



คณะครุศาสตร์

Faculty of Education
Suan Sunandha Rajabhat University

Curriculum Development Model

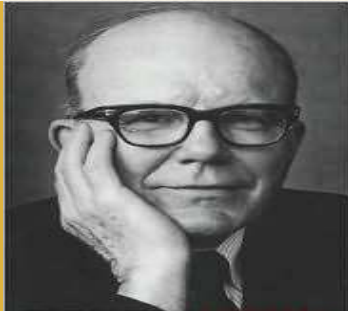
Suttipong B.



Ralph Tyler



คณะครุศาสตร์
Faculty of Education
Suan Sunandha Rajabhat University



Born: April 22, 1902, Chicago, Illinois
Married: 3 times; 3 children
Retired: 1966, Stanford, California
Died: 1994

Education

B. A. Doane College in Crete, Nebraska 1921
M. A. University of Nebraska 1923
Ph. D. University of Chicago 1927

Publications

1949 Basic Principles of Curriculum and Instruction

References

Sanders, J. R., & Worthen, B. R. (1987). Educational Evaluation: Alternative Approaches and Practical Guidelines. White Plains, NY: Pitman Publishing Inc.
Kral, E. A. (2008). Profile: Ralph Winfred Tyler. Retrieved from <http://nsea.org/news/RwTylerProfile.htm>

The Tyler Model: Basic Principles



คณะครุศาสตร์
Faculty of Education
Suan Sunandha Rajabhat University

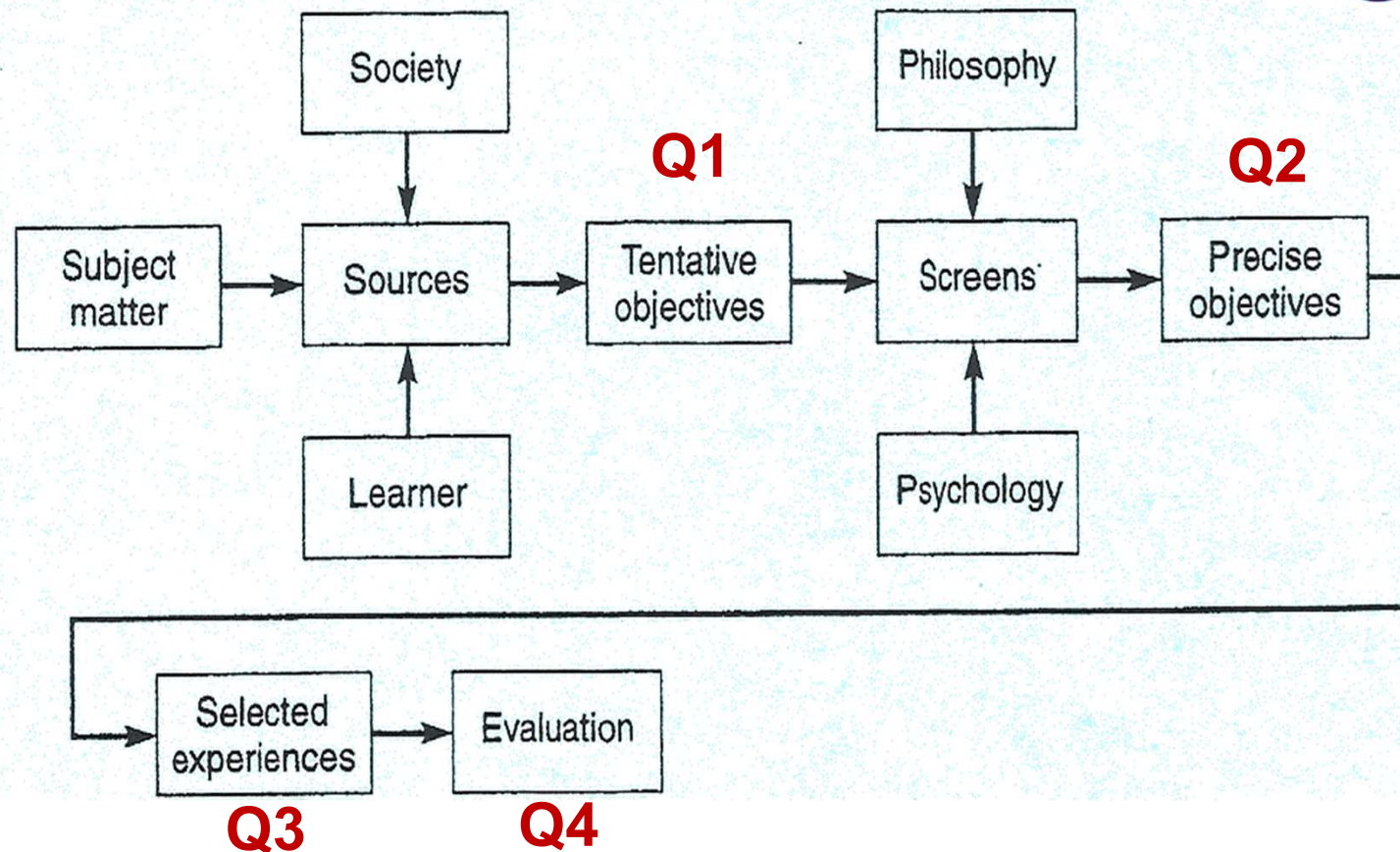
Ralph Tyler (1949) considered four
Considerations in curriculum development:

