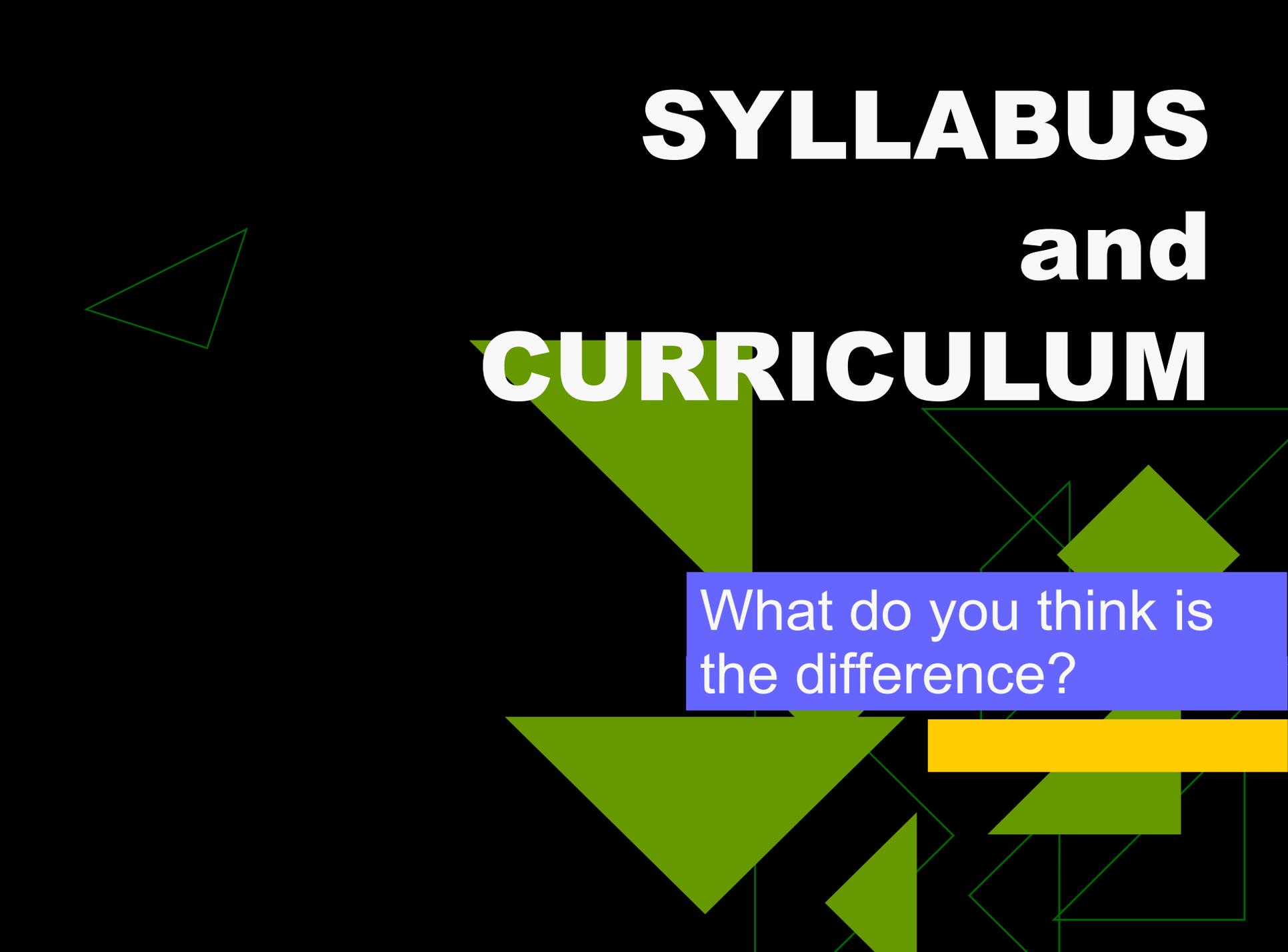


WHAT IS CURRICULUM DEVELOPMENT?

TRADITIONALISTS
VS.
PROGRESSIVISTS

SYLLABUS and CURRICULUM

The background features several abstract geometric shapes. A large green triangle is positioned on the left side. A yellow horizontal bar is located in the lower right quadrant. Other smaller green triangles and lines are scattered throughout the black background.

