

Curriculum Development Stages from the Perspective of Tyler, Taba and Wheeler

Ralph W. Tyler presented four basic stages of curriculum development defined as “Basic Principles of Curriculum and Instruction” as known as Tyler’s Rationale. The Tyler Rationale (1949) is the most famous modernist model of curriculum development that specifies the four main components of the curriculum: purposes, experiences, methods and evaluation (Lau 2001). These four stages derived from the four questions raised by Ralph Tyler in 1949 as one of the pioneers of curriculum engineer and techniques. It stated that the model of curriculum development means how to plan a curriculum according to the goals and the mission of an educational institution shown in figure 2.

1. Goals and objectives

What are the learning rationales a school should try to find?

2. Content

Which learning principles can be presented that will probably achieve these rationales?

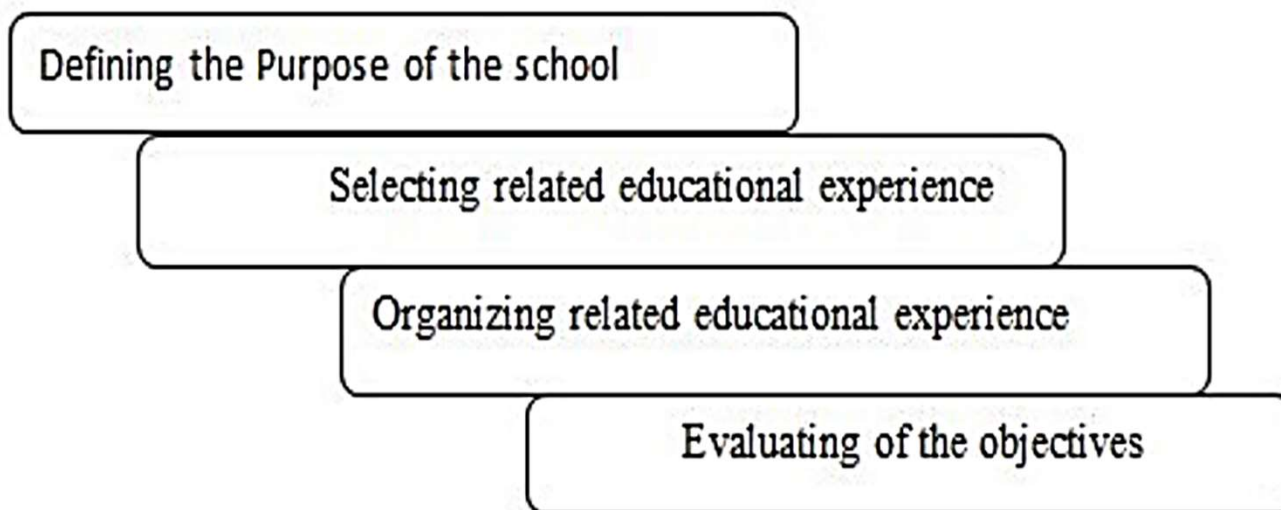
3. Learning experiences

In what manner these learning experiences can be organized effectively?

4. evaluation

How to find out that whether the rationales are being accomplished or not?

Figure 2: Four basic principles of Ralph Tyler's curriculum development model



The model of Tyler is deductive, linear and move from general to specific. From the beginning to end it entails a specific order of steps. Besides, prescriptive it shows what is done as well as what should be done by curriculum developers. He focused on “nature and structure of knowledge, the needs of society as well as needs of the learner” which made Tyler model as “society centred” and placed the school curriculum as an instrument for refining the life of community.

