Curriculum Development Approaches Around the World

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Introduction

Curriculum development in education is an interdisciplinary field that systematically deals with the process of planning, implementing and evaluating learning experiences of individuals. This process is critical in determining both the content of education and the way in which that content is delivered. Looking at the historical development of curricula, it can be seen that social needs, pedagogical approaches and educational policies have shaped this field. The concept of curriculum development is based on the aim of providing effective, meaningful and sustainable content to meet the learning needs of individuals.

This study examines the different approaches and representatives of these approaches that have shaped the field of curriculum development. Bobbitt's systematic approach based on scientific methods, Dewey's emphasis on experience-based learning, Tyler's rational model and Taba's teacher-centred, grassroot curriculum development constitute the cornerstones of this field. In addition, Freire's critical pedagogical approach, Apple's ideological criticism and Pinar's understanding focusing on individual experiences have brought alternative and innovative perspectives to the field of curriculum development. These different approaches provide important clues about how curricula are shaped both in the historical process and in today's education systems.

In this context, this study first discusses each scholar's understanding of curriculum development, the basic principles of these understandings, and their effects on practice. The aim is to show readers how different perspectives in the field of curriculum development have shaped and how these approaches inspire today's education. At the end of the chapter, the importance of diversity in the field of curriculum development will be emphasized by analysing the similarities and differences between different approaches.

John Franklin Bobbitt's Views on Education and Curriculum

With the completion of industrialisation in the early twentieth century, the social structure underwent a great change. Education and schools were affected by this change in the social structure. With the increase in population and schooling, a new understanding of education was needed. In an environment where everything is changing rapidly, education has also entered a process of change by keeping up with it. In this fast life, there was no time to waste in education. For this reason, many educators tried to adapt the principles of the 'Scientific Management' theory, which Frederick Taylor (1911) introduced to increase efficiency in production environments, to education in order to increase effectiveness in education. Among these adaptations, Franklin Bobbitt was the most successful and the most popular one (Au, 2011; Kliebard, 1995).

According to Bobbitt, education is the work of shaping. Just as a worker shapes iron and brings it to the desired standards, teachers shape children and make them conform to certain standards (Callahan, 1962). Bobbitt (1918) argued that there are two dominant approaches to education. The first approach focuses on the mental, emotional and cultural development of the individual, while the second approach aims for the individual to acquire the necessary skills in professional life and social relations. Both approaches are correct when evaluated according to the

criterion of serving their own purposes. However, Bobbitt stated that the aim of education is not to prepare people for 15 years of childhood, but to prepare them for 50 years of adult life, and that the second approach is more in line with the realities of the era. Therefore, the goals of education should be determined by analysing the activities in adulthood (Bobbitt, 1918). As a result, Bobbitt believes that education should prepare people for life and provide them with the knowledge and skills they will use in their adult life.

Bobbitt defined the curriculum in two ways. A curriculum could be defined as (1) all the experiences, directed and undirected, which bring out the abilities of individuals, or (2) a consciously directed sequence of experiences which schools use to help individuals realise and improve their abilities. However, the latter of these definitions tends to be used. Bobbitt states that education includes both guided and unguided experiences and that education should deal with both of these. No matter how different human life may be, it involves certain activities and the curriculum should be developed by identifying these activities using scientific methods by curriculum developers (Bobbitt, 1918).

According to Bobbitt (1921; 1927), curriculum development starts with setting objectives. However, Bobbitt stated that there is no point in setting general and all-encompassing objectives such as 'culture', 'social efficiency', 'mental discipline', and 'character building'. These goals have no function in guiding the education to be provided. Objectives should be specific and detailed to guide education and scientific methods should be used in setting the objectives. However, scientific methods are rarely used in curriculum development in education. The use of scientific management principles in curriculum development and curriculum implementation will increase efficiency by bringing a certain standard to the development and implementation processes (Eisner, 1967). The 20th century society has imposed new tasks on educators. In this new era, education should provide more information to people and new methods should be found to teach this information (Bobbitt, 2006). At this point, scientific management principles developed by Frederick W. Taylor should be applied to education in order to ensure that education keeps pace with this rapid change in society by increasing productivity. Only in this way can education gain functionality and efficiency that even philosophy cannot offer. Bobbitt thinks that the application of scientific methods to education can be as successful as its application in the business world (Kliebard, 1975; 1995). The business world has been developing since the Middle Ages, but the developments in education are relatively new. For this reason, education should take its share of these developments in the business world and be influenced by it (Callahan, 1962).

Bobbitt analysed Taylor's scientific management approach in detail and listed the duties of management in all institutions, including schools, as follows (Bobbitt, 1918; Callahan, 1962):

- Each organisation should determine the point it wants to reach, i.e. its objectives.
- It should coordinate workers to achieve these goals.
- It should find the best method and have the workers apply this method.
- Determine the necessary qualifications for the workers and make them suitable for these qualifications.
- Managers should keep workers constantly informed about the work to be done, the objectives and standards to be achieved, the methods to be employed and the materials to be used.
- Provide workers with the necessary materials and resources.
- Give incentives to workers to achieve the desired performance.

- All of these tasks are the responsibility of managers.

Suggesting that these principles are universal and can be applied in all institutions with a certain organisational scheme, Bobbitt divided curriculum development studies into seven main parts (Bobbitt, 1918).

