

Chapter 1 : Curriculum | Definition of Curriculum by Merriam-Webster

The Making of Curriculum: Collected Essays. Ivor Goodson. Psychology Press, - Education - pages. 0 Reviews This is the second edition of a book first.

A Science Curriculum in the Making Yasmin Jayathirtha When five science teachers get together to discuss what science teaching or learning should be across the school, it makes for a rambling, shapeless and extended discussion over many months. This is so at least in the initial stages, when pet theories are aired, favourite experiments put forward, experiences shared and everything scrutinised in the light of the intent of the school. However, gradually a curriculum document that reflects our collective concerns begins to take shape. This is what happened at CFL Centre for Learning when we attempted to document a science curriculum for the school. In this article I would like to share the outlines of the science programme for pre- secondary students that emerged. The objectives of having a formal curriculum document are: To put down on paper what exists in the minds of the teachers teaching the programme. To share with others the rationale behind the thinking. To critically evaluate the effectiveness of the programme with the help of those not involved in its teaching. The curriculum document first sets out the general objectives that the programme hopes to achieve and then outlines the methods, materials and topics that can be used to achieve it. At the outset we clarify that any subject that is studied as science must have certain underlying characteristics with regard to its content and purpose. Science involves the observation of the external world through the senses and with instruments that extend the scope of the senses. It asks specific questions - qualitative and quantitative - regarding any phenomena observed. It attempts to explain these phenomena and establish causal relationships through experimentation. It uses the laws so established in developing technology. It is clear to us that this process necessarily produces only a partial picture of the world, both because of experimental limitations and because social and emotional factors are deliberately ignored in science. This is something to be kept in mind while implementing the curriculum and addressing the issues raised in the classroom. We also feel that it is important to convey to the students that science deals with building a model of the universe, to be modified and reworked if it does not fit. Whereas reality is, models are always provisional. Objectives The following list of experiences, skills and abilities can be divided into two parts; a core list that would be expected of all students by the end of eight to nine years of study, and a list of higher order skills that could be recommended for and expected from students who are more inclined to pursue science at a higher level. Core experiences and skills Learning to observe or learning the art of observation. This is probably the most basic skill required and it cuts across all disciplines, whether it is the sciences or the humanities. It is possibly the most difficult one to teach. In operational terms, it would mean paying attention. Familiarity with ordinary materials, chemicals, and organisms. Some engagement with ordinary materials, chemicals, and organisms. Some engagement with everyday technology, for example, zippers, bulbs, electronics. Developing skills in drawing, tinkering, carpentry and model-making. Developing skills in handling instruments, equipment, and chemicals. This requires practice and definitive work on the part of the teacher to correct mistakes without sacrificing individual modes of expression. Collecting and tabulating data by drawing graphs or constructing tables. Appropriate analysis of the data collected. This is often dependent on mathematical ability. Sometimes it requires ingenuity and mathematical sophistication and may involve a conceptual jump. Capacity for questioning, that is, not taking things for granted. This too is a difficult skill to inculcate, as it requires considerable mental alertness and patience. It cannot be taught and can only be exemplified and nurtured. Reasonable knowledge of basic science terminology and history. Looking at science with a sense of perspective. This is probably much needed nowadays. Any science program ought to bring out the appropriate and inappropriate use - in small and big ways - of scientific knowledge. Higher order skills For the more scientifically inclined student, these are key skills: Deduction, induction based on analysis. Ability to connect various aspects of science. Self-study and ability to carry out independent investigations Keeping these objectives in mind, what would an integrated science programme be across nine to ten years of study in a school from kindergarten to class 8 level? The consensus that emerged out of this question is described below.

