

Merits and demerits of tylers model and skilbeck model

[Education](#), [Curriculum](#)



Curriculum development has been looked at in two ways. These are 'process' and 'product'. As the terms imply 'process' is concerned with the methods means 'how' whereas the 'product' looks at the outcomes, the end product. There are two approaches that have been developed: normative and nondestructive. The first approaches are called normative - Objectives (Tyler 1949) and the rational (Tab 1962 and Wheeler 1967) because they provide a sequence of steps. Teaches technical interests of control.

The procedural approach (Statehouse 1975, Walker 1972, Skillets 1976, Olivia 1976) which is discussed later in the lecture falls into the second category of descriptive approaches because it is an interactive model.

Differentiation between Process and Model:

Process: Some synonyms include. Procedure, development, method, progression, practice, course of action. A process is very simply the steps from the beginning of something to its end. We have said that Curriculum Development is a process because it has begun and it is continuously changing or being developed.

Some synonyms: representation or reproduction.

When we talk about models we are talking about a diagrammatic representation of something. (See Figure 5.2 A simple Model of Curriculum Development - course book). In the curriculum development process, the term model is used to represent the different elements or stages and how they relate to one another. Models are usually abstract pr

conceptual. This means that they exist In policemen's. They are very useful in the task of theory building. (Sahara: 2003: 5. 6) A continuum of Curriculum Development Models.