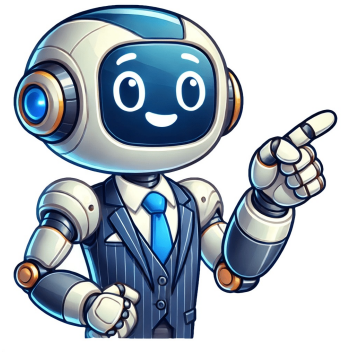The paper discusses Wheeler's model of curriculum development, which presents a cyclical approach as opposed to Tyler's linear model. It outlines how aims, goals, and objectives in education should be discussed in terms of behaviors, emphasizing the importance of content and learning experiences. The model allows for flexibility and adapts to changing circumstances in curriculum planning, enabling educators to begin the decision-making process from any point within the cycle and return to any of the stages.

1. MODEL WHEELER'S MODEL Irene Tiong, Phoebe Hon, Young Poh Ping 1 1 2. Introduction Wheeler's model is an improvement upon Tyler's model. Instead of a linear model, Wheeler developed a cyclical model. Curriculum should be a continuous cycle which is responsive to changes in the education sector and makes appropriate adjustments to account for these changes. 2 3. Introduction Evaluation in Wheeler's model is not terminal. Finding from the evaluation are fed back into the objectives and the goals which influence other stages. This model illustrates the dynamic nature of the process of curriculum development. It goes on as the needs and interests of society change and the objectives also change. 3 5. Step 1: Selecting aims, goals and objectives Selection must be relevant to the specific content area. Why? Tells the planner about the direction of educational development. 5 6. Step 2: Selecting learning experiences Occur in the classroom. Concern about the learner with their learning environment. Think about the best strategies to deliver the aims and objectives. • results in the changes of pupils' behaviours. 6 7. Step 3: Selecting content Refer to the subject matter of teaching / learning. Refer to several aspects such as significance, interest and learnability 7 8. Step 4: Organising and integrating experiences This step is important as they are connected to the teaching / learning process. Organising learning activities based on pupils' experiences. 8 9. Step 5: Evaluating Evaluation on different phases and an examination of whether the goals have been attained. Through formative and summative assessment. 9 10. Comparison between Tyler's Model & Wheeler's Model Aspects Models Tyler's Model Wheeler's Model Similarities • They are both curriculum design models. • They have evaluation steps in their models. Differences • Four stage design • Linear • Evaluation is terminal • Five stage design • Cyclic • Evaluation is done and the results are fed back into the system 10 11. Significance of Wheeler's Cyclical Model Provide logical sequence. Present the curriculum process as a continuing activity which is constantly in a state of change as new information or practices become available. 11 12. Significance of Cyclical Model View stages of the curriculum as interrelated and interdependent. Five interrelated stages: Aims, goals and objectives Selection of content Organisation and integration of learning experiences and content Evaluation 12 13. Significance of Cyclical Model Involve Situational Analysis, which involves the environment where the curriculum is going to be introduced. Responsive to needs. Provide flexibility (and relevant to school situations and teaching) 13 14. References Essays, UK. (November 2013). A Continuum Of Curriculum Development Models: The Wheeler Model. Retrieved from continuum-of curriculum-development models.php?cref=1 Gautan Kumar Chaudhary & Rohit Kalia. (2015). Development curriculum and teaching models of curriculum design for teaching institutes. International Journal of Physical Education, Sports and Health 2015,1(4): 57-59. 14 15. References Newlyn, D. (2016). Cyclical curriculum theory: Its place in the development of contemporary law units. International Journal of Humanities and Social Science Research, 2, 59-62. 15 We're fetching your file...Please wait a moment while we retrieve your file from its home on the internet 1. 1 Process model wheeler's model Presented By: Tanzela Bashir 1 2. Introduction Wheeler's model is an improvement upon Tyler's model. Instead of a linear model, Wheeler developed a cyclical model. Curriculum should be a continuous cycle which is responsive to changes in the education sector and makes appropriate adjustments to account for these changes. 2 3. 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The wheeler curriculum model is prescriptive as well as cyclical (non- linear) with 5 inter- dependent stages. 3. Five stages are Wheeler's 5 curriculum development stages 1. Aims, goals and objective 2. selection of learning development experience 3. selection of content 4. organization and integration of learning experiences and content 5. Evaluation 9. • Wheeler's cyclical model has the advantage of flexibility over the linear models: it allows curriculum specialists to start working at any stage in the process. The Wheeler model also emphasizes content selection, and the integration of content in providing quality learning experiences. This model focuses on situational analysis: the context in which the curriculum decisions are taken is considered important, as this is believed to help make the most effective decision. 