

# Curriculum Design

## A High Level View

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## Session Objectives

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- Define what a curriculum is and what it is not
- Differentiate macro-level and micro-level influences on a curriculum
- Discuss the key principles in developing a curriculum
- Outline strategies to review the effectiveness of a curriculum

# Definition

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# Etymology

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- From the Latin word “currere,” a *race* or a *course of a race*
- In educational parlance, curriculum represents a *course of study*

# Types of Curriculum

## Explicit Curriculum

- Concerns learning opportunities that are overtly taught and stated or printed in documents typically drawn from standards, policies, and related guidelines

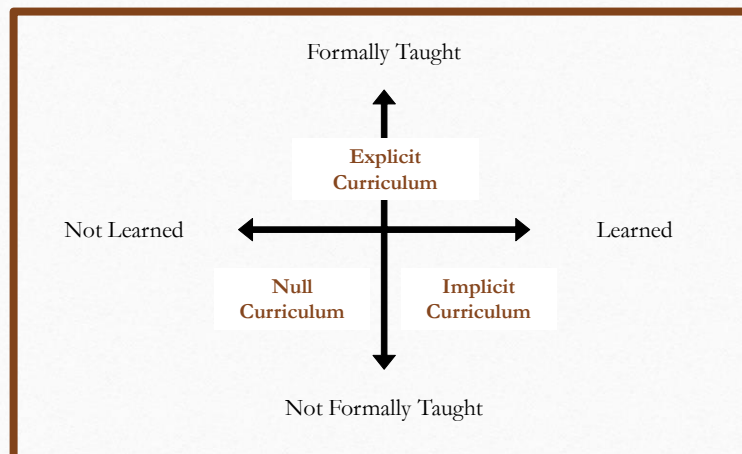
## Implicit Curriculum

- May be intended or unintended but is not stated or written down and can also be considered a hidden curriculum

## Null Curriculum

- Refers to what students do not have the opportunity to learn

Eisner, E. W. (1994). *The educational imagination: On the design and evaluation of school programs*. New York: MacMillan College Publishing Company.



Dr. Mel (2009). *The null curriculum... Say what?*. Available (online) at: <https://ministryeducationcalling.wordpress.com/2009/11/30/the-null-curriculum-say-what/>. Accessed: February 12, 2020

How would you describe your  
program's curriculum?

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Explicit, Implicit, and Null

Curricular Influences

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# Physical Therapy Curriculum

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Macro-Level Influences

Micro-Level Influences

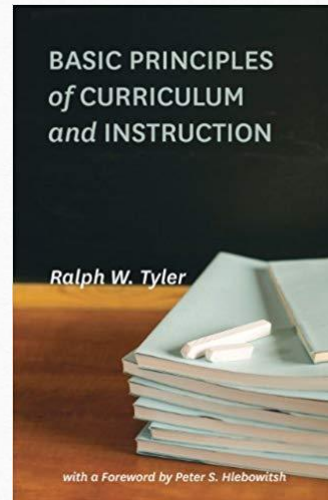
## Key Principles

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## Ralph W. Tyler

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Tyler RW: *Basic Principles of Curriculum and Instruction*. Chicago: University of Chicago Press, 1949



## Tyler's Four Fundamental Questions

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1. What educational purposes should the school seek to attain?
2. What educational learning experiences can be provided that are likely to attain these purposes?
3. How can these educational experiences be effectively organized?
4. How can we determine whether these purposes are being attained?

# Tyler's Four Fundamental Questions

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## Program Philosophy and Goals

1. What educational purposes should the school seek to attain?

## Educational Experiences

2. What educational learning experiences can be provided that are likely to attain these purposes?

# Tyler's Four Fundamental Questions

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## Organization

3. How can these educational experiences be effectively organized?

*Integrating the Curriculum*

## Ten Ways to Integrate Curriculum

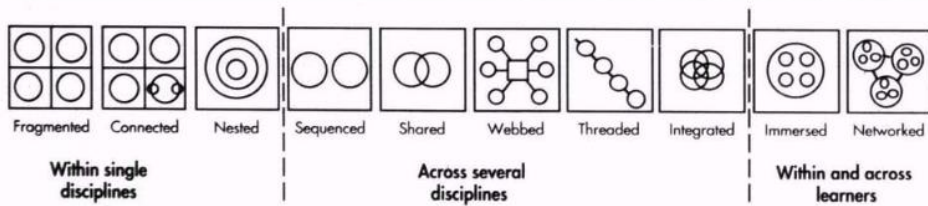
*These 10 models give school faculties a solid foundation for designing curriculums that help their students make valuable connections while learning.*

ROBIN FOGARTY

Fogarty, R (1991). Ten ways to integrate curriculum. *Educational Leadership*. 49(2), pp61-65.

FIGURE 1

## HOW TO INTEGRATE THE CURRICULUM



The full text of the article is available online at:

<https://pdfs.semanticscholar.org/fc84/06745befdf07ad521450d7434df379c72c48.pdf>

## Tyler's Four Fundamental Questions

### Evaluation

4. How can we determine whether these purposes are being attained?



# Curriculum Evaluation

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## Evaluation Data

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Sources

Examples

# Questions and Comments

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