**UNIVERSITY OF KISUBI**

**FACULTY OF EDUCATION**

**DEPARTMENT OF SCIENCE**

**EDU 2201: COLLABORATIVE CURRICULUM**

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**REGISTRATAION NO. 18BSCE1468**

**Coursework 1**

Choose three curriculum theorist, talk about them, what they taught in their theories about the curriculum and the relevance of each theory to society today.

**Introduction**

Curriculum theory is a term for how an educational institution decides what is at worth to learn and teach, and how learning will be measured. Pedagogy is closely related to curriculum theory, but where pedagogy describes how people teach and learn, curriculum describes how people decide what to teach and learn.

There are many structures of instruction that support the different theories and pedagogies of education which are all aimed at the realization of the desired and intended goals and objectives of the Curriculum.

The following are some of the Curriculum theorists, their theories and the relevance of their theories in the present day society:

1. **Franklin Bobbit (1876 - 1956)**

Bobbitt believed that curriculum should focus on student needs and prepare them for adult life. He thought content should include the "3 Rs" that is Rights, Respect and Responsibility in elementary school, academics through high school, and that subjects and related activities should be planned by the teacher. He advocated for curriculum being grouped in in sequential objectives with corresponding activities.

His philosophy for the right curriculum included the following:

**Behaviorist** approach where the behavioral objectives and aspects of the curriculum should be emphasized

**Curriculum is a science** in which he emphasized that the impractical subjects should be eliminated in favour of the practical subjects with precise subject matter targeted at gaining the required knowledge hence eliminating redundancy.

**Efficient schools** where the learners are groomed solely as a preparation for their adult living as a crucial aspect so as to have efficient adults in the community able to sustain their lives and the whole community.

**Involve the community** plays a crucial role in the implementation of the curriculum where also the community engages in the activities of the curriculum in order to achieve the desired objectives.

The relevance of this theory in the society today is as discussed below:

Incorporating the behavioral approach to the curriculum content development is a good idea given that the learners are maintain their free expression towards different issues of life.

Ignoring the impractical subjects in the curriculum that serves our community may retard the cognitive part of the individuals that go through this curriculum. Most of the subjects that impractical may contain information that if properly passed on can improve the thinking and cognitive areas of the society.

Schools should indeed be efficient and able to produce capable individuals ready to face the world of adulthood. This helps in community development and raising the status of living of the individuals in the community.

The community involvement as of today, should be minimum as it would sometimes affect the smooth running of the curriculum. The community should be involved but to a minimal extent to allow the educational administrators to run the process of curriculum implementation smoothly with out constant interruptions.

1. **Ralph W. Tyler (1902 - 1994)**

Tyler believed curriculum should be influenced by data about students and society, psychology, philosophy, and ideas from subject specialists. He saw the content as organized into components of knowledge, skills, and values. Curriculum was both horizontally and vertically organized into objectives, and learning of the objectives should be measured by evaluation.

The Philosophy behind this theory is as follows:

**Behavioral** approach to curriculum development targeting the learners’ needs and desired traits at the end of the implementation of the curriculum. This should be based on rational procedures to achieve rational goals since considered curriculum to be a rational process.

**Curriculum is a science** with systematic organization in terms of knowledge, skills and values. This arrangement should be clearly established. There should be objectives used to select and organize leaning experiences.

**Strong relationship between curriculum and instruction** with the emphasis on problem solving strategies. There should be evaluation to determine the outcomes o f this relation and it should be a gauge for the success or failure.

**A school's philosophy should drive decision making** basing on the specialists’ input within the process of curriculum development and implementation. The input should be aligned vertically and horizontally to make sure that all the desired aspects are tackled.

The following describes the relevance of this theory to the society today:

The behavioral approach to curriculum development is the right way to go for our society today since there is always need to have rational beings able to run the community with rational ideas for development.

Today, we really need a curriculum that comprises of the three components as described by Tyler, Knowledge, skills and values which helps the learners to be fully developed and ready to face the adult world.

The strong relationship between curriculum and instruction is highly recommended for the society today as it focuses on problem solving rather than absorption of content by the learners.

Teachers, since they interact with the learners directly, their input is very crucial towards the development of a good curriculum but sadly, in Uganda, they are ignored and they end up developing a curriculum that is opposed by the teachers.

1. **John Goolad (1920 - 2014)**

Goodlad thought students should be active participants in the content. He also thought content should have a wide range of practical subjects and that school could be realistically improved by assessing standards and learning through high-stakes testing.

The Philosophical ideas behind Goodlad’s curriculum theory as as given below:

**Education is growth** and emphasizing on active learning as the key to stimulate this growth is the way to go and this should be able to reduce the student conformity to previous and out-dated ways of doing things, but always find new ways of achieving success.

**Organized around the needs of society** through critical thinking across all content in the curriculum in order to provide for providing solutions to societal problems. This in turn requires constant evaluation and improvement of the solutions so that to prevent the recurrence of the same problems over and over.

**There should be a wide range of purposes** and learners should be actively involved in the planning process of the curriculum to see that the developed curriculum suits their needs and the needs of the nation at large. This also goes back to the involvement of the teacher’s input as they are the ones that interact with the learners directly.

**Cognitive, civic, moral, and vocational education is important** and these standards should be aligned with the content of the curriculum and these should be tested at all levels of the process of curriculum implementation.

The following shows the relevance of the above theory in the society today:

Stimulation of growth as the main aspect of education through active learning is what is needed for our society so that learners are fully involved instead of being passive objects used for the storage of knowledge.

The best curriculum is one that is one that incorporates the needs of the society but also, the learners’ goals have to be put in consideration because, sometimes, these two usually contradict and the society gets to front its needs and impart them on the learners thereby ignoring their personal goals and ambitions.

In as much the views of the learners must be captured in the development of a curriculum of a given state, in Uganda and perhaps other states, the input from the learners is usually ignored and the state fronts its views and strategies of modeling its citizens.

Education, hence the developed curriculum, in today’s society must touch the aspects of Cognitive, civic, moral, and vocational importance to see that an all round learner, fully developed in all these aspects hence a better citizen.

**Conclusion**

For a development of a better curriculum suitable for both the society and the learners themselves, it requires the input from all parties that are directly touched by the curriculum. These parties include Learners, teachers, community members and those from the upper hand of the government to see that all the ideas are seamlessly integrated in the curriculum.

The best curriculum would be the one that is practical enough to equip learners with motor skills as well as arouse their ability to think establish working theories so as to produce a good workforce as well great philosophers of this generation.