



Principles and Problems of Curriculum Development: *Notes for a Curriculum Seminar*¹

Ted Ward

“Curriculum is the concern for decisions about what should be taught why, to whom, and under what conditions.” Ted Ward

How Curriculum is Studied

Analytic factors:

1. Analysis of trends (“issues”) in society and in the schools.
2. Social needs analysis
3. Values analysis—tracking fulfillment of educational mandates

Political factors:

4. Roles and rights in decision-making
5. Socio-political transformation

Defining the Field: Soft and Hard Views of Curriculum

Curriculum as people

Curriculum as all the experiences a person has because of schools

Curriculum as decision-making

Curriculum as intentions

Curriculum as artifacts

Analyzing curricular purpose in a given course:

1. In reference to a particular course what are the 2-3 most important outcomes that you intend students to attain?
2. How do you assess the students’ accomplishments in each of these?
3. What are your reasons for believing each of the outcomes to be important?

Exercises

Vertical Integration of the Curriculum

1. Identify a particular case of difficult vertical integration.
2. Identify all factors causing or contributing to the problem.
3. Prioritize these in accordance with a sense of their urgency.

¹ Ted Ward. Principles and Problems of Curriculum Development. Notes for a curriculum seminar, 1981

4. Identify the people who need to be involved in a solution indicating why each person or category or people is important in the solution.
5. Propose a strategy

Inter-subject Coordination in the Curriculum

1. Identify an interface between content areas that is now an inter-subject coordination problem
2. Identify all factors causing or contributing to the problem.
3. Prioritize these in accordance with a sense of their urgency.
4. Identify the people who need to be involved in a solution indicating why each person or category or people is important in the solution.
5. Propose a strategy