Defining standards: Before starting the training, Educators should define certain standards for the product to be obtained. Standards function as important criteria both in determining the method we will use in obtaining that product and in evaluating whether we have obtained the product we want. When setting standards, educators should get help from the business world to tell educators what kind of people they need.

Evaluation: In order to check whether the product obtained as a result of the training conforms to the standards or not, tests should be developed in accordance with these standards in the second stage. Through these tests, managers and teachers can evaluate their own performances. Thus, teachers and administrators who are considered insufficient in reaching the standards can be given the opportunity to improve themselves.

Implementing the Tests: By whom the developed tests will be applied is a key factor in the process. Bobbitt states that these tests should be conducted by independent inspectors.

Determination of teaching methods: The next stage is to find the right method to achieve the standards. Finding a method is too heavy a burden for teachers. In addition, trying to find the best method by trial and error will lead to a waste of time and resources and thus reduce productivity. At this point, Bobbitt advocated that the task of finding a method should be left to the supervisors. Supervisors find the best method as a result of observations and have the teacher apply it.

Selection and training of teachers: Teacher training includes not only in-service training but also pre-service training. Schools should inform universities about the qualities they want in teachers. Schools, in turn, should select their teachers according to the criteria they have set. After the selection phase, in-service training should be organised for teachers to ensure their continuous compliance with the standards.

Monitoring and evaluation of the whole process: Finally, the administration should continuously monitor teachers and inform them about the guidelines. The success of the processes up to this stage is the responsibility of the administrators. Administrators are responsible for all processes, from setting standards to developing testing tools, finding the most appropriate method to implement it, and selecting and training teachers.

In summary, Bobbitt planned to bring a certain systematic approach to curriculum development in education. Bobbitt was not the first person to use the definition of curriculum. However, he laid the foundation of curricula as we know them today. Bobbitt brought a certain standard to education and aimed to increase the efficiency in educational understanding. In addition, Bobbitt divided the responsibility among managers, supervisors and teachers and ensured that the process was carried out from a single source. All participants are responsible for the functioning of the curriculum in the institution, but the management has to monitor and supervise the whole process.

John Dewey's Views on Education and Curriculum

John Dewey, who lived between 1859 and 1952, was an American scientist who worked in the fields of philosophy and education. John Dewey is one of the pioneers of pragmatism philosophy. Dewey created the philosophy of progressive education based on pragmatism. According to Dewey (1997), all social movements contain contradictions reflected in intellectual debates. The task of an intelligent theory of education is to identify the precise causes of the

existing conflicts and then present the ideas and practices of the opposing sides without taking sides. Any movement to create a new order of thought and the activities guided by it sooner or later requires a return to the seemingly simpler and more basic ideas and practices of the past.

Dewey stated that it is necessary to think based on the concept of 'education' itself without depending on certain currents in education, including progressivism. He attributed this view to the fact that people who adhere to any movement exhibit reactionary behaviour against other movements and as a result, they begin to be governed by the movements they reject without even realising it (Dewey, 1966). Human beings tend to think in extreme contrasts with an either/or mentality. According to people, the acceptance of one idea requires the complete denial of the other. This is also true for educational philosophy. However, Dewey states that an educational philosophy alone will not solve all the problems encountered and that it can also utilise the principles of the old philosophy to solve problems where necessary (Dewey, 1997).

Dewey stated that the traditional understanding of education regards education as a result of external creation, independent of natural abilities. In the traditional understanding, education consists of knowledge and skills that have been useful in the past. Therefore, the main task of the school is to transfer these to new generations. The aim of education in the traditional understanding is to form the habit of obeying the rules and standards brought from the past.

Although Dewey does not completely criticise this understanding of education, he argues that the emergence of new movements is due to people's dissatisfaction with traditional education. Progressive education is different from traditional education. According to John Dewey, education is an internal development based on the natural abilities of the student. The progressive philosophy of education is (Dewey, 1997):

- the expression and development of individuality against the idea of top-down imposition.
- freedom of movement instead of discipline.
- learning through experiences instead of learning from texts and teachers.
- learning as a means to achieve a goal instead of learning isolated skills through repetition.
- the idea of making the most of today's opportunities instead of making preparations for a distant future.
- the idea of being familiar with the changing world instead of adhering to static goals.

One of the things that makes the progressivist understanding of education more preferable than others is that this understanding is in accordance with the principles of democracy. Another reason is that progressivism uses more humane methods (Dewey, 1997). These two basic principles have caused the progressive understanding of education to surpass the traditional understanding of education. People tend to prefer the democratic over the autocratic, and humanistic approaches over rigid and oppressive attitudes (Dewey, 2001). John Dewey's views on the characteristics that should be present in educational experiences can be explained in short as follows:

- Education should be life itself. For years, traditional approaches saw education as preparation for life and equipped students with knowledge that they would probably never use in real-life. The progressive understanding of education sees education not as a preparation for life but as life itself.

- Education should be in accordance with the nature of the individual and knowledge. An understanding of education that does not take into account individual characteristics and the needs

of the individual does not cause any behavioural change in the individual thought to be educated. The progressive education approach considers the needs of the individual and provides education accordingly.

