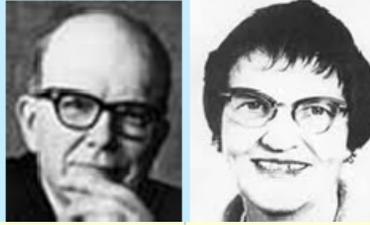


# Tyler and Taba Perspectives on Curriculum

Ingrida Barker ~ Lee Ann Hvizdak ~ Lou Maynus ~ Sherri Stepp



Tyler Rationale	Taba Process
-----	Diagnose needs
State purposes	Formulate objectives
-----	Organize objectives
Identify experiences	Select experiences
Organize experiences	Organize experiences
Evaluate	Evaluate

## Ralph Tyler

Pioneer in the field of teaching and learning.

Mirrors the ideas of learning progressions through questioning the organization of the curriculum such as course sequencing and the integration of content across the curriculum.

Belief that student learning experiences would lead to the creation of an education citizen focusing on learning rather than teaching process.

Tyler: "Curriculum and learning are the two most important aspects of education. Although the administrators think that it is especially important to administer a school, but a school isn't worth having if it isn't teaching the right things, if the children aren't learning" (Cordero, G. et al., 2004, p. 16).

### *Tyler's Views On Curriculum: Tyler Rationale:*

**What educational experiences should a school seek to attain?**

Goals that schools and curriculum should serve

**How can these education experiences be effectively organized?**

Sequence, organization of the content

**What educational experiences can be provided that are likely to attain those purposes?**

Scope of curriculum — what should be included to meet curriculum goals

**How can we determine whether these purposes are being attained?**

**Evaluation**

# Hilda Taba

## Education:

Tartu University: Philosophy Studies

Bryn Mawr College: Master's Degree

Columbia University: Ph.D.

Work: Eight Year Study with Ralph Tyler

Social Studies Curriculum Reorganization in Contra Costa County, CA

## *Curriculum Ideas*

### Spiral Curriculum

Students can learn to think

If teachers want students to think differently, they need to teach differently.

Learning is a dynamic interactive phenomena informed by cognitive psychology.

Focus on essential principles and ideas that give structure to thinking with more opportunities for inquiry, discovery, and experimentation in learning.

Three levels of knowledge:

Facts    Basic Ideas/Principles    Concepts

Social processes are not linear. Therefore, they cannot be modeled through linear planning. Learning and development of personality cannot be considered as one-way processes of establishing educational aims and establishing specific objectives from an ideal of education proposed by some authority.

Educators are to provide conceptually sound curriculum with the evaluation of student understanding by using appropriate tools and processes.

The renovation of curricula and programs is not a short-term effort but a long process, lasting for years.

“No matter what views people hold of the chief function of education, they at least agree that people need to learn to think. In a society in which change comes fast, individuals cannot depend on routinized behavior or tradition in making decisions...In such a society there is a natural concern that individuals be capable of intelligent and independent thought.”

~Hilda Taba.

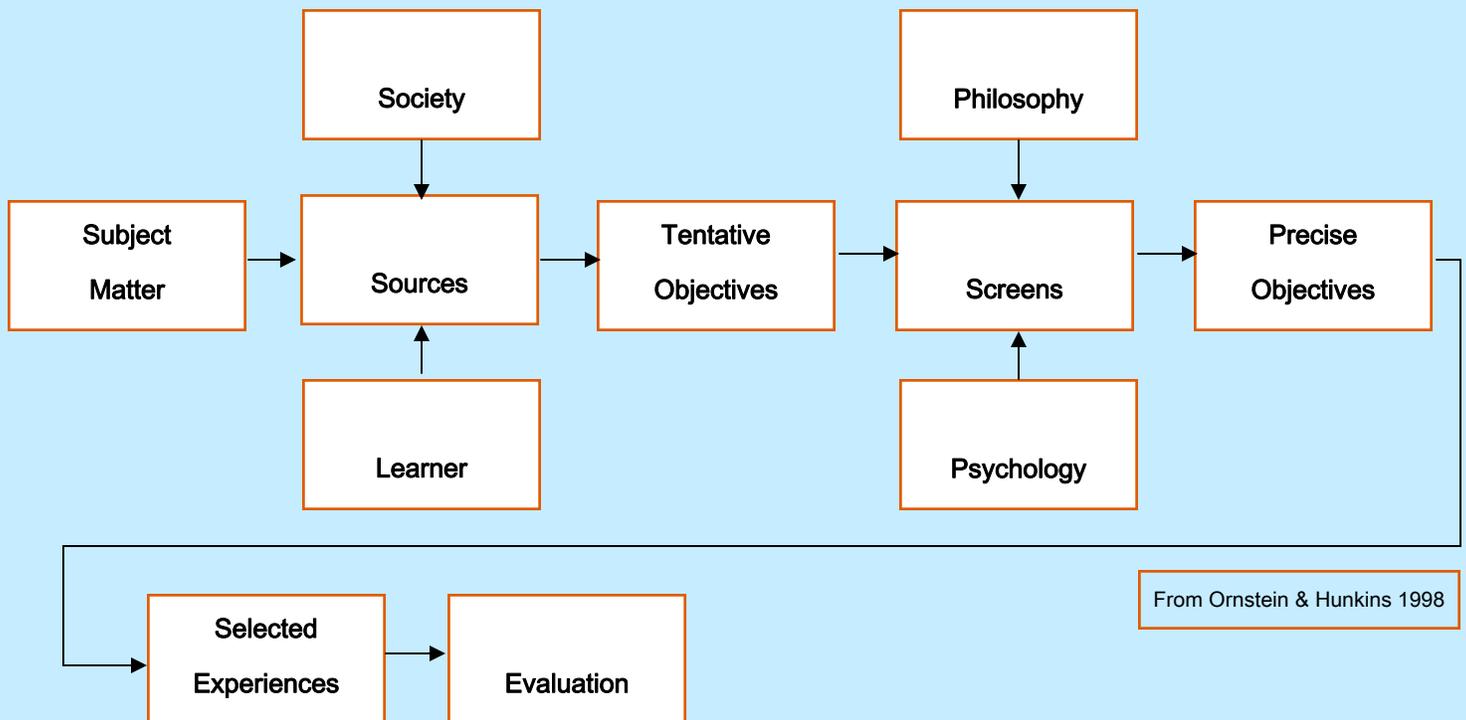
Curriculum Development: Theory and Practice, New York; Harcourt, Brace 1962.

Taba's work gave a more practical and specific learning to Tyler's concept of learning experiences by relating specific teaching/learning strategies to a certain category of objectives thus attributing pedagogical and practical nature to Tyler's psychological principles of curriculum development.

# Curriculum Orientations

Tyler/Taba Process: a method of developing curriculum through research rather than anecdote and as “a proven sequence for thinking about curriculum” (Hewitt, 2006).

Technological orientation: systematic and sequential steps in the curriculum process including the final step of evaluation.



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