What do you think is
the difference?

Definition of Syllabus

- ◆ *A general overall plan of the content that the school should offer the student by way of qualifying him for graduation or certification or for entrance into a professional or vocational field*

Good, 1973:149

Curriculum definitions

-  Curriculum is a dynamic, ever-changing series of planned learning experiences.
-  Curriculum is everything learners experience in school

Definitions of CURRICULUM

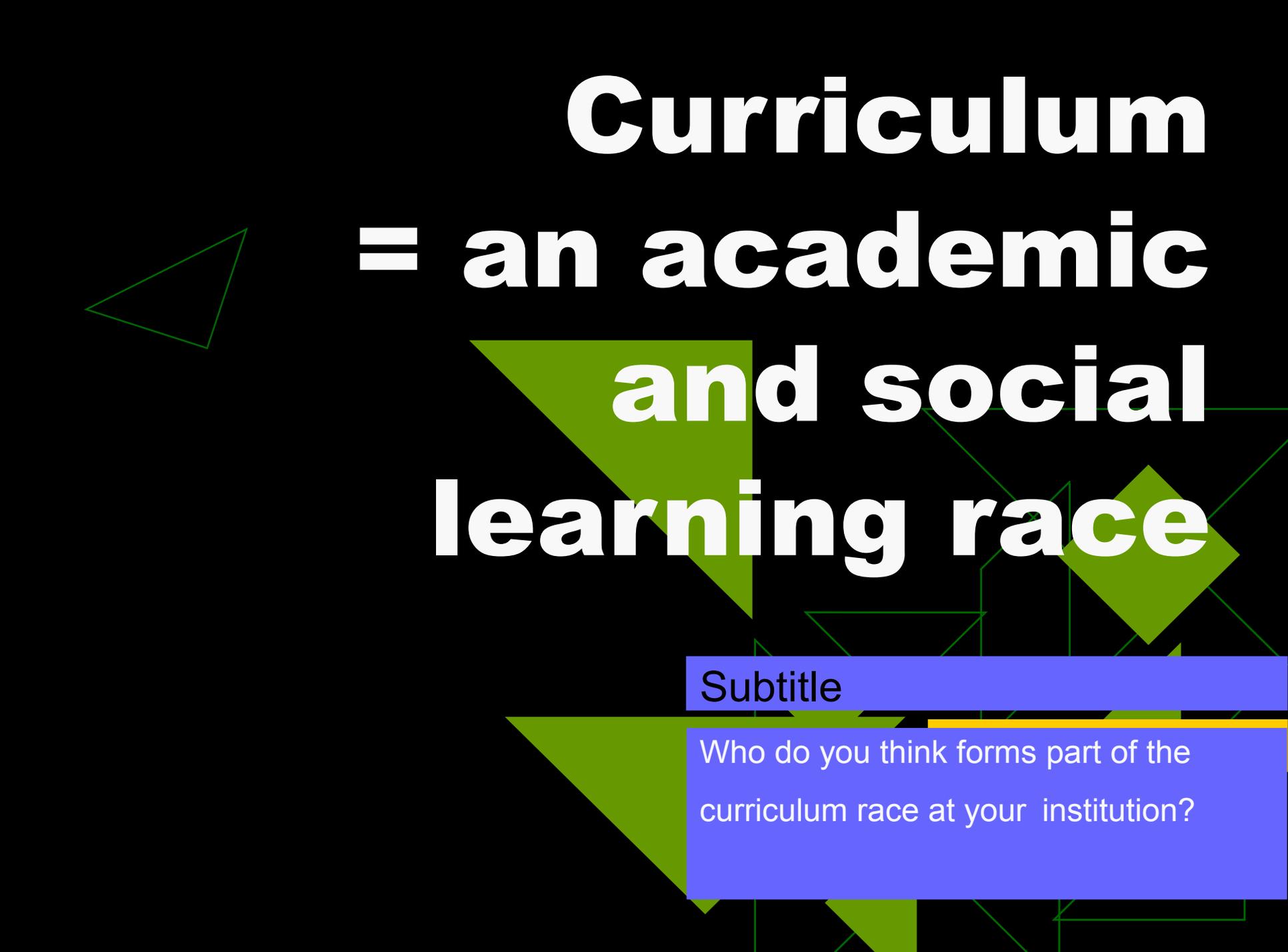
- ◆ Curriculum is a cultural reproduction in a structured way. It is even more: It should also value independent thinking in the context of the widest sense of social responsibility .
 - Smith, Stanley & Shores