1. **Purposes of the school**
2. **Educational experiences related to the purposes**
3. **Organization of the experiences**
4. **Evaluation of the purposes**

Tyler's curriculum Development Model

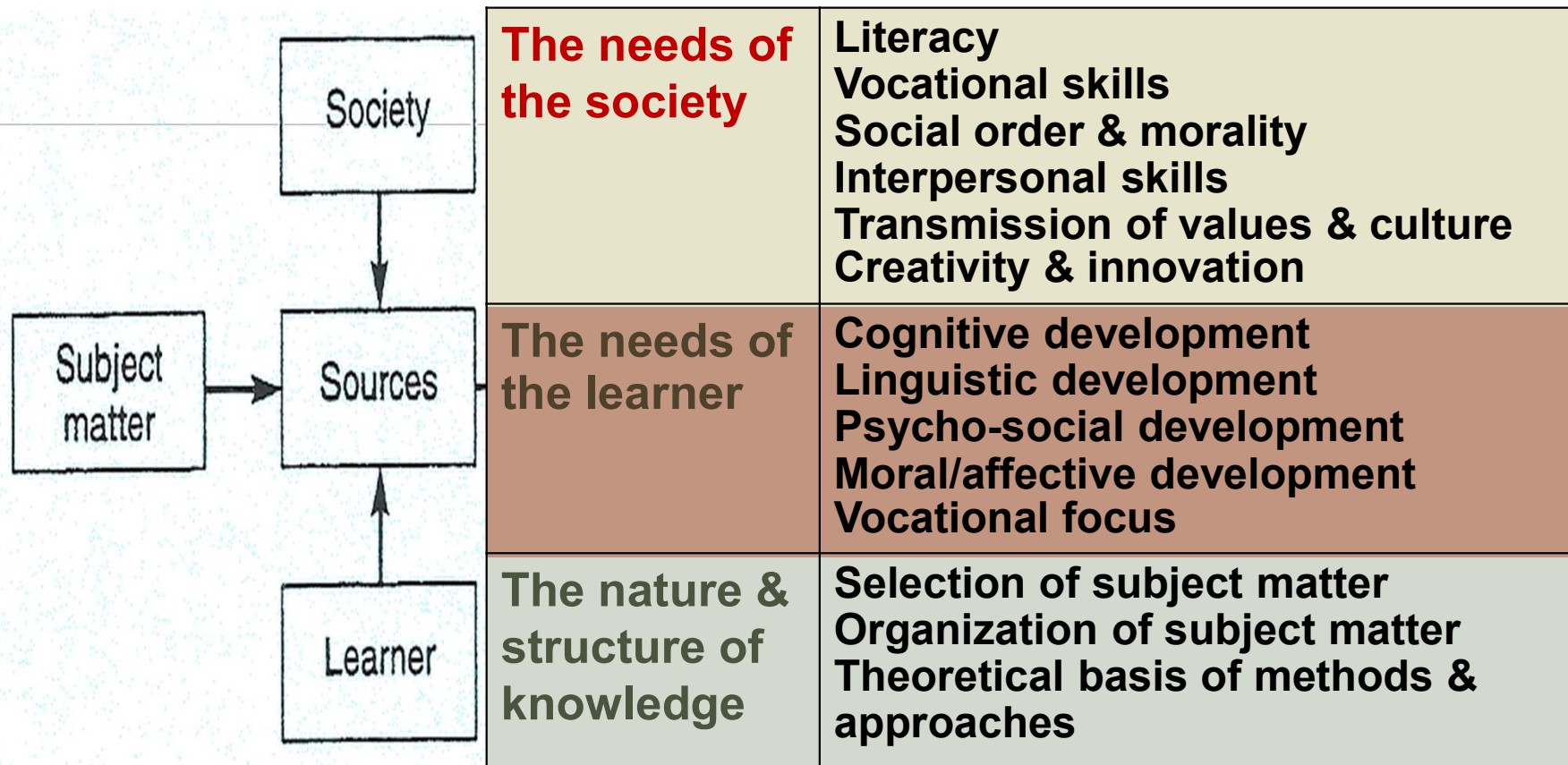


คณะครุศาสตร์
Faculty of Education
Suan Sunandha Rajabhat University



Source: Ornstein & Hunkins (2013: 182)