The stage of observation, play and tinkering For the first three to four years of schooling ages 6 - 10 , the emphasis is on observation, especially of the natural world. The junior school curriculum includes long walks and gardening. As a useful adjunct to this, there can be a science corner containing magnifying glasses, magnets, balances both pan and spring , and pulley blocks for the children to play with. In addition, non-working or even working items such as torches, radios, and clocks can be kept for children to tinker with, take apart and play with. The stage of investigation For the ages 10 - 12, the science programme needs to be tailored to match both growing mathematical skills and widening interest in materials and various natural phenomena. Here other areas of the core experiences and skills, aimed at fostering a closer contact and investigation, are added to the central thread of observation. The difficulty of finding ready-to-use material since setting up an experimental programme is usually beyond the scope of any one teacher has fortunately been overcome by locating The Cambridge Science Cards Exploring Science and Technology , which are tailor-made for this age-group. The stage of formal experimentation, concepts and theories For the next age group, 12 - 14 years, the science programme consists of definite experiments and projects in the three basic science subjects, namely, physics, biology and chemistry, keeping in mind that they will start a formal curriculum in these subjects when they enter the next age-group. The topics from which the experiments are drawn in each of these areas are listed below: Physics This sequence of experiments has been chosen in order to develop measurement skills and to introduce the students to the sorts of questions asked in any scientific study. The possibility of connections with biological systems can also be explored. Reading material could be given in the form of cards that are contextual and that contain some history along with the basic subject matter. Density Introduction to the concepts of length, area and volume and its additive properties. Weight and measurement of weight. Densities of regular shapes. Types of soils and their water retention capacities. Densities of irregular and composite objects. Electricity and Magnetism Playing with magnets. Introducing the Worcester circuit board and construction of simple circuits involving bulbs connectors, batteries and switches. Introducing the concept of a current and making a current meter. Static Electricity Simple and easy experiments investigating the properties of charges. Heat Experiments Boiling and melting points of simple substances. Crude calorimetry by burning nuts to see how much water they heat up. Change in boiling points of solutions salt and sugar. Moment of a force Finding the laws of moments and noting the ways in which they can be expressed. Extension of a spring Finding the spring law through measurement. Biology Of plants and animals using a simple key. Microscopy How to set up and use a microscope. Drawing of objects observed under a microscope. Food and Diet Food tests for carbohydrates, proteins and fats. Worksheet on a balanced diet. Senses Experiments on sight and sound, taste, smell, balance and reflex action. Plant growth Experiments on germination, growth, dispersal of seeds, vegetative reproduction, grafting. Study of a plot of land, tree or bush.

Chapter 2 : How to Develop a Curriculum: 15 Steps (with Pictures) - wikiHow

Request PDF on ResearchGate | The Making of Curriculum | The study of how subjects are or are not accepted for inclusion into the curriculum is an area which has largely been ignored but which.

