Models of curriculum design, development and implementation to enhance holistic learning

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The central concept is **'holistic learning'** or what some practitioners call **'Whole-Child Development'** (WCD)*

What is holistic learning?

- 'Holistic learning' = processes of learning that involve the **'whole person'***.

- It cuts across the **three** domains of **Bloom's taxonomy** of learning.

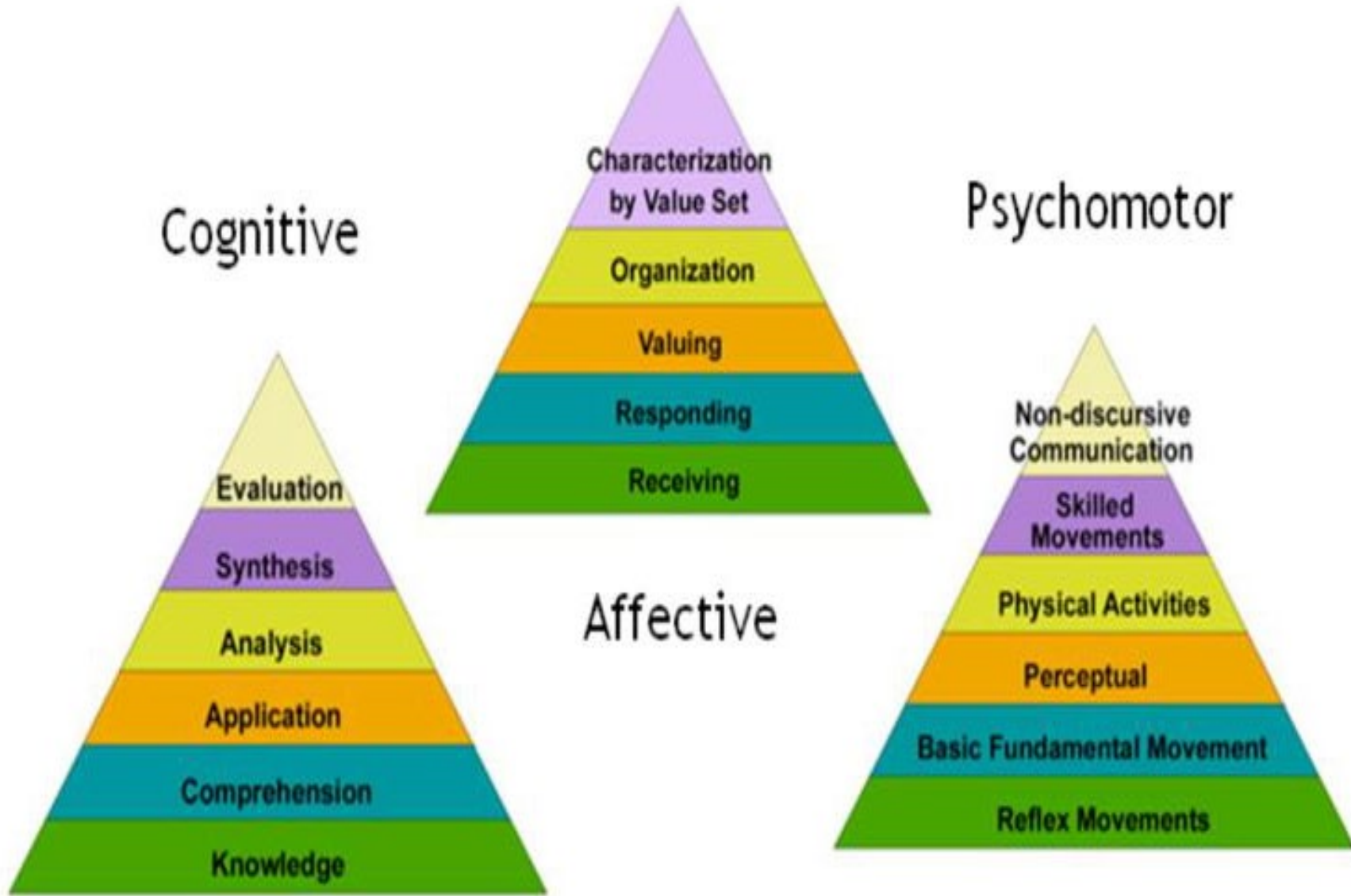***Taxonomy = Classification** e.g. classification of beverages

Beverages

Non-Alcoholic Beverages

Alcoholic Bev.

Bloom's Taxonomy*

Cognitive

- Evaluation
- Synthesis
- Analysis
- Application
- Comprehension
- Knowledge

Affective

- Characterization by Value Set
- Organization
- Valuing
- Responding
- Receiving

Psychomotor

- Non-discursive Communication
- Skilled Movements
- Physical Activities
- Perceptual
- Basic Fundamental Movement
- Reflex Movements

Whole-Child Development (WCD)

- Aims to **develop the whole child***

- Recognises that all children require a range of knowledge, skills, experiences, and core values*

(Porticus and ACER, 2022: "Measuring what matters: Insights on the value of whole child development)

Which models of curriculum design, development and implementation would best facilitate holistic learning/WCD?

Which curriculum development models?

- Traditionally, there are different types of curriculum models

- e.g. linear/rational/objectives models (e.g. Ralph Tyler or Hilda Taba models);

- Cyclic models e.g. Wheeler model (but still fixed)

- Or dynamic model (e.g. Malcolm Skilbeck model)– steps are done systematically but flexible i.e. no fixed starting point

But all these models have one thing in common:

- Evaluation/assessment coming at the end / as an after thought
- See examples..