Tyler's curriculum Development Model



Selection of Subject Matter

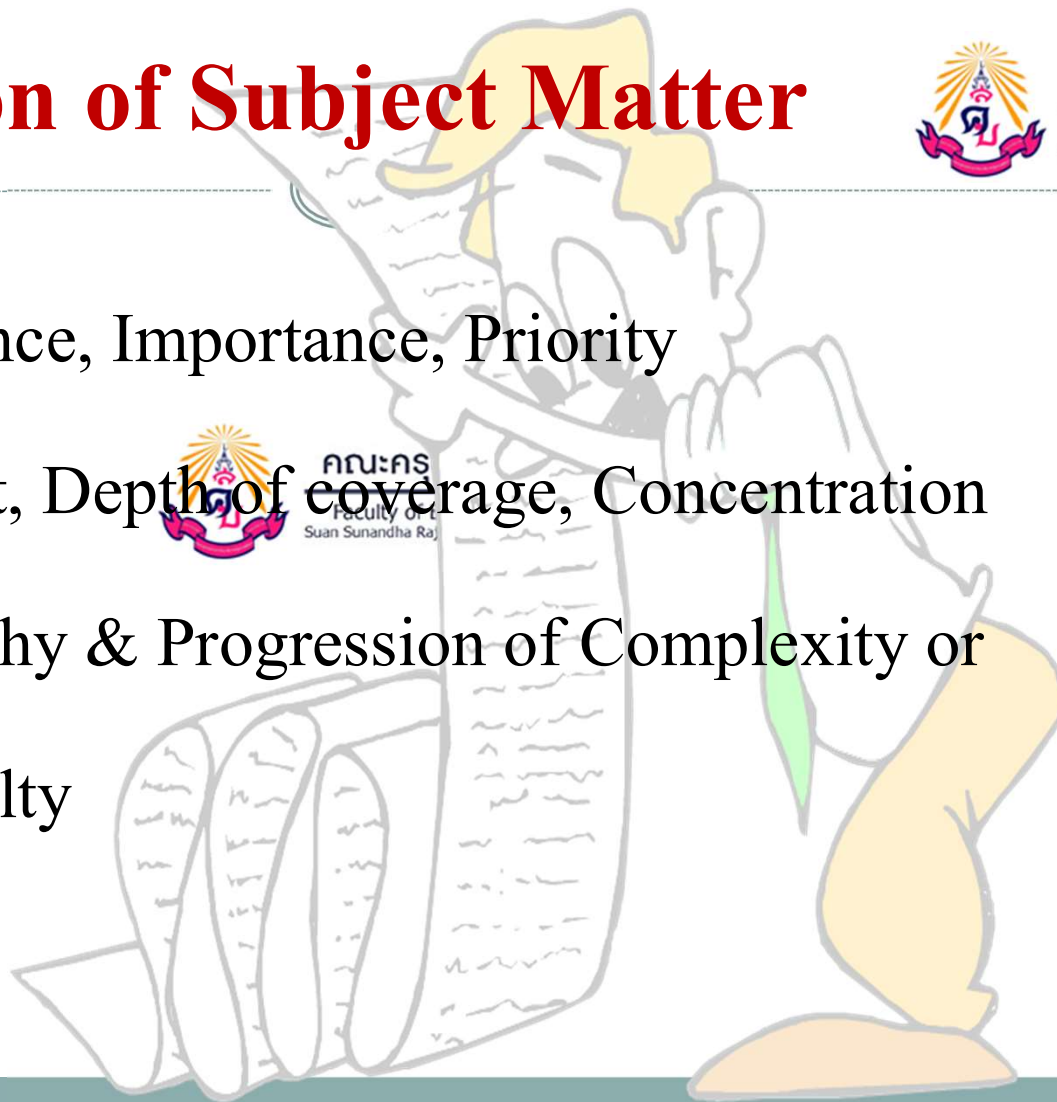


คณะครุศาสตร์
Faculty of Education
Suan Sunandha Rajabhat University

Criteria: Relevance, Importance, Priority

Scope: Amount, Depth of coverage, Concentration

Sequence: Hierarchy & Progression of Complexity or
Difficulty



Organization of Subject Matter



คณะครุศาสตร์
Faculty of Education
Suan Sunandha Rajabhat University

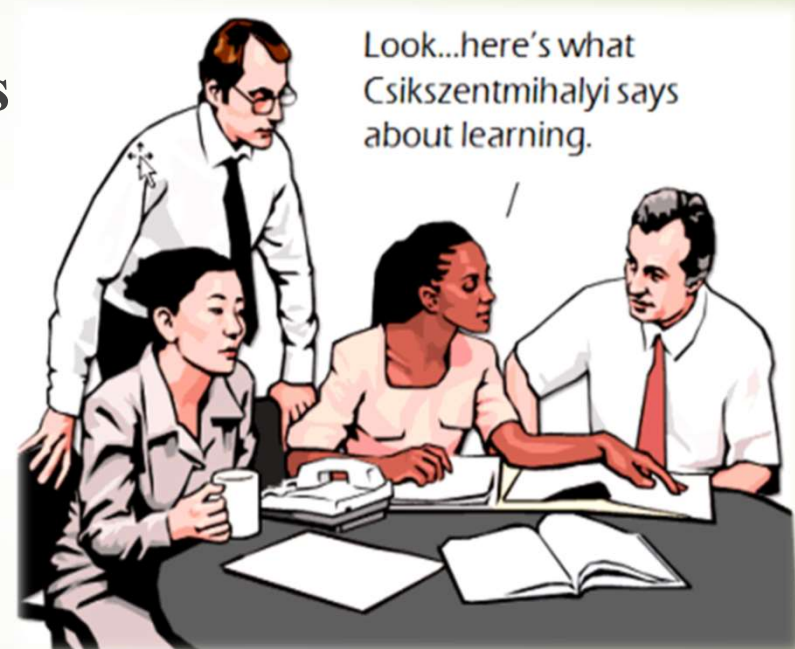
