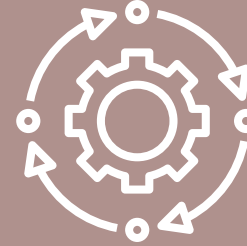






ACADEMIC DISCIPLINES
INFORM CURRICULUM,
WITH THE GOAL OF
COGNITIVE
ACHIEVEMENT.

SUBJECT MATTER INFORMS
CURRICULUM WITH THE
GOAL OF SYSTEMITIZING
LEARNING AND MAKING IT
EFFICIENT.



Technology as
Curriculum

INFLUENCED BY A
VARIETY OF
SOURCES, THE GOAL
IS TO DEVELOP
INTELLECTUAL
PROCESSES.



Cummulative
Tradition of
Organized
Knowledge

CONCEPTIONS
OF
CURRICULUM

Development of
Cognitive
Processes

Social Relevance
Reconstruction

Self
Actualization

THE NEEDS OF THE SOCIETY
ARE THE RPIMARY
INLFUENCERS. THE PURPOSE
OF TO PREPARE STUDENTS FOR
A CHANGING WORLD AND TO
BRING ABOUT CHANGE IN
SOCIEYT.



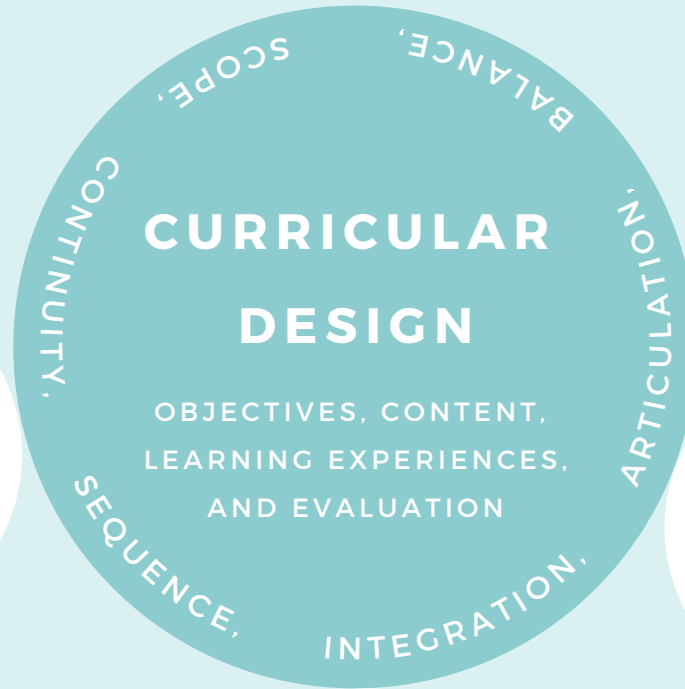
A CHILD CENTRED
FOCUS WITH THE
PURPOSE OF STUDENTS
DEVELOPING OT THIE
FULLEST POTENTIAL.



SOURCES FOR CURRICULUM:
SCIENCE, KNOWLEDGE,
SOCIETY, LEARNER,
MORAL DOCTRINE,
(ORNSTIEN AND
HUNKINS, 2013)