In *The Curriculum*, [19] the first textbook published on the subject, in 1918, John Franklin Bobbitt said that curriculum, as an idea, has its roots in the Latin word for race-course, explaining the curriculum as the course of deeds and experiences through which children become the adults they should be, for success in adult society. Furthermore, the curriculum encompasses the entire scope of formative deed and experience occurring in and out of school, and not only experiences occurring in school; experiences that are unplanned and undirected, and experiences intentionally directed for the purposeful formation of adult members of society. To Bobbitt, the curriculum is a social engineering arena. Per his cultural presumptions and social definitions, his curricular formulation has two notable features: Hence, he defined the curriculum as an ideal, rather than as the concrete reality of the deeds and experiences that form who and what people become. Personal formation via curricula is studied both at the personal and group levels, i. The formation of a group is reciprocal, with the formation of its individual participants. Hutchins, president of the University of Chicago, regarded curriculum as "permanent studies" where the rules of grammar, rhetoric and logic and mathematics for basic education are emphasized. Basic education should emphasize 3 Rs and college education should be grounded on liberal education. On the other hand, Arthur Bestor as an essentialist, believes that the mission of the school should be intellectual training, hence curriculum should focus on the fundamental intellectual disciplines of grammar, literature and writing. It should also include mathematics, science, history and foreign language. This definition leads us to the view of Joseph Schwab that discipline is the sole source of curriculum. Thus in our education system, curriculum is divided into chunks of knowledge we call subject areas in basic education such as English, Mathematics, Science, Social Studies and others. In college, discipline may include humanities, sciences, languages and many more. Curriculum should consist entirely of knowledge which comes from various disciplines. To learn the lesson is more interesting than to take a scolding, be held up to general ridicule, stay after school, receive degrading low marks, or fail to be promoted. It is made up of its foundations philosophical, historical, psychological, and social foundations; domains of knowledge as well as its research theories and principles. Curriculum is taken as scholarly and theoretical. It is concerned with broad historical, philosophical and social issues and academics. Within these settings curriculum is an even broader topic, including various teachers such as other visitors, inanimate objects such as audio tour devices, and even the learners themselves. These can only be called curriculum if the written materials are actualized by the learner. Broadly speaking, curriculum is defined as the total learning experiences of the individual. He believed that reflective thinking is a means that unifies curricular elements. Thought is not derived from action but tested by application. Caswell and Campbell viewed curriculum as "all experiences children have under the guidance of teachers. They must, therefore, be accepted as fully a part of the curriculum, and most especially as an important focus for the kind of study of curriculum with which we are concerned here, not least because important questions must be asked concerning the legitimacy of such practices. The constructivist approach proposes that children learn best via pro-active engagement with the educational environment, i. Primary and secondary education[edit] A curriculum may be partly or entirely determined by an external, authoritative body e. These outcomes and assessments are grouped as units or modules, and, therefore, the curriculum comprises a collection of such units, each, in turn, comprising a specialised, specific part of the curriculum. So, a typical curriculum includes communications, numeracy, information technology, and social skills units, with specific, specialized teaching of each. Core curricula are often instituted, at the primary and secondary levels, by school boards, Departments of Education, or other administrative agencies charged with overseeing education. A core curriculum is a curriculum, or course of study, which is deemed central and usually made mandatory for all students of a school or school system. However, even when core requirements exist, they do not necessarily involve a requirement for students to engage in one particular class or activity. For example, a school might mandate a music appreciation class, but