10. • This model illustrates the dynamic nature of the process of curriculum development. It goes on as the needs and interest of society change and the objective also change. This model has a feedback mechanism (students can measure their progress). It also sets the school objective as a final step in as well as the first. it clearly calls for the setting up objective. 11. • The first step of model in which aims covers all the experiences provided in the curriculum. Goals are tied to specific subjects or group of content within the curriculum; while objectives describe more specific outcomes as result of lesson or instructions delivered at a classroom. The second step of model is about learning experiences is an activity which the leaner engages in which the results in his/her behavior 12. • . The selection content is what teacher teaches. It must be related to validity, significance, utility, interest and learnability. The step Evaluation is about that the former have clear objective and aligned assessment strategies designed to test how well students have achieved the learning outcomes. Wheeler model sets the school objectives as final steps in as well as the first 13. • Wheeler model seems to lack of procedure between organizing and integrating learning experience, content and evaluation. And it advocates is a time-consuming process that can be difficult to put into practice in the hectic conditions in modern education practice. CURRICULUM DEVELOPMENT AND MODELSThere are four major stages in the process of curriculum development. These are 1. Goals and objectives, 2. Content , 3. Learning experiences and 4, Evaluation These four stages are derived from the four questions raised by Ralph Tyler, Tyler (1949), one of the pioneers of curriculum engineering and techniques. These questions, which are often referred to Tyler rationales, are built into a model called the 'Tyler model'. Other models consisting of three, four or five stages as are being shown below are modified version of the Tyler model. In this chapter we shall consider a few of these models before we shall take the four components for discussion along one another or the otherThe Tyler Model In his book, Basic Principles of Curriculum and Instruction (Tyler 1949), Tyler suggested four fundamental questions, which he felt need answers if the process of curriculum planning is to proceed. These four central questions are: • What educational purposes should the school seek to attain? • What educational experiences can be provided that are likely to attain these questions?How can these educational experiences be effectively organized? • How can we determine whether these purposes are being attained? These questions may be formulated into a simple "four" Step process by which a curriculum is planned and developed.STEP 1. OBJECTIVES Sources: - The learner - Contemporary life - Subject specialists Philosophical and Psychological screen • STEP 2. SELECTION OF LEARNING EXPERIENCES • STEP 3. ORGANIZATION OF LEARNING EXPERIENCES • STEP 4. EVALUATIONThe Wheeler Model While Tyler's model suggested that evaluation serves purely to ascertain the extent to which the objectives stated had been achieved, critics argued that evaluation need not be a terminal stage, but should take place at every stage. For this Wheeler converted Tyler's original ideas into cyclic form.The Lawton's Model Lawton's model has provided us with a five stage flow-chart on curriculum planning. The first and second stages of his model deal with the need to achieve clarity about the aims of education, and the question about knowledge and values, which should be the concern of education irrespective of the kind of society. The questions need to be considered by curriculum planners.Stage 1 Philosophical Questions (cultural variables) e.g. aims of education worthwhile knowledge Stage 2 (Cultural variables) e.g. the kind of society we have/we want Sociology Questions Stage 3 Selection from Culture Stage 4 Psychological Questions and theories e.g. of learning, instruction, development etc. Stage 5 Curriculum Organized in stages, sequencesIdentify the main concepts in each of these models. • Itemize the similarities and differences among them. • Can you think of other models of curriculum development? Refer to the work of Nicholls and Nicholls for example • What are the major points to consider when selecting objectives in curriculum development? Explain them in relation to your country schools' curriculum development