**Subject
centered**

- BROAD FIELDS DESIGN
- CORRELATION DESIGN
- DISCIPLINE DESIGN
- SUBJECT DESIGN
- PROCESS DESIGN



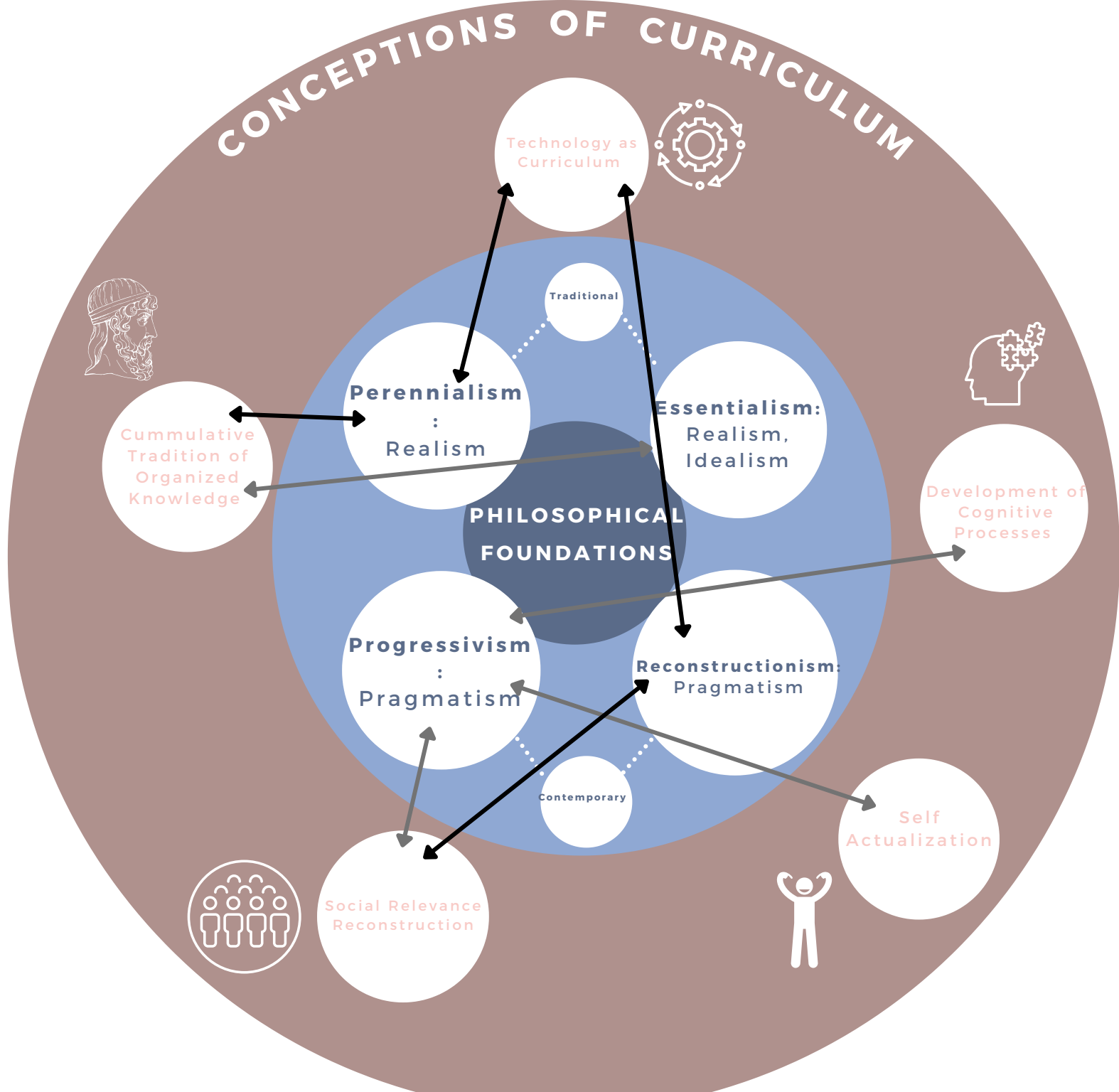
**Problem
centered**

- LIFE-SITUATIONS DESIGN
- RECONSTRUCTIONIST DESIGN

**Learner
centered**

- HUMANISTIC DESIGN
- RADICAL DESIGN
- CHILD-CENTERED DESIGN
- EXPERIENCE CENTERED DESIGN

INFLUENCEERS OF CURRICULUM DESIGN:
INSTRUCTION
METHODS,
TIME CONSTRAINTS,
AND EVALUATION
METHODS.



CURRICULAR DESIGN

OBJECTIVES, CONTENT,
LEARNING EXPERIENCES, AND EVALUATION

CONCEPTIONS OF CURRICULUM

PHILOSOPHICAL FOUNDATIONS

Subject
centered

Learner
centered

Problem
centered

SOURCES FOR
CURRICULUM:
SCIENCE, KNOWLEDGE,
SOCIETY, LEARNER,
MORAL DOCTRINE,
(ORNSTIEN AND
HUNKINS, 2013)

INFLUENCEERS OF
CURRICULUM DESGIN:
INSTRUCTION
METHODS,
TIME CONSTRAINTS,
AND EVALUATION
METHODS.