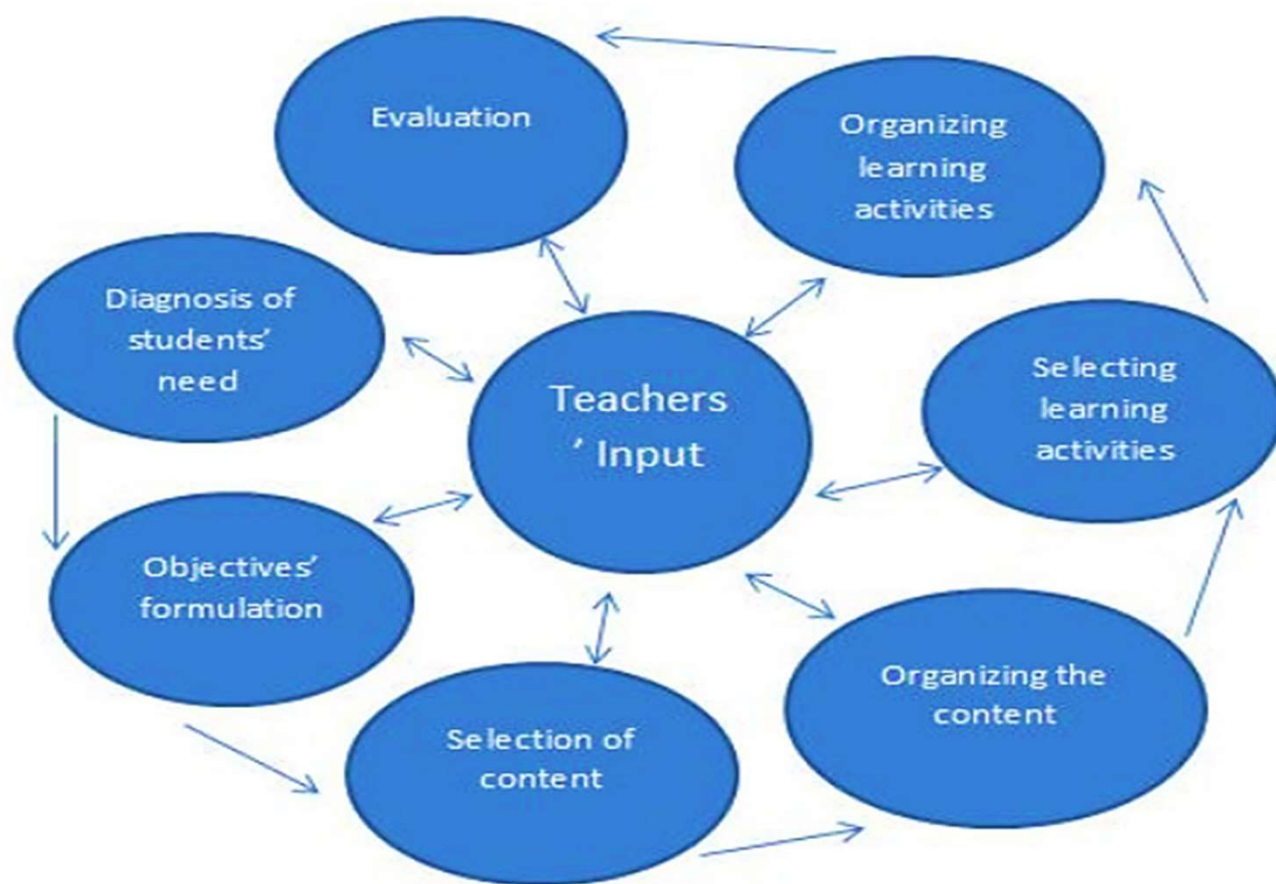
Hilda Taba: Grass-Roots Approach

Hilda Taba got supremacy on Tyler's model in 1967 by emphasizing on the role of teachers in developing a curriculum. Tyler starts from the top but, unlike Tyler, Taba starts from the bottom as a grass roots approach (Costa and A. Loveall 2002). Taba's approach is step by step plan following the behavioural approach to build curriculum according to aims and objectives. Taba also advanced a method for clarifying what needs to be learned to the students (Costa and A. Loveall 2002).

Taba argued, in curriculum development: theory and practice (1962), that there is a definite order of creating curriculum and teachers should participate in curriculum development; this is called as grass-root approach. This model is similar to Tyler's model but Taba extended with the importance of teachers in the development of curriculum. She believed that generalized learning objectives ought to be organized around curriculum which facilitates students in discovering principles efficiently (Middaugh and Perlstein 2005). Ornstein and Hunkins stated that, to explain a "grassroots approach to curriculum development", Taba introduced seven most important steps as follow:

- Diagnosis of needs: First there is a need to find the requirements of the learners before designing the curriculum.
- Formulation of objectives: After identifying goals, those goals are required to be accomplished by the teachers.
- Selection of the contents: The contents and objectives should not only correspond to one another but also valid and significant.
- Organization of the contents: According to the interest of the children the content should be categorized by considering the maturity, understanding and interest of the learners.
- Selection of the learning experiences: Those methods of instruction should be selected which engage the learners with the contents.
- Organization of the learning activities: Besides the contents sequenced and organization, learning activities should also be categorized so that the learners can link the activities with the contents as well as remember what they learned.
- Evaluation: The curriculum planners also need to determine the accomplishment of the objectives. In the process of evaluation both the teacher and student involved(Ornstein and Hunkins 2009).