- The curriculum should stimulate the child's natural curiosity. Every child who starts his/her education life has a natural curiosity. Children act in line with this natural curiosity and as a result of this natural curiosity, they learn the subjects they investigate better. In the progressive approach, education should stimulate the natural curiosity of the child.

- Real-life problems should be studied. In accordance with the principle that education is life itself, education to be provided with a progressive approach should include real-life problems that are appropriate to the child's level and arouse curiosity in him/her.

- Both individual and collaborative project development. Progressive education approach enables students to develop themselves both individually and to develop their ability to work in cooperation with the group.

- Information should be presented as meaningful units. Since problems in nature will not be found divided into subject-areas, the information presented to students should be integrated.

- There is an understanding of democracy for education and education for democracy. The progressive education approach adopts democratic education. Democracy is a structure, a method and a principle that provides freedom to human beings.

- The teacher is a guide. In a democratic educational environment, the teacher is a guide who leads students to the right knowledge and the nature of knowledge.

- Restricting movement is restricting the freedom of thinking. The traditional education model in which students stand still and listen to the teacher is one of the biggest obstacles to thinking. The progressive understanding of education advocates giving students freedom of movement for the development of thought.

- The aim of education is to develop the full potential of the individual. The ultimate aim of education is to allow people to self-actualise.

- Gaining experience in real-life conditions ensures the depth, breadth and continuity of experience. Experiences gained in the real environment are more permanent and meaningful than those gained at a desk or from a book.

- The interests of the individual and the needs of the society are important in planning education. In order for education to be successful, the interests and needs of the individual should be taken into consideration. In addition, one of the important tasks of education is to be intertwined with society, to plan activities that will contribute to the development of society and to develop the vision of society.

The items above constitute the basis of John Dewey's understanding of education. John Dewey constructed the progressive understanding by putting the child at the centre and argued that all the elements that make up the curriculum should be selected according to the child and the child's interests. According to him, objectives, content, educational experiences and evaluation approaches should be chosen according to the child and the child's nature.

Based on all these, Dewey argues that all stages of curricula should be determined according to the child (Simpson & Jackson, 2003). Goals that will stimulate the curiosity of the child, content

that will attract his/her interest and that is given in integrity in accordance with his/her nature, educational experiences determined by taking his/her pedagogical characteristics into account, and an evaluation approach that encourages children to work in cooperation rather than compete with others and that evaluates the product rather than the child himself should form the basis of a curriculum prepared according to the progressive understanding (Dewey, 1913; 1966).

On the other hand, Dewey's views on experience are in the same direction. Dewey states that there is an organic connection between education and personal experience. According to him, real education is formed through experiences, but not all experiences may be educational. Experience and education cannot always be matched because not every experience can be educational in the right direction. For this reason, what is in question is the quality of experience rather than its existence. In his book 'Experience and Education', Dewey explained the features that should not be present in experiences as follows (Dewey, 1997):

- Experiences should not educate students in the wrong direction.
- Experiences should not try to put students into a certain stereotype.
- Experiences should not be fun but ineffective.
- Experiences should not be disconnected from each other.

Education provided with traditional understanding also provides examples of the experiences (Dewey, 1913; 1997). In other words, there are experiences in traditional education, but these experiences either cause learning in the wrong direction or are ineffective in helping students achieve the necessary gains.

In summary, John Dewey's understanding of education and curriculum development is an experience and interaction-based, democratic approach that focuses on the interests and needs of the individual. This understanding aims to make education a part of the individual's life and to reveal the potential of the individual while preparing him/her for society. This education model proposed by Dewey is an approach that aims to contribute to the development of both the individual and society.

Ralph W. Tyler's Views on Education and Curriculum

Ralph Winfred Tyler is an educator who lived between 1902 and 1994. Tyler has many studies in the fields of curriculum development and curriculum evaluation and is one of the pioneers in this field. Tyler is an important figure in education with his book 'Basic Principles of Curriculum and Instruction', also called 'Tyler Rationale'. Tyler's approach to curriculum development is shaped around four basic questions.

- What educational purposes should the school seek to attain?
- What educational experiences can be provided that are likely to attain these purposes?
- How can these educational experiences be effectively organized?
- How can we determine whether these purposes are being attained?

Tyler's questions can be more simply staged as setting goals, selecting learning experiences, organising learning experiences and finally evaluating the results (Tyrrell, 1974) and evaluating the curriculum itself. According to Tyler, the first thing that should be done when starting to develop a curriculum for any kind of instruction is to determine the objectives. These objectives become a criterion for which materials will be selected, which content will be determined,

which teaching methods will be chosen and which test tools will be used (Tyler, 1957; 1969). The whole development process from the first step to the last step of the curriculum should be determined according to the objectives. So, the objectives that guide the whole curriculum should be determined carefully. According to Tyler, it is not enough to be guided by a single source of information in determining the objectives (Hlebowitsh, 1992). All of the sources of objectives provide valuable information about our objectives and all of these sources should be evaluated holistically to determine the objectives (Tyler, 1969). The first of these sources is learners.

Tyler states that learners are an important resource in setting objectives. While examining the learners, their current situation is compared with the desired standards. The difference obtained as a result of this comparison is called need. The second information we can obtain from learners in setting objectives is their interests. Learning is an active process and requires the active participation of the learner (Tyler, 1957; 1969). If the objectives are set according to learners' interests, learners will have a sense of curiosity and will actively participate in the teaching-learning process.

