

Three Curriculum Types	Various Attributes
<p>Curriculum of the known (semi-purely administrative-upper hierarchy diagnosed and design-based on a model or a theory)</p>	<ul style="list-style-type: none"> • Key element: Few are in control and are the authorities who determine the goals and objectives, as well as assignments and activities <ul style="list-style-type: none"> ○ Benefits: Measurable, predictable results for teachers ○ Limitations: One way to teach (i.e. writing and research) • Administration generated training <ul style="list-style-type: none"> ○ Benefits: Center of control, unity of material and purposes ○ Limitations: Top-down teaching, can create disinterest • Ready-made template-mold (dictated) <ul style="list-style-type: none"> ○ Benefits: Measurable, predicted results for teachers ○ Limitations: One way to teach (i.e. writing and research) • Assessing-learning focused (assessing comes first model)
<p>Curriculum of development (semi-middle approach that encourages teachers-instructors and administrators to critically review and reflect on their practices, the theories and models they read, as well as their own assumptions about teaching and learning) (based off of Jerome Bruner’s “Spiral Curriculum”, 1960: “A curriculum as it develops should revisit this basic ideas repeatedly, building upon them until the student has grasped the full formal apparatus that goes with them” (Bruner, 1960, p. 13). And Louise Wetherbee Phelps “Practice-Theory-Practice” Arc, 1989.</p> <p>Brian Huot (2002): “Louise Phelps's practice-</p>	<ul style="list-style-type: none"> • Key element: Constant transaction between all involved in determining the goals and objectives <ul style="list-style-type: none"> ○ Benefits: Constantly developing goals and objectives ○ Limitations: Meeting everyone’s expectations • Teacher-instructor training intensive, viewed as reciprocal with learning-classes <ul style="list-style-type: none"> ○ Benefits: More teacher involvement encouraged (to read and discuss theories) ○ Limitations: More time preparing teacher-training sessions, more sessions • Constantly developing assignment and activity designs, while maintaining standard goals and objectives (guided) <ul style="list-style-type: none"> ○ Benefits: Teacher involvement, diversity in meeting goals and objectives ○ Limitations: No set assignments

<p>theory-practice (PTP) arc describes the way in which practice and theory work dialectically to move forward both our practice and the theories that guide us as writing teacher-practitioners” (p. 165).</p> <p>“Phelps's PTP arc, a practitioner starts with a specific practice (the first P) that she is unhappy with. Her goal is to arrive at a practice (the last P in the arc) with which she is more comfortable. However, before she can really change her practice, she must also confront the practice on a theoretical level” (p. 166).</p>	<ul style="list-style-type: none"> • Learning-assessing focused (learning comes first model)
<p>Curriculum of the unknown (semi-purely teacher-instructor diagnosed and based on “lore”, anecdotes, “success narratives”, or only “best practices”)</p>	<ul style="list-style-type: none"> • Key element: Self-selection of goals and objectives <ul style="list-style-type: none"> ○ Benefits: Open for change of direction, teacher-centered ○ Limitations: Unbridled change of direction, missing or personalized goals and objectives • Limited reflection on practices or theories • Random periods of assignment-activity development as well as goals and objectives (erratic or eclectic) <ul style="list-style-type: none"> ○ Benefits: ? ○ Limitations: Unclear focus on what the students are expected to learn or gain • Focus varies depending on the teacher-instructor (models and approaches vary)