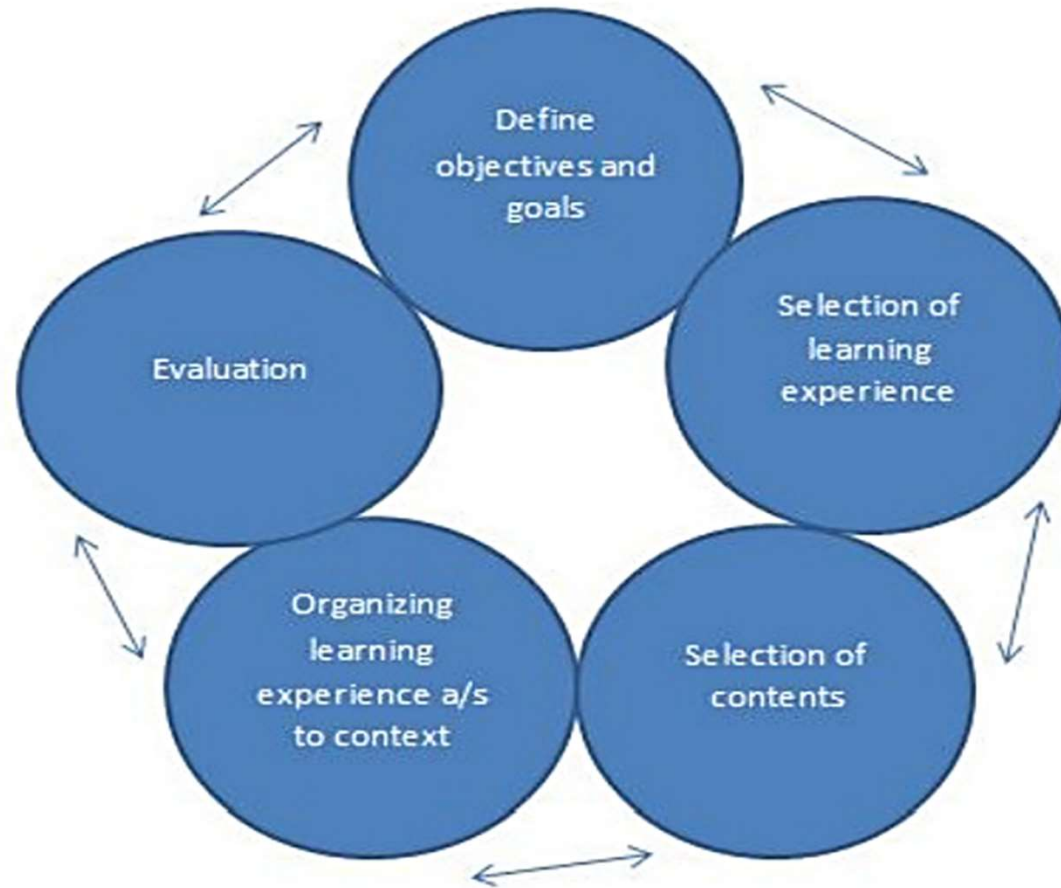
Figure 3: Taba's model of Curriculum Development



Wheeler's Model

Wheeler's model is also an amendment of Tyler model. After Taba, Wheeler introduced the concept of continuity and he developed a cyclical model which shows that evaluation is not final stage of curriculum development and thus evaluation can become a source of improvement in objective and other stage of curriculum system. Wheeler's model is a best illustration of flexibility, continuity in the curriculum developed.

Figure 4: Wheeler's model of curriculum development



Process Of Curriculum Development

1

Formulating objectives and learning goals



2

Careful selection of learning experiences to accomplish objectives

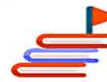


3

The selecting the rich and valuable content through which teachers can offer the learning experiences.



1



2



3



4



5



6



4

Assessing the educational needs



5

Timely and accurate evaluation of all the above phases.



6

Organizing and integrating learning experiences with relevant content