The second source for setting objectives is life outside the school. Objectives should be set by analysing the needs of society and life in society. Students perceive real situations and learning situations best when these two situations match. For this (1) real situations and learning situations should be similar in many respects, (2) students should have opportunities to practise the information which they have learnt at school in real-life (Tyler, 1969).

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A second definition of need is the innate needs of human beings. These are called physical needs. Educational objectives should also provide learners with the ability to meet these needs. While determining the needs of learners, the environment in which they live should be taken into consideration. What the learners will need while living in that region is also important in determining the objectives (Tyler, 1969). Observation, interviews, questionnaires, aptitude and knowledge tests, and records kept in the community (e.g. health records or school records) can be used to determine students' interests and needs (Tyler, 1969). These procedures will bring scientific rigour to the process of identifying interests and needs and will help to identify the most accurate needs.

Setting goals by examining life outside the school is criticised by some because (1) society is constantly changing, (2) common behaviours in society may not be appropriate to be taught at school, and (3) some problems in real-life may not be of interest to students. However, according to Tyler, these criticisms are valid only in cases where only society is identified as the target source. Almost all these objections disappear when the objectives are shaped with information from other sources (Tyler, 1969). In addition, when society is taken as the target source, factors that shape life in a particular community and area, such as natural resources, changes in population size and

migration, should also be taken into consideration (Tyler, 1969).

The third source for setting objectives is subject-area experts. Subject-area experts are seen as important sources of information and their contribution to objective setting is significant. Experts working on curriculum development should read everything written by subject-area experts meticulously and make inferences about the objectives (Tyler, 1969). Thus, the knowledge and skills required by the subject-area can be taken into account when setting objectives.

Once the goals have been set as a result of the information obtained from individual, society and subject-area sources, those that are not consistent with each other should be discarded. In this process, these candidate goals have to pass through a number of filters (Kliebard, 1970; Tyler, 1969; Tyrrell, 1974). The first of these filters is philosophy. The philosophy of education and society serves as the first screen for selecting objectives. Once the philosophy on which the education program will be based is chosen, objectives that are not consistent with this philosophy are eliminated. Another screen used in selecting objectives is educational psychology. Educational objectives are the points to be achieved through education and can be obtained as a result of learning. If these objectives are not suitable for the internal conditions of the learners, they cannot be valued as objectives and are eliminated (Tyler; 1969).

The next stage after determining, selecting and organizing the objectives is how to select the learning experiences that will be used to achieve these objectives. At this stage, it is decided which learning experiences students should go through in order to create the desired behavioural change in students and how these experiences will be selected and organized. Learning experience is the interaction between the learner and the external conditions to which the learner will respond (Tyler, 1969). Tyler recommended the use of the following general principles in the selection of learning experiences (Tyler, 1969):

- The learning experiences should be suitable for exhibiting the behavior indicated by the objective.
- The learning experience should satisfy the learner who exhibits the behavior indicated by the objective and create satisfaction in him/her.
- The learning experience should be appropriate to the level of the student. If the learning experience is of a kind that the student is not yet able to do, it cannot serve the goal.
- There should be more than one learning experience aimed at achieving the same educational objective.
- One learning experience should serve the acquisition of different objectives. In other words, each learning experience should produce more than one learning objective. This means that the learning experience is economical.

Since the number of possible objectives is quite large, it may not be possible to present the characteristics of the learning experiences that are useful in achieving each type of objective in a comprehensible way. Instead, the characteristics required by the learning experiences that will be effective in achieving the objectives can be discussed by drawing attention to some of the features. According to Tyler (1969), learning experiences should help improve thinking skills, acquire knowledge, develop social attitudes and arouse interest.

The next step after the identification and selection of learning experiences is how they should be organized for effective teaching. Learning experiences should be organized in such a way that they stimulate each other to produce a cumulative effect (Tyler, 1969). While organizing learning experiences, two types of relationships, vertical and horizontal organization (Tyler,

1969). For example, while the vertical organization is employed in the organization of learning experiences in 5th and 6th grade mathematics courses, the horizontal organization is employed in the organization of learning experiences in 5th grade mathematics and 5th grade science courses.

The last stage of Tyler's curriculum development approach is the evaluation stage. After the objectives are set and learning experiences are selected and organized, the curriculum development process may seem to be over, but evaluation is necessary to determine how successful all stages are (Tyler, 1966; 1969; 1983).

The evaluation phase can be carried out in order to assess the success of the student, obtain information about the difficulties experienced in learning experiences in the classroom, determine the effectiveness of the curriculum, examine the educational process, identify the defects in the society and develop a more appropriate curriculum for the society (Smith & Tyler, 1942; Tyler, 1969; 1983).

The concept of evaluation has two important aspects. First, since education aims to change student behaviour, evaluation should be directed towards student behavior. Secondly, evaluation should be done more than once to see whether there is a change or not. Because the assessment made by measuring students only at the end without knowing where they were at the beginning does not give information about the behavioural changes of the students (Tyler, 1983). The second stage in planning the assessment process is to determine the situations in which students will exhibit the behaviours defined in the objectives. Situations that give students the chance to exhibit the behaviour should be created and observed.