students may opt out if they take a performing musical class, such as orchestra, band, chorus, etc. Australia[edit] In Australia , the Australian Curriculum took effect nationwide in , [26] after a curriculum development process that began in . The Australian Curriculum consists of one curriculum covering eight subject areas through year 10, and another covering fifteen subjects for the senior secondary years. However, the Northwest Territories and Nunavut both choose to use the Alberta Curriculum for select parts of their curriculum. Private schools use IEB, [29] Cambridge, etc. South Korea[edit] The National Curriculum of Korea covers kindergarten , primary, and secondary education, as well as special education. The Courses of Education and Courses of Study are fully revised every 10 years. Before World War II, the curriculum was based on the school regulations corresponding to each school type. Primary and secondary education use key objectives to create curricula. For primary education the total number of objectives has been reduced from back in to 58 in . All of the objectives have accompanying concrete activities. Also final exams are determined by the OCW and required. Parts of those exams are taken in a national setting, created by a committee: Centrale examencommissie vaststelling opgaven. Furthermore, OCW will determine the number of hours to be spent per subject. Apart from these directives every school can determine its own curriculum. Nigeria[edit] In , the Nigerian government adopted a national Basic Education Curriculum for grades 1 through 9. The policy was an outgrowth of the Universal Basic Education program announced in , to provide free, compulsory , continuous public education for these years. The national qualifications include: Notwithstanding its name, it does not apply to independent schools , which may set their own curricula, but it ensures that state schools of all local education authorities have a common curriculum. Academies , while publicly funded, have a significant degree of autonomy in deviating from the National Curriculum. The purpose of the National Curriculum was to standardise the content taught across schools to enable assessment , which in turn enabled the compilation of league tables detailing the assessment statistics for each school. United States[edit] In the U. The Common Core State Standards Initiative CCSSI promulgates a core set of standards which are specific information and skills a student needs to know at each grade level in order to graduate. States may adopt these standards in part or whole and expand upon them. Schools and states depending on how much control a state gives to its local schools then develop their curriculum to meet each of these standards. This coordination is intended to make it possible to use more of the same textbooks across states, and to move toward a more uniform minimum level of education attainment. As such, states and localities are taking different approaches to implementing the standards and providing their teachers with the supports they need to help students successfully reach the standards. Many educational institutions are currently trying to balance two opposing forces. On the one hand, some believe students should have a common knowledge foundation, often in the form of a core curriculum; on the other hand, others want students to be able to pursue their own educational interests, often through early specialty in a major, however, other times through the free choice of courses. These prerequisites can be satisfied by taking particular courses, and in some cases by examination, or by other means, such as work experience. In general, more advanced courses in any subject require some foundation in basic courses, but some coursework requires study in other departments, as in the sequence of math classes required for a physics major, or the language requirements for students preparing in literature, music, or scientific research. A more detailed curriculum design must deal with prerequisites within a course for each topic taken up. This in turn leads to the problems of course organization and scheduling once the dependencies between topics are known. Russia[edit] Core curriculum has typically been highly emphasized in Soviet and Russian universities and technical institutes. At the undergraduate level, individual college and university administrations and faculties sometimes mandate core curricula, especially in the liberal arts. Both can take up to two years to complete without advanced standing , and are designed to foster critical skills in a broad range of academic disciplines, including: In , the University of Chicago announced plans to reduce and modify the content of its core curriculum, including lowering the number of required courses from 21 to 15 and offering a wider range of content. When The New York Times , The Economist , and other major news outlets picked up this story, the University became the focal point of a national debate on education. Four Great Books colleges in the United States follow this approach: In such a system, students are required to take courses in particular fields of learning , but are free to choose specific courses within those fields. Open

curriculum[edit] Other institutions have largely done away with core requirements in their entirety. Brown University offers the "New Curriculum," implemented after a student-led reform movement in , which allows students to take courses without concern for any requirements except those in their chosen concentrations majors , plus two writing courses. In this vein it is certainly possible for students to graduate without taking college-level science or math courses, or to take only science or math courses. Amherst College requires that students take one of a list of first-year seminars, but has no required classes or distribution requirements. Similarly, Grinnell College requires students to take a First-Year Tutorial in their first semester, and has no other class or distribution requirements. Gender inequality in curricula Gender inequality in curricula shows how men and women are not treated equally in several types of curricula. Physical education PE is an example where gender equality issues are highlighted because of preconceived stereotyping of boys and girls. This is the case in many cultures around the world and is not specific to one culture only.

Chapter 3 : A Science Curriculum in the Making

The first edition of The Making of Curriculum was published in and reviewers hailed it as a seminal work in the field. In that work Goodson explored a number of aspects of the so-called traditional subjects and described the way they develop over time to a point where they can be promoted as 'academic' disciplines.