Wheeler's: Cyclic but qualitatively not too different

The Wheeler Method

Aims, Goals and Objectives

Selection of Learning Experiences

Selection of Content

Organization and Integration of Learning Experiences and Content
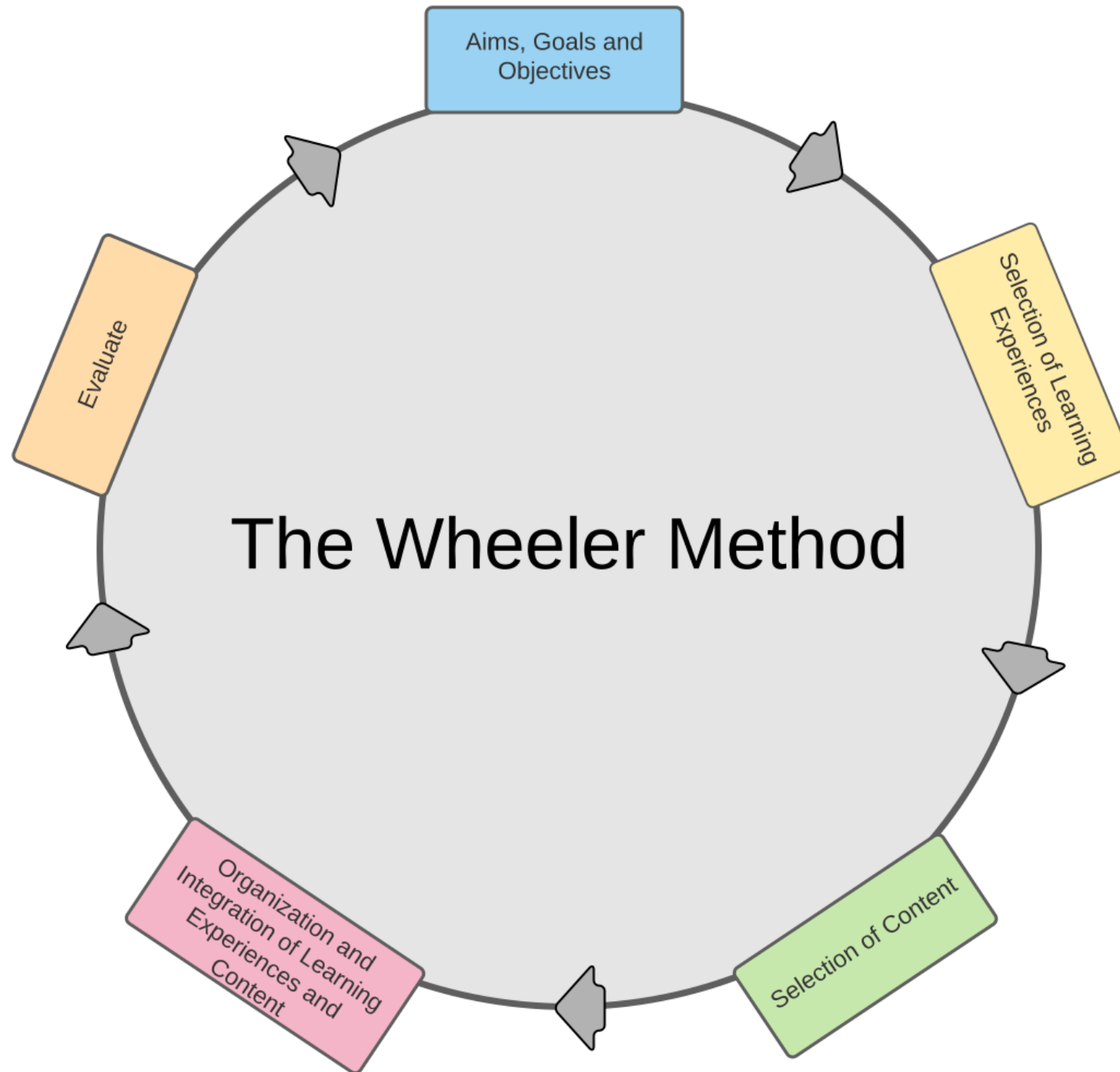
Evaluate

Skilbeck's dynamic model – not too different

1. Situational analysis
2. Goal formulation
3. Programme-building*
4. Interpretation and implementation
5. Monitoring, assessment and feedback

What if we flipped it – Goals at the centre and evaluation/assessment not an after thought?

Backwards design / Goals-based model*

The Backwards Design Process*

Identify
- Desired Results
- Knowledge
- Skills
- Behavioral Changes

Determine
- Acceptable Evidence
- Assessment
- Portfolio

Plan
- Learning Experiences
- Instruction
- Resources

In Simple Terms, Backwards Design…

- **Focuses on what the learners need (learner-centred)**

- **Articulates curriculum goals beyond content coverage**

- **Promotes selection of strategies to achieve goals beyond content coverage**

- **Ensures that authentic assessment is built   in, not an after-thought**

What is different in Backwards Design/Goal-based?

- **Curriculum alignment & hence coherence**

- **More emphasis on learning than on coverage**

- **Holistic approach, and not knowledge as discrete pieces**

The Backwards Model in Practice: Two Examples

1. **Non-textbook example: How I learnt how to drive**
2. **Learning collaboration: Example from ALiVE***

Thank you!

Contact Us!

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