Assessment results provide information about the strengths and weaknesses of the curriculum. In fact, the results obtained with an objective, valid and reliable measurement tool can even indicate the sources of these strengths and weaknesses (Tyler, 1942). The results of curriculum evaluation also provide information about whether the materials are appropriate for student attainment (Tyler, 1969).

Curriculum development is a continuous process. The curriculum is developed, the curriculum is tested, the results are evaluated, inadequacies are identified, necessary improvements are recommended, the curriculum is reorganized in line with these improvements, it is tested again, it is evaluated again (Tyler, 1966; 1969; 1983) and this process continues in this way consistently.

To summarize, Tyler presented a systematic approach to curriculum development that influenced both the era in which it emerged and its aftermath. This approach basically consists of four stages: determining goals by selecting them from multiple sources and filtering them through philosophy and psychology, selecting experiences to achieve these goals, organizing the selected experiences in line with certain principles, and evaluating the learning outcomes and the curriculum itself. Tyler emphasized the alignment of objectives and learning experiences and suggested that the educational process should be evaluated through measurable outcomes. This approach enabled education to be carried out in a planned, measurable and objective-oriented manner and has become one of the cornerstones of contemporary education programs.

Hilda Taba's Views on Education and Curriculum

Hilda Taba (1902-1967), an Estonian-born American educator, is an important scholar who contributed to the field of curriculum and instruction. Taba argued that it is more appropriate to start the curriculum development process with the planning of teaching-learning processes rather than developing a general plan for a school curriculum. In such a procedure, which starts with the planning of teaching-learning processes, these processes form the basis of curriculum design (Lunenburg, 2011).

According to Taba, curriculum development is a complex process that requires many different decisions, such as deciding on the general objectives to be pursued by schools and the specific objectives of instruction. The core areas and topics of the curriculum should be selected as well as the content. While developing the curriculum educators should decide The types of learning experiences in which the content and objectives are to be implemented, how to evaluate what students have learned and to what extent the curriculum achieves its objectives, and finally, they should decide the overall design of the program should. All of these decisions must be made on a valid and consistent basis if curriculum development is to be complete and comprehensive (Taba, 1962).

Regardless of the specific design, all curricula contain certain elements. They involve the formulation of aims and specific objectives, the selection and organization of content, the selection and organization of learning experiences, and finally the evaluation of outcomes. Curricula differ according to which of these is emphasized more (Taba, 1962). In order for curriculum development to be more planned and dynamic, a certain sequence should be followed (Taba, 1962). For this reason, Taba summarized the process of curriculum development in seven steps.

- Needs Analysis
- Identifying objectives
- Selecting the content
- Organizing the content
- Selecting learning experiences
- Organizing learning experiences
- Determine what to evaluate and how to do it

Needs Analysis: The program is developed for students to learn. Since students' backgrounds are different, it is important to identify gaps, deficiencies and variations within them (Taba, 2013; Taba, 1962). In order to create a theory of curriculum development and a way of thinking about it, it is necessary to ask what the needs of the culture and society are and will be, both now and in the future. The curriculum is first and foremost a way of bringing young people into society as productive individuals. Not all cultures need the same knowledge and skills. For this reason, the needs specific to that society and culture must first be determined (Taba, 1962). The needs analysis of the culture and society serves as a guide for setting the main goals of education, choosing the content and what to emphasize in learning activities

Setting objectives: Formulating clear and understandable objectives is the second stage. The objectives decide the selection and organization of content, the selection and organization of learning experiences and finally the assessment process. Taba, like Tyler, also stated that objectives can be taken from different sources and suggested almost similar sources of objectives as Tyler.

- *Society and culture*: what are the problems, needs and requirements of society and culture? What expectations does it have of the people who live in it? An analysis of society reveals what kind of skills and characteristics the people living in it need in order to survive.
- *The individual*: The aim of education is to raise free-thinking, spiritually and physically healthy individuals. For this purpose, the objectives of education should be set in a way that enables the individual to develop and realize himself/herself.

- *Subject*: Education should provide individuals with the necessary knowledge to master subject-areas.

Selection and organization of content: In order for the program to serve its purpose, it is necessary to select the content that is consistent with the objectives and that will enable the objectives to be achieved. The selection and organization of content have criteria other than the objectives, such as validity and relevance, the differences between various levels of content, and the level of development. Moreover, the selection and organization of content requires continuity and sequentiality (Taba, 1962). Compared to Tyler, who considered content within learning experiences, Taba considered content under a separate heading in the curriculum development process.

Selection and organization of learning experiences: Since the curriculum is a learning plan, what is known about learning processes and individual development plays a role in shaping the curriculum. However, the selection and organization of learning experiences require more than the application of learning principles. Learning experiences are the implementation of objectives. The planning of learning experiences is not a decision made by the teacher at the moment of teaching, but constitutes the basic strategy of curriculum development (Taba, 1962). When developing a curriculum, the selection of experiences should be based on the questions "(I) are the criteria for selecting experiences clearly defined, (II) are the learning experiences psychologically and pedagogically appropriate, (III) are they of interest to students, and finally (IV) how should the learning experiences be organized?" (Fraenkel, 1994).