Discrete subjects or courses

Broad fields or disciplines

Core or interdisciplinary

Skills or processes

Projects and activities



Approaches to Subject Matter



คณะครุศาสตร์
Faculty of Education
Suan Sunandha Rajabhat University

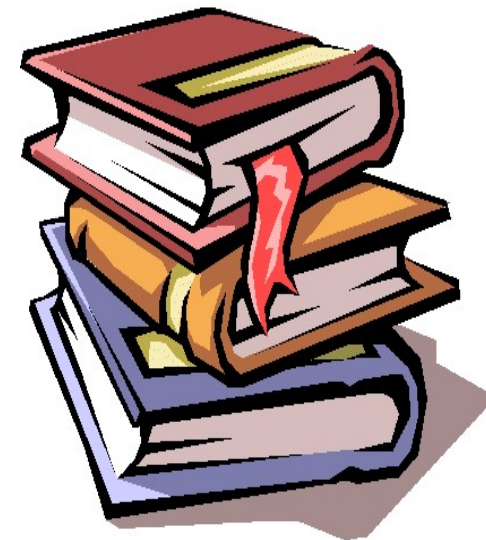
Textual

Experimental

Developmental

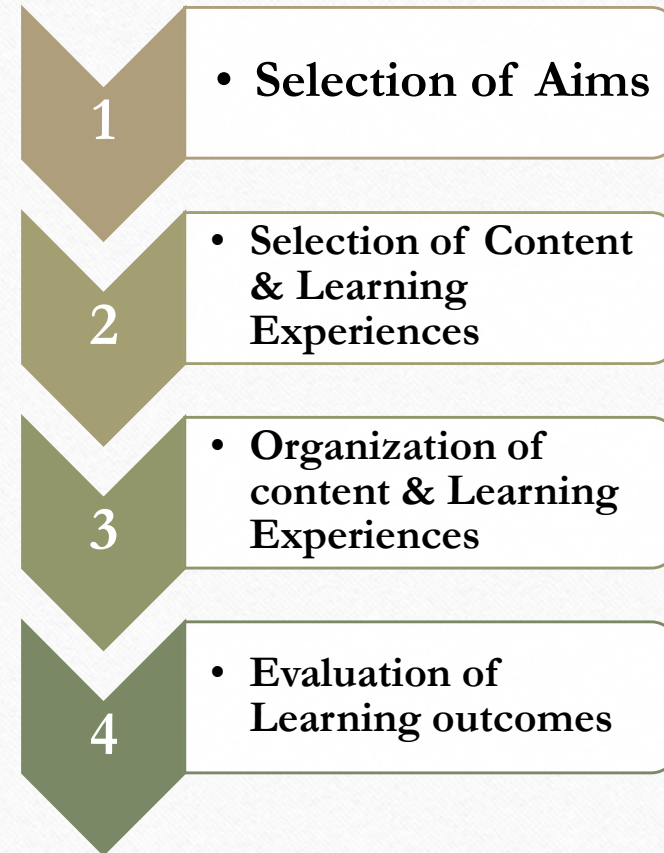
Psycho-social

Experiential



Curriculum Development

- Some curriculum experts like **Tyler** say that the steps are followed in a sequence or a straight line.
- This model that assumes that curriculum decision making follows a straight line is called **linear model**



CRITICIZED TYLER'S APPROACH



- Too linear
- Too reliant on objectivity
- Somewhat based on assumptions about cause and effect; it allows all educational experiences to be justified by the objectives that they address



คณะครุศาสตร์
Faculty of Education
Suan Sunandha Rajabhat University

THANK YOU