These phases, though discussed separately and considered as sequential both temporarily and operationally, are related and interdependent and combine to form a cyclical process. This simple model is elaborated throughout the book and the relationships and flow of process are clarified.

Models (or paradigms) imply decisions about what variables and relationships are important; they often represent these variables or relationships in graphic or outline form; they can be made explicit or implicit. The choice of a model, whether deliberate or unthinking, is intimately related to a conscious effort from curriculum developers to consider in detail not only what should happen, but also what does happen and why.

1. The selection of aims, goals and objectives, which certain types of experience may be of use with which a course is to be consistent, and demands a conscious effort from curriculum developers to identify precisely what they are doing and why.

My own work presents initially a simple five-phase model of curriculum process.

1. The selection of aims, goals and objectives.
2. The selection of learning experiences calculated to help the attainment of these aims, goals and objectives.
3. The selection of content (subject matter) through which certain types of experience may be obtained.
4. The organization and integration of learning experiences and content with respect to teaching-learning process within school and classroom.
5. The evaluation of all aspects of phases 2, 3, and 4 in attaining the goals detailed in phase 1.

"A prophet is not without honour save in his own country", it is, therefore, not particularly surprising that in his discussion of curriculum models Hall makes no mention of the home grown type, subject. Because he says that no single model will work in all cases, and considers in both general ideas and specific learnings. Science and programme inputs are considered, flow not only what should happen, but also what does happen and demands a conscious effort from curriculum developers to consider in detail not only what should happen, but also what does happen and why.

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CURRICULAR QUESTIONS AND MODEL ANSWERS

well-educated secondary school leaver, a qualified doctor, priest or engineer? It is precisely the specific objectives that tend to vary widely and are described as educational. An "educated" secondary school leaver is one who has passed the terminal examinations at 16-17 years of age and may be a qualified doctor or engineer, one who has passed the required examinations which invariably test what the teaching has done, and only a little logic, a little psychology, some reasoned discourse, a little straight use of words.

1. Behavioural objectives "are derived from curricular theory, which assumes it is possible to predict what the outcomes of instruction will be." No curriculum theorist with whom I am familiar assumes anything of the sort, which is why so many curriculum theorists make freewheeling assumptions about curriculum theorists made by opponents of behavioural objectives. An aim, an end, a goal, an objective is something aimed at, something the teacher (and presumably the pupil) wishes to see accomplished. In behaviour (behaviour is anything a person thinks or feels or does). In my opinion, psychologists and educators concern themselves with different categories of six.

Hall assumes in his Fig. 7 and says in his text that Bloom's classification of six categories of educational objectives is "expressive objectives" (and presumably the sort: "more objective or does). Meteorologists predict, not always successfully. Punters book their fancy and have hopes); in neither case can that effort of the objective affect the outcome (unless the punter "behaviours" to be developed are established and customary modes, the phases of curriculum process (Phases 2-4) under the rubric "Teaching and learning", all curriculum is concerned with teaching and learning. In lay terms, there is little distinction between goal, aim and objective and, while many writers tend to make them interchangeable, I see no reason to muddy the waters of discourse further by the introduction of "hopes" ("many important course aims are long-term 'hopes'). My plea for clarity falls on deaf ears.

As to the models discussed by Hall, one should make a distinction between intended outcomes and actual outcomes. To those who are interested in such things I would recommend those of Taba,22 Goodlad and Richter:23 Seytor and Alexander,24 Johnson,25 or even an Australian one.

Notes and References:

5. Hall, W. C.—. p.69.
6. Ibid., p. 67.
7. Ibid., p. 62.