

Philosophy with Curriculum Design

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**A comprehensive philosophy
of education is necessary
to guide in making analysis
objectives.**

A philosophy in the context of curriculum development can be defined simply as a formal set of statements about the purpose of educating.

The first important task in defining the program of your school is to find the common beliefs held by persons in the school community.

Traditional Views

of

Education

**Education is a process
of changing the behavior
patterns of people.**

The ultimate goal of the educational process is to help human beings become educated persons.

Schooling is the preparatory stage: it forms the habit of learning and provides the means for continuing to learn after the schooling process is complete.

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Progressive Views

of

Education

The progressive emphasizes the importance of studying the child to fine out what kinds of interests he has, what problems he encounters, what purpose he has in mind.

The progressive sees this information as providing the basic source for selecting objectives.

**Education cultivates individuality
and acquiring skills
to make the most of the
opportunities of the present life.**

At the heart of purposeful activity in curriculum development is an educational philosophy that assists in answering value – laden questions , making decisions from among the many choices, and designing programs.

Ralph Tyler, a leader in curriculum throughout much of the 20th century, linked philosophy to “a screen for selecting educational objectives”.

We also see philosophy as the framework for all curriculum design work.

Philosophy can therefore serve curriculum leaders in many ways. They can help to:

- 1. Suggest purpose in education**
- 2. Clarify objectives and learning activities in school**
- 3. Suggest the format for instructional delivery**
- 4. Guide the selection of learning strategies and tactics in the classroom**
- 5. Organize evaluation activities**

Major philosophies of life and education have traditionally been defined by three criteria in the form of three questions :

What is good?

What is true?

What is real?

In the language of philosophy, the study of goodness or values is as axiology, knowledge or truth as epistemology, and reality as ontology.

Five Educational Philosophies

1. Perennialism

The most conservative, traditional, and structured of the five philosophies is *perennialism*, a philosophy drawing heavily from classical definitions of education.

Perennialists believe that education, like human nature, is a constant.

Because the distinguishing characteristic of humans is the ability to reason, education should focus on developing rationality.

**For the perennialists, education
is a preparation for life,
and students should be taught
the world's permanencies
through structured study.**

2. Idealism

Idealism is a philosophy that espouse the refine wisdom of men and women. Reality is seen as a world within a person's mind, and truth is to be found in the consistency of ideas. Goodness is an ideal state, something to strive to attain.

Idealist favor schools that teach subjects of the mind, such as are found in most public school classrooms. Teacher, for the idealist, would be exemplars - models of ideal behavior.

For idealists, the school's function is to sharpen intellectual processes, to present the wisdom of the ages, and to present models of behavior that are desirable. Students in such schools would have a somewhat passive role, receiving and memorizing the reporting of the teacher.

3. Realism

For the realist, the world is as it is, and the job of schools is to teach students about that world. Goodness, for the realist, is found in the laws of nature and the order of the physical world. Truth is the simple correspondences of observation.

The realist favors a school dominated by subjects of the here – and – now world, such as disciplines of knowledge. Students would be taught factual information for mastery

4. Experimentalism

For the *experimentalism*, the world is an ever – changing place. Reality is what is actually experienced. Truth is what presently functions. Goodness is what is accepted by public test. Unlike the perennialist, the idealist, and the realist, the experimentalist openly accepts change and continually seeks to discover new ways to expand and improve society.

5. Existentialism

The *existentialism*, a proponent of the newest philosophy, sees the world in terms of personal subjectivity. Goodness, truth, and reality are individually defined. Reality is a world of existing, truth is subjectively chosen, and goodness is a matter of freedom.

**For existentialists, schools,
if they existed at all,
would be places that assisted
students in knowing
themselves and learning
their place in society.**

15 major dimensions of schooling that reflect the schooling philosophy in its totality.

- 1. Community involvement**
- 2. School buildings and grounds**
- 3. Classroom space**
- 4. Organization of knowledge**
- 5. Uses of learning materials**
- 6. Philosophy of education**
- 7. Teachings strategies**
- 8. Staffing patterns**
- 9. Organization of students**
- 10. Rules and regulations**
- 11. Disciplinary measures**
- 12. Reporting of student progress**
- 13. Administrative attitudes**
- 14. Teachers roles**
- 15. Student roles**


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The eight common curriculum designs

Type	Purpose	Activity
Content – based instruction	Knowledge acquisition	Facts, data, representative forms
Skill – based instruction	Processing and manipulation	Practice, ordering, applications
Inquiry approach	Awareness, interest	Unknowns, sampling
Conceptual learning	Understanding	Big ideas, familiarity
Interdisciplinary learning	Making connections	Applications
Cooperative learning	Coordinating social skills	Group work
Problem solving	Applying skills	Current events
Critical and creative thinking	Construction of new forms	Model building, imagination

Curriculum development is a value – laden process in which leaders choose from many possibilities. A prerequisite to leadership in curriculum is identification and development of a philosophy of education, that is, a clear set of assumptions that will guide decision making.



Thank You
I'll see you again
Keep Going

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