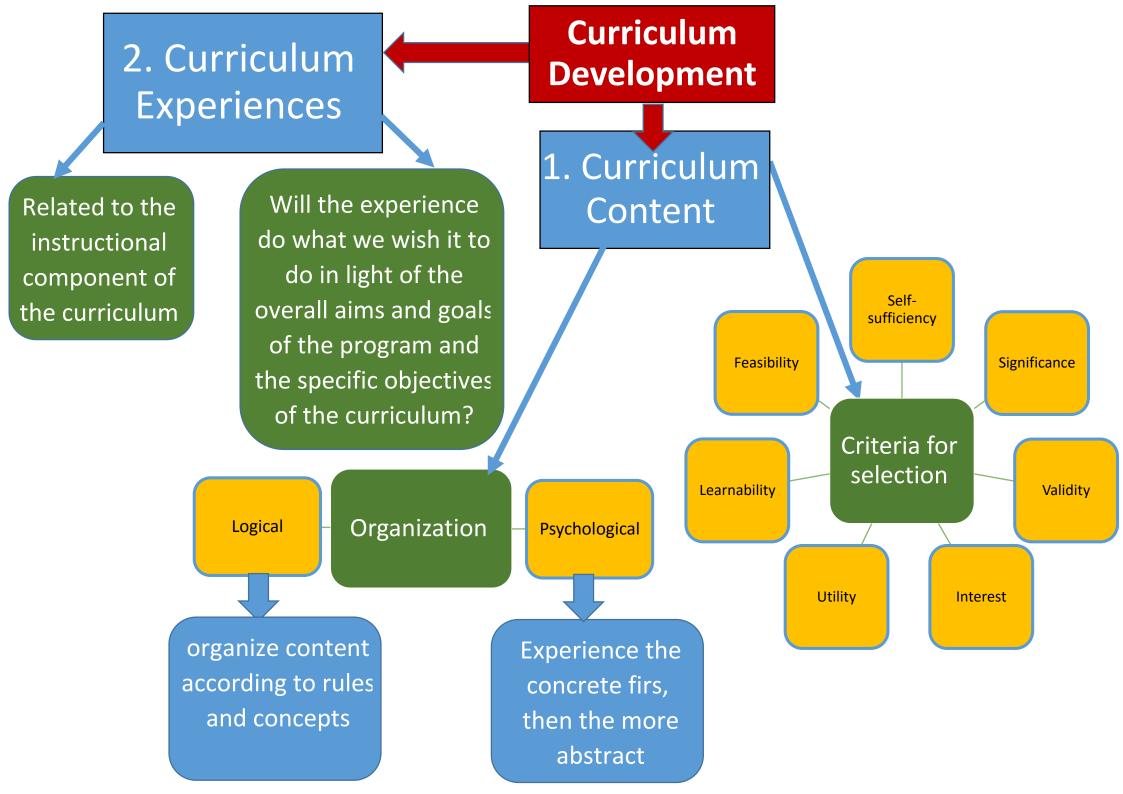 - constructing contexts for the focuses

Curriculum Development

2. Curriculum Experiences

1. Curriculum Content

Related to the instructional component of the curriculum

Will the experience do what we wish it to do in light of the overall aims and goals of the program and the specific objectives of the curriculum?

Criteria for selection

Feasibility

Self-sufficiency

Significance

Learnability

Validity

Utility

Interest

Organization

Logical

Psychological

organize content according to rules and concepts

Experience the concrete firs, then the more abstract

Participants in Developing the Curriculum

Political Arena

Political Arena

Political Arena

Political Arena

what type of curricula will benefit what students

who will receive the benefit of particular curricula

Political Arena

how to select those criteria

how to deliver those benefits