Definition by Tanner & Tanner

- ◆ Tanner & Tanner (2007:121) offers the following definition, derived from Dewey's definition of education;
- ◆ ***“That reconstruction of knowledge and experience that enables the learner to grow in exercising intelligent control of subsequent knowledge and experience”***
- ◆ Dewey viewed education as a *generative* process – that is, a process through which the learner extends and deepens the capability of exercising intelligent control over changing conditions in life

Curriculum a wider concept

- ◆ Curriculum derived from Latin verb *curere* = to run
- ◆ Portuguese: *Corrida* = race

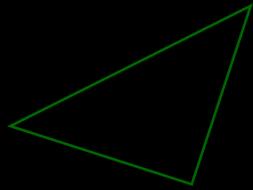


**Curriculum
= an academic
and social
learning race**

Subtitle

Who do you think forms part of the curriculum race at your institution?

TEACHING STAFF



- ◆ Academic Committee
- ◆ Permanent and temporary lecturers



Management Committee

- ◆ Executive Committee
- ◆ Board members

IQEC

- ◆ The Internal Quality Evaluation Committee (IQEC)

ADMINISTRATION

- ◆ Quality administration:
 - Curriculum information
 - Registration
 - Rules
 - Tests and Exam results
 - Evaluation forms



Traditional way and Progressive way of Curriculum Development

What do you think is the difference?

THE TRADITIONAL WAY

- ◆ Schools need to return to basic education and high standards – back to the *essentials*.
- ◆ Schools must systematically teach basic knowledge and not be afraid to stress hard work and discipline.
- ◆ Knowledge consists of facts, concepts and skills that must be mastered through memorization and drill.

The Traditional way (Cont)

- ◆ Knowledge is generally regarded as an objective, impersonal, many times value-free commodity to be grasped.
- ◆ Outcomes are very specific.
- ◆ Lecturers are the technicians whose task is solely to follow the step-by-step instructions in their manuals

THE PROGRESSIVE WAY

- ◆ Emphasize on *relevant* curriculum content.
- ◆ The progressivists see knowledge as more than a product that has to be mastered.
- ◆ Students, they believe must interact with the world around them and interpret it.

Questions that progressivists ask

- ◆ What should be the overall aims of education?
- ◆ How can education help humanity achieve a just and compassionate society?
- ◆ What is the right (moral) thing to do?

Other characteristics of Progressivists

- ◆ They consider curriculum just to be a general guide.
- ◆ They see human beings as important subjects rather than mere objects.
- ◆ Rather than “mastering” knowledge, students establish meaning for their lives through understanding and interpretation