Deciding what to evaluate and how to evaluate it: Finally, plans need to be evaluated. What should the quality of education be in order to achieve the educational objectives? How can we make sure that there is consistency between the aims, objectives and what students actually gain? Does the curriculum provide opportunities for learners at all levels to achieve their goals? Evaluation should seek to answer questions such as these. Evaluation also fulfils the following functions (Taba, 1962).

- Determine whether the hypothesis underlying the curriculum is valid
- Identify the strengths and weaknesses of the curriculum by looking at the strengths and weaknesses in student attainment
- The assessment provides evidence for better grading and reporting.

To summarize, Hilda Taba proposed a comprehensive and systematic approach to curriculum development and suggested that this process should be managed in a planned manner. According to her, curriculum development is a process that starts with needs analysis and consists of setting goals, selecting and organizing content, planning learning experiences and evaluation. In this process, every decision should be made in line with social and individual needs and educational goals. Taba emphasizes the importance of criteria such as continuity, validity and sequentially in the selection and organization of content while emphasizing the planning of learning experiences in line with the objectives. Evaluation is seen as a critical tool to understand whether the curriculum is effective and to make improvements. This approach aims to structure curriculum development in a framework that is compatible with cultural, social and individual needs.

Paulo Freire's Views on Education and Curriculum

Born in 1921 in Brazil, Paulo Freire spent his childhood in poverty. This poverty inspired him to help others in poverty like himself and he began teaching literacy to people living in poor areas. In 1959, Freire completed his doctorate and became a professor of education and worked as an administrator and educational consultant in various institutions. Freire is a pioneer in the

field of critical pedagogy. He devoted his life to the liberation of education. Freire believes that students are not passive recipients of knowledge as they are treated, but that every student has a critical thinking style. For him, the duty of the educator is to liberate the thinking power available to students and to enable them to use their existing knowledge to act constructively.

According to Freire, there is no such thing as neutral education (Giroux, 1979). For him, education is either an attempt to conform the younger generations to the logic of the existing system, or it is an "enforcer of freedom", a means by which people critically and creatively engage with reality and discover how they can contribute to the world in which they live. The latter definition is more in line with Freire's liberating and critical understanding of education, as Freire argues that education should liberate both the teacher and the learner (Freire, 2005b). Moreover, Freire believes that people should look at the world they live in with a critical perspective and interpret what is happening around them with their own thinking systems.

According to Freire, if the relationship between teacher and student is defined as one of telling and listening, this understanding of education is wrong, and he defines this understanding as a disease. In this understanding, students are seen as empty vessels to be filled by teachers. The more a teacher fills the container, the better the teacher, and the more a student passively stands by and lets it be filled, the better the student (Freire, 2005a). This understanding leads students to mechanically memorize what is being taught without understanding its content. However, people who memorize everything and read to the end are captives of texts. These people are afraid to take risks because they cannot make a connection between what they read and real-life, and they speak as if they are reciting from memory (Freire, 2001).

In an educational approach where students are seen as empty vessels to be filled or as passive recipients, education becomes an "investment". Students are investment objects and teachers are investors. In this view, the object of investment, the student, must accept the investment made by the investor, the teacher. Freire calls this model the "banking system" (Freire, 2005a). Just as a banker sees everything that happens around him as an investment and acts accordingly, teachers see students as instruments to be invested in. In the banking model of education, knowledge is a gift given to students who are assumed to know nothing, and the continuation of teaching by a teacher with this understanding depends on the absolute ignorance of the students (Freire, 2005a). In other words, the more ignorant the students remain, the more they need knowledge and the teacher who will provide this knowledge. In this ignorance, the teacher continues to do his/her job and to be appreciated for the information he/she gives them, which is actually useless to them.

The aim of the banking model of education is to prevent people's ability to think critically and to keep them indifferent to what is going on around them. Freire argues that such an understanding can be overcome with libertarian education. The libertarian understanding of education develops the already existing ability to think in students and sensitizes them to their environment. Students raised with this kind of education can act with a "revolutionary" consciousness to fulfil their responsibilities towards their communities.

According to Freire, there is no communication without dialog and no education without communication (Freire, 2005a). In other words, education requires a dialog between teacher and student based on love, willingness to receive, faith and mutual trust. For the dialogic, problem-identifying teacher and student, the content of the curriculum is neither a gift nor a burden. The content in such a curriculum is an organized and systematic re-presentation to the students of what they want to learn. The content of the dialogue between teacher and student actually gives the content of the curriculum.

According to Freire (2005a), the starting point for determining the content of the curriculum should be the concrete situations of the present and should reflect the aspirations of the people.

These concrete situations should be presented to the people as a problem to be solved. The educator's task is to establish a dialog with the public about their views and to understand their view of the world (Freire, 1999). Freire explains the concept and stages of program development with the following example (Freire, 2005a):

Suppose a group of researchers is assigned to develop a curriculum for adult education in an agricultural town with a high illiteracy rate. This program includes a literacy mobilization and a post-literacy phase. In the first phase, problem-defining education explores "production-related vocabulary". The second phase explores production-related topics. The researchers then visit the area where they will work after researching the area from secondary sources. During this visit, the researchers must convince the people to attend a meeting where they will explain what will be done. Researchers explain that there should be an atmosphere of mutual trust. During these visits, the researchers observe their surroundings very well. They record everything they see in their notebooks, even if it is insignificant. They then analyze this recorded information. Researchers take care to focus on issues that affect residents. These issues determine the content of the curriculum.