The Game August 15th, Goto comments Leave a comment We recently created a game called Curriculum For The Future , and have been playing it with people and gathering their feedback over the last couple of months. What is Curriculum For The Future: There are no wizard, trolls, dungeons nor dragons. The gameplay itself is relatively straightforward. Our goal was to give just enough framing and structure that players can find ways to be playful and thoughtful with the ideas that are presented in the game. We think we did OK for first-time game creators. The feedback, while largely positive see below , has included a few sharp yet constructive comments which have helped us think more deeply about what the game does, and what it possibly could do, with some further modifications and adaptations. Why did we create it? We think that the question of what students should learn, and why, is one that pretty much everyone is capable of offering a perspective on, whether they are teachers, learners, parents, or anyone else. How deep or well-informed those perspectives are is a relevant question, but so too is the question of whether a game could enable perspectives to deepen or become more well-informed through gameplay. But why a game? Players can try out ideas that might seem outlandish or unworkable in current real life. They can argue for positions that they may or may not really agree with, or even fully understand, or they can take a position they do agree with and test it against challenging questions. The ideas that the group of players collectively generates or imagines during the game do not necessarily have to be acted on. The ultimate value of the game may also have a lot to do with the context of use, and what could happen before and after the actual gameplay experience. Curriculum For The Future is a research-inspired resource. In the game notes and workshop notes we discuss some of the research and thinking they drew on. They were initially written with teachers in mind but as they grew we expanded our vision to hope that they would also be useful and usable by parents, students, and other people outside education. This is where our testing with different players comes in. We have tried various modifications each time based on the feedback we get from previous players. In a few instances, players have seized control of some aspect of the game, which is always exciting to watch. A diverse team plays with the idea of curriculum being "co-developed with learners" What have we learned? Many players have said this, particularly students. This is almost certainly true, though there may be ways to tweak the gameplay to change habitual group dynamics that tend to favour the dominant voices. Perhaps we could try to take the game in a more visual or kinaesthetic direction. Perhaps we could remake the game based in a completely different cultural mode, style, and way of engaging with people. These are all interesting possibilities to consider. Some people think we need to make it more fun, while other think we need to make sure people take it more seriously. Some people have talked afterwards about how the group dynamics in their table played out and how that could be different if the rules were different, or if the players were different, or if the context were different. Some talk about how they felt during the game, whether it was amusement, excitement, frustration, surprise, irritation, terror, or any other response. Are these the kinds of thoughts and feelings that are usually involved in conversations about curriculum? I love the fact that other people can have these sorts of ideas from playing the game, and if I had unlimited time and resources I would love to keep experimenting and trying them out to see what happens. We want people to use it, adapt it, modify it. There are oh-so-many-reasons why we think this is an idea worth exploring.

Chapter 4 : Curriculum*-in-the-Making

I love you guys. Can't wait to go through this study with our church family. It has been a blast to watch the video snippets but I'm looking forward to the whole.

Sources Curriculum The term curriculum is used in a number of different ways by parents, educators, and businesses. Some see curriculum as the "academic stuff that is done to children in school. Teachers themselves use the term in different ways depending on their views and needs. In any school staff room one may hear statements about curriculum such as the following: Curriculum is also often referred to as learning content, activities, and structures as experienced by students. Doll, in his book, Curriculum Improvement: Decision Making and Process, goes further, stating that: The curriculum of a school is the formal and informal content and process by which learners gain knowledge and understanding, develop skills, and alter attitudes, appreciations, and values under the auspices of that school Doll , p It is this last definition that is perhaps the most useful to educators who wish to affect and improve student learning. Partially this is because it lacks the vagueness that many definitions have, and partially it is because curriculum, as Doll has defined it, can have outcomes that may be measured, allowing for the curriculum to be acted upon and improved. It is what teachers often concisely refer to as "planning" and "teaching. With curriculum being the content of what is taught along with an overall process of how that content is to be taught, and instruction being the more detailed plans and the way those plans are implemented in order to teach the curriculum content, it becomes easy to understand that the two must be compatible in order to maximize student learning. The case of multiage classrooms illustrates this close tie that exists between curriculum and instruction. Currently the most common classroom structure in American elementary schools is the single-grade classroom. This structure is meant to make instruction more efficient, allowing students of the same age to move through curriculum content at the same pace. In these classrooms the most prevalent teaching method is whole-class direct instruction. Because of the dominance of this structure nation-wide, commercially available curriculum and state learning standards are designed to be implemented in this type of learning environment. Some educators in their efforts to improve education have switched from a single-grade classroom structure to a multiage one. The multiage structure purposefully places students of different ages together in the same classroom while supporting an individualized continuous progress instructional model. While changing the structure of the classroom, multiage educators also change the instructional methods they use in order to better match the needs of their diverse group of students. They have found that " curriculum designed for use in single-grade classrooms is not always adaptable to environments in which whole-class direct instruction is not the norm. Allowing for flexible groupings, academic diversity, and individual pacing are needs that are central to multiage practices" Yates , Curriculum in Multiage Learning Environments, The instructional methods used by these teachers necessitate that curriculum be organized in a compatible manner. The institutional bases for curriculum planning include planning domains, the context or characteristics of the school situation, the impact of current trends and issues, and the use of strategic planning. Those bases of curriculum planning that affect people directly include student and teacher needs, local curriculum problems to be addressed, competencies of the planners, and pressures from inside and outside the school Doll , p All of these bases affect the curriculum planning process in various ways and to differing degrees. They can also vary with each situation over time. As of this writing, a current educational issue in the United States is that of student performance and preparation for the workplace. Test scores are frequently reported in the local media and this may lead to pressure from the local population being brought to bear on the school to improve its curricula. This not-uncommon scenario shows how a combination of factors can become the bases for, and can influence the curriculum planning process. These principles form the criteria of a quality curriculum development process that includes the stages of planning, development, and implementation. Curriculum decisions should be made: The ideas and values of various groups of people may include their social goals, ideas about cultural uniformity and diversity, social pressures, ideas about social change, their plans for the future, and their concepts of culture Coutts , Voices of Chicago School Reform websites. The website is a collaborative