Interaction and meaning

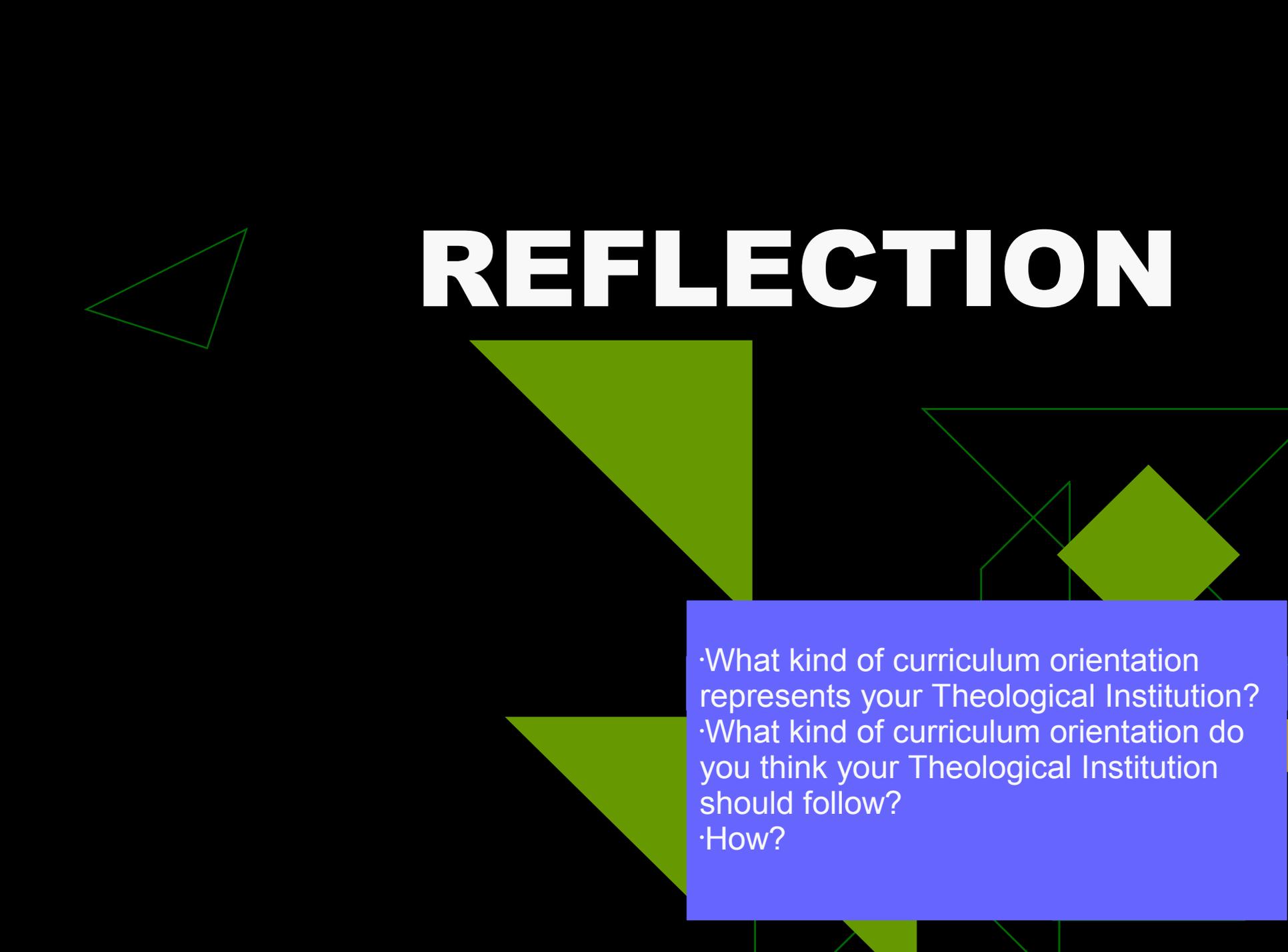
- ◆ Curriculum involves interaction between teachers and learners, between learners and learners, between learners and curriculum content.
- ◆ The focus of teaching is more the making of meaning through learning than the transmission of concepts and skills.

Take the following into consideration

- ◆ No one has all the truth
- ◆ Human nature and human learning are complex
- ◆ Curriculum documents are only guides. Teachers use their professional and considered judgement in determining what is best for a particular situation

Paul Freire – a progressivist

- ◆ He opposes “banking education” and “narration sickness” by which teachers deposit information into the passive minds of their pupils.
- ◆ Learners should not only be active participants, but in doing so should develop a critical consciousness.



REFLECTION

- What kind of curriculum orientation represents your Theological Institution?
- What kind of curriculum orientation do you think your Theological Institution should follow?
- How?

Evaluation

The traditional way

- ◆ The “basics” of the academic traditionalist orientation are not always Biblical basics. The Bible says that basic knowledge does not primarily mean *knowing* the facts of church history, doctrine, liturgy, missiology etc.
- ◆ According to the Bible a lack of basic knowledge means not acting justly and not having mercy etc. i.e. ignoring biblical norms (Hosea 4:6; Micah 6:8)
- ◆ Knowledge is in the first place an affair of the heart.

A stance in favour of a

Progressive approach

- ◆ If a curriculum team shares common beliefs and values, a progressive orientation with its emphasize on understanding and meaning and critical thinking linked to life situations, it will yield a more thoughtful approach to curriculum planning than all the other orientations.