According to Freire, when preparing curricula, the characteristics of the society in which the curriculum will be prepared should be taken into account (Freire, 1999). Content should be determined by observing these characteristics very well. Program content should be prepared together with the public by explaining the whole process to them. Curricula prepared behind closed doors and only in line with the wishes of the ruling class are doomed to fail.

Freire believes that the purpose of education is to liberate people. According to him, education should enable people to think and have a critical view of their environment and events. With the skills they develop as a result of their education, people make sense of their environment and believe that they can change it. Educated and independent people try to change the society they live in like revolutionaries. Since this situation is not liked by the groups that hold political and economic power in society, these groups try to put obstacles in front of people's thinking. By using education, these groups try to minimize or even destroy the power of thinking, being critical and being creative. In this way, they guarantee the continuation of their domination.

In sum, according to Freire, education is not neutral; it either supports the existing system or liberates individuals by encouraging them to think critically. Freire criticizes the traditional "banking" model and argues that this model makes individuals rote memorizers and incapable of critical thinking. In the liberating understanding of education, on the other hand, teachers and students shape the content of the curriculum together through dialogue, and this process is based on concrete problems and social needs. Education should encourage individuals to critically understand their environment and take action for social transformation.

Michael Apple's Views on Education and Curriculum

Michael Apple, who described himself as a "critical scholar", is one of the pioneers of the critical education movement. He emphasized how schools reproduce social inequalities by examining the link between education systems and power relations. In his works such as Ideology and Curriculum, he criticized the role of hidden curricula and the mechanisms of ideological control in education. Apple argues that a more just and inclusive understanding of education is possible through critical pedagogy.

The critical pedagogy, pioneered by scholars such as Freire and Apple, challenges the dominant traditional understanding of education. In the traditional understanding of schools, they are institutions used by those in power to direct and align society (Apple, 2004). Instead of asking what subjects students master or what results they get on tests, it is necessary to ask challenging

questions about education in schools (Apple, 2000). Whose knowledge is this? How has this knowledge been formalized? What is the relationship between this knowledge and how it is taught and those who hold social and economic power in society? Who do these legal definitions of knowledge benefit and who do not? What are the explicit and implicit effects of educational reforms on actual society? What can we do as critical educators and activists to challenge educational and social inequalities and develop a socially just curriculum (Apple, 2004)? By seeking answers to questions like these, Apple argues, we can question our understanding of education and create a free educational environment.

However, in addition to these questions, according to Apple (2018), the real question that needs to be asked and that forms the basis of critical education is "Can education change society?". Dominant groups have a say over education and the economy, but this must be challenged in order for schools to create a more democratic society. A less racist, sexist and classist curriculum, more critically-based teaching practices and a closer relationship between the school and the community require less political influence both within the school and in society, otherwise, advocates of democratic education will have little chance of success (Apple, 2000).

Moreover, teachers are increasingly dissatisfied with current politics because so much of what they do is determined by people who have little idea about the state of schools and classrooms (Apple & Beane, 1995). That is, teachers are uncomfortable with not having a voice in what they teach and having "official" knowledge imposed on them. In this case, curricula should give teachers more freedom about the knowledge they teach and the methods they employ.

There are debates about what knowledge should be taught in education, what is "official" according to whom, who has the right to decide, and how teaching and learning should be evaluated (Apple, 1995). Apple states that those who hold economic, political and cultural power in society have a say in education. It should also be noted that schools have an implicit program to impose the dominant ideology (Apple, 2004).

According to Apple, education should be seen as a political act (Apple, 2012). Education is deeply influenced by political culture. The curriculum is not a neutral accumulation of knowledge. They have always been part of a "selective tradition" whereby choices are made according to someone's or some group's opinion of the approved knowledge. Curricula are produced from the cultural political and economic conflicts and compromises that organize and confuse the public. Whether we like it or not, discriminatory forces permeate the heart of educational programs, teaching and assessment (Apple, 1993). The fact, then, that there is an official information policy in every case, a policy that some call neutral and others call biased, should not be ignored.

Apple is not completely opposed to a national curriculum or national testing. However, he argues that there is something to be aware of and that the creation of a national curriculum and the national testing of students is entirely under the influence of the ruling class. According to him, the national curriculum currently being implemented in the UK and the US is a politically tailored curriculum shaped by state books and the book publication market (Apple, 1993).

Apple argues that critical education can provide a better and more meaningful education by going beyond the standards. According to him, national curricula are prepared by people behind closed doors and do not take into account the characteristics of the school and its region. Moreover, these curricula only allow state-approved information to be included in textbooks. He gives the following example from his own teaching years.

From my earlier years of teaching in very poor schools in impoverished slums, I had already gained a good deal of experience in more critically democratic models of curriculum and teaching and had sought to go beyond such standardized textbooks as often as possible. In many ways, what

I did was similar to the kinds of things that the social and educational activists in Porto Alegre and other places have attempted here. I again sought to do the same in this more conservative environment.