SCOPE,

CONTINUITY,

SEQUENCE,

INTEGRATION,

ARTICULATION,

BALANCE,



Cummulative
Tradition of
Organized
Knowledge

Technology as
Curriculum

Traditional

Perennialism
:
Realism

Essentialism:
Realism,
Idealism

Self
Actualization

Development of
Cognitive
Processes

Progressivism
:
Pragmatism

Reconstructionism:
Pragmatism

Contemporary

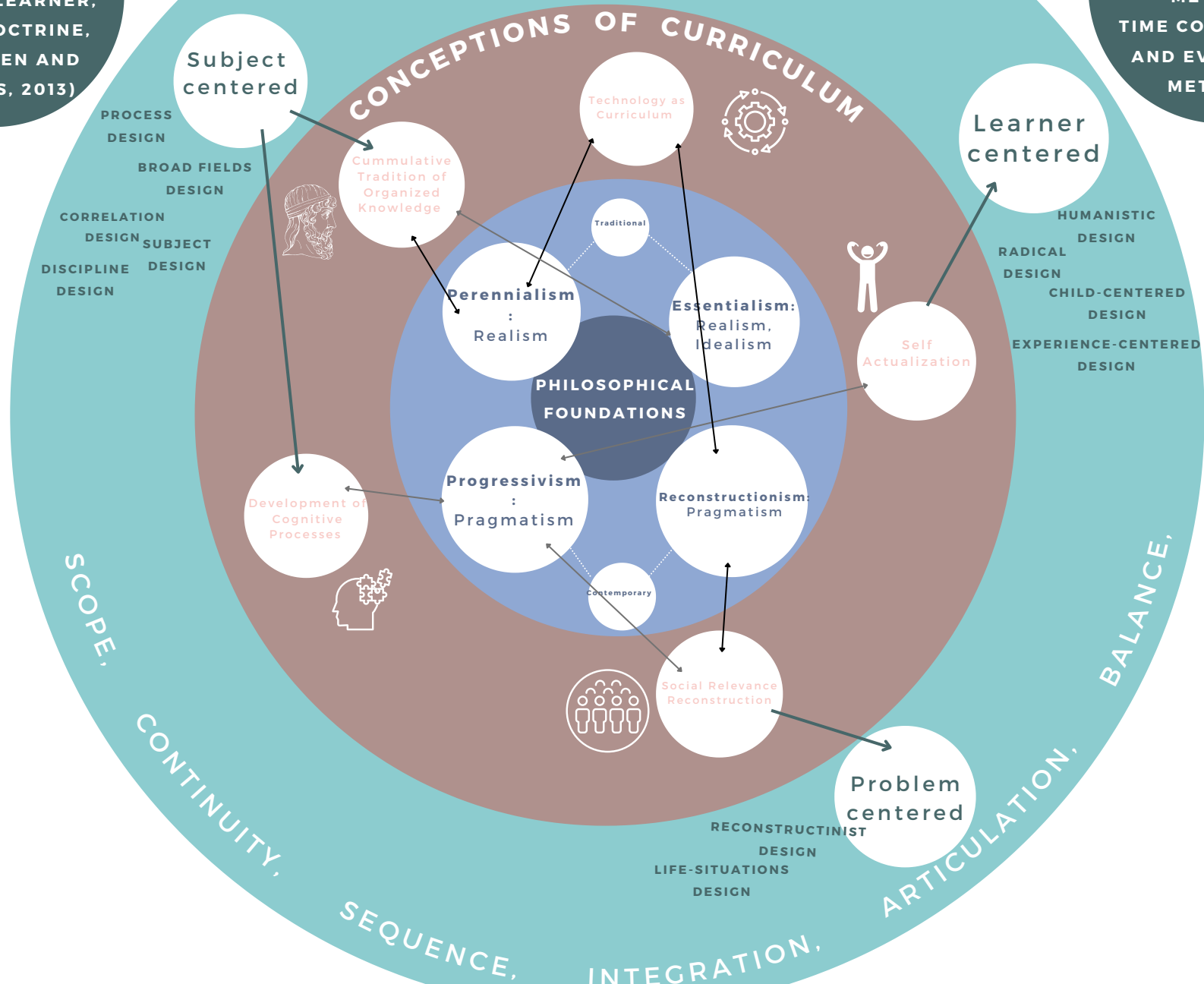
Social Relevance
Reconstruction

CURRICULAR DESIGN

OBJECTIVES, CONTENT,
LEARNING EXPERIENCES, AND EVALUATION

SOURCES FOR
CURRICULUM:
SCIENCE, KNOWLEDGE,
SOCIETY, LEARNER,
MORAL DOCTRINE,
(ORNSTIEN AND
HUNKINS, 2013)

INFLUENCERS OF
CURRICULUM DESIGN:
INSTRUCTION
METHODS,
TIME CONSTRAINTS,
AND EVALUATION
METHODS.



Subject
centered

CONCEPTIONS OF CURRICULUM

Technology as
Curriculum



Learner
centered

PROCESS
DESIGN

BROAD FIELDS
DESIGN

CORRELATION
DESIGN

SUBJECT
DESIGN
DISCIPLINE
DESIGN

HUMANISTIC
DESIGN

RADICAL
DESIGN

CHILD-CENTERED
DESIGN

EXPERIENCE-CENTERED
DESIGN

PHILOSOPHICAL
FOUNDATIONS

Perennialism
:
Realism

Essentialism:
Realism,
Idealism

Progressivism
:
Pragmatism

Reconstructionism:
Pragmatism

Development of
Cognitive
Processes



Contemporary

Social Relevance
Reconstruction



Problem
centered

RECONSTRUCTINIST
DESIGN
LIFE-SITUATIONS
DESIGN

SCOPE,

BALANCE,
ARTICULATION,

INTEGRATION,
SEQUENCE,

CONTINUITY,