project that " Because of this, many of the curriculum links are to agricultural and 4-H educational activities. Its focus is on Chicago area urban educational issues, especially in regards to race and the economically disadvantaged. On the one hand is a group that wishes to influence educational policy and thus curriculum to better meet the needs of children in an urban environment, and on the other a group trying to do the same for rural children. Although there may be a few communities where the two groups compete with one another, they do illustrate how the values and issues of various social groups can try to influence curriculum planning. Often this can influence to a great extent the direction a school or school district takes with its curriculum and instruction. This has led in the elementary school to several educational options available for students and parents: Because some of these educational structures have different instructional designs than others, there are available different curricular materials. Other nearby schools offer only a single choice and a single curriculum. The basis for these decisions can be found in the above mentioned factors as well as in the educational philosophies of the decision makers. Other Pages of Interest To read about the educational philosophy of the writer, please follow this link to My Teaching Philosophy. To read a paper written by this author that discusses in more detail how the philosophical views of curriculum committee members can influence a curriculum decision, follow this link to Position Paper on Curriculum Priorities. All sources used in creating this website are cited on the Bibliography and Sources webpage. Also note that in-text citations used above are linked directly to the appropriate portion of the Bibliography and Sources webpage.

Chapter 5 : Curriculum - Wikipedia

The Making of the Curriculum: Collected Essays (Studies Curriculum History) This book was put together at the time that the National Curriculum was being planned in Britain.

Chapter 6 : Curriculum Overview

The Making of Curriculum. Goodson, Ivor The study of how subjects are or are not accepted for inclusion into the curriculum is an area which has largely been ignored but which offers opportunities for a new integration of historical, sociological, and educational approaches.

Chapter 7 : The Story of Marriage | The Story of Marriage | Behind the Scenes: The Making of the Curriculum

The Making of Curriculum can be situated at the intersection of three important contemporary discourses: history, politics and life history. Indeed, Ivor Goodson writes: 'Exploring curriculum as a focus allows us to study, indeed exhorts us to study, the intersection of individual biography and social structure.

Chapter 8 : Shifting to 21st Century Thinking Â» The making of Curriculum For The Future: The Game

Get this from a library! The making of curriculum: collected essays. [Ivor Goodson] -- This is the second edition of a book first published in in which Ivor Goodson explores a number of aspects of the 'invention' and promotion of the so-called traditional subjects.

Chapter 9 : The Making of Curriculum: Collected Essays - Ivor Goodson - Google Books

The Violin Making School of America's curriculum is designed to immerse students in the world of the instrument, from the trees that produce the wood, to meeting some of the greatest musicians in the world.