The state curriculum guidelines for the sixth grade level provided space for such action. One of the major goals was community study. I did not want to use the textbook that had been used before, one that talked generally about communities of various kinds and ignored the history and current struggles over poverty, racism, and immigrant lives and cultures. Instead, I wanted my students to understand their community close-up. We went to the local museum and historical archives to do research on the history of the town and its surrounding areas. What we discovered was powerful. There had been active Ku Klux Klan chapters in the area—and one in the town itself. (This is a very violent racist group with a long history in the United States.) There had also been repeated instances of racist violence and overt efforts to keep the town "white and ultra-conservative" in religious beliefs. While less powerful, there also had been conflict over this and resistance to such practices by a small group of people in the community.

The discussions among the students about all of this, about the public face of the town and about what was missing in the "facts" that the students usually learned about this community and its surrounding area, were powerful and very thoughtful. These kinds of racist things were "not supposed to happen in the North of the United States." The students published a class newspaper about what they had found and about the questions that it raised. The newspaper was sent home—and then the explosion occurred. The leaders of a number of the most conservative groups were outraged. This was "un-American". How dare I have my 12-14-year-old students learn such things and raise such questions? There were attempts to have me fired. In the end, the other teachers, the school principal, and many community members refused to allow the conservatives to destroy the possibility of building a more critically democratic education (Apple, 2017: p.903-904).

As we can understand from this story, which Apple gives as an example from his own life, curricula that are prepared from a centralized system teach only the information approved by the ruling class, disregard the information the ruling class does not want to be learned, always have a hidden mission, and constitute an obstacle to a critical and democratic understanding of education. According to Apple, the task of teachers is to go beyond this understanding whenever possible and show their students everything that needs to be taught about a subject in its environment and away from all kinds of hate speech. In this way, students will develop a system of thought on their own and form their own value judgments in a democratic environment.

William F. Pinar's Views on Education and Curriculum

William Pinar, an American educator, is known as one of the pioneers of the reconceptualization movement. Reconceptualizers argue that the old way of curriculum development ended in the late 1960s, that the conventional understanding of curriculum is political, and that it is important to understand the curriculum rather than to develop it. According to Pinar (1978; 2010), the future of curriculum studies is uncertain. Curriculum development has lost its influence with the recent reforms in America. This situation caused a change in the curriculum field and studies shifted from curriculum development to understanding the curriculum.

At the end of the 1960s, the field of curriculum development entered a crisis. Tyler's theory came to the end of its intellectual legitimacy for both conceptual and historical reasons. Criticisms that Tyler's conception of program development was too technical increased. Historically, the Kennedy administration excluded the national education program from the reform movement. Furthermore, the decline in the number of students enrolling to study in the field, the politicization of the field, and the replacement of retiring education programmers by field specialists accelerated the decline. Moreover, with the acceleration of social changes, the field of education has also had

its share (Pinar, 1978; 2010).

In addition, curricula have become increasingly dependent on standardized tests and many teachers have begun to think that they have to teach for tests or have been forced to do so by their administrators. This has led to general curriculum development no longer being a primary concern (Pinar, 2004). Another phenomenon that has undermined the teaching profession has been the placement of technology at the centre of the educational experience for the sake of testing. A study conducted by economists revealed that the teaching profession has been reduced to increasing student achievement on standardized tests. However, according to Pinar (2013), not all teachers accept this nonsense.

In the light of these circumstances, the academic field of curriculum studies has been reconceptualized from bureaucratized school-cantered curriculum development to a scientific understanding of it. Those who formulate theory need to know that practitioners will no longer accept their recommendations or impositions (Pinar, 2004).

Pinar thinks that the current situation has turned into a nightmare for teachers and the academics who work with them. Schools have become factories of knowledge and skills, and the education profession has been reduced to counselling. Millions of people are having nightmares in schools and very few of them realize that they are asleep. Because there is so much dissatisfaction in the classroom, where curricula are implemented, many teachers retreat into their own safe subjectivity. In doing so, however, they abandon their professional authority and ethical responsibility for the curriculum they teach (Pinar, 2004).

The concept of curriculum is many things to many people. Curriculum is a complex phenomenon. It is structured by rigid rules, focused on objectives and over-reliance on products. The curriculum is perceived as conversations between teachers and students in a certain place on certain dates that are at the same time both private and public (Pinar, 2004).

Before the reconceptualization, the program was understood as what the district office wanted teachers to teach. After the reconceptualization, the concept of curriculum still gives this lexical and institutional definition, but it is no longer limited to these and is now understood not only as an institutional but also as a symbolic concept. In the broader view, curriculum is what older generations choose to teach or not to teach to younger generations. The curriculum must then be understood as historical, political, racial, gendered, phenomenological, autobiographical, aesthetic, religious, and international. These concepts have become the main research topics of post-reconceptualizers (Pinar, 2010).

However, changes such as these have by their very nature stimulated opposing views. Firstly, the term “reconceptualization” was controversial, and then it was debated whether it was a paradigm shift or an extension and restatement of the old. Pinar acknowledged that much of this was similar to what progressivists such as John Dewey were saying. What is clear here is that reconceptualization repeats the old statements, but its function is not to improve or change the program but to understand it politically. Since the goal is to understand the curriculum, not to improve it, this new movement served the function of reconceptualizing the curriculum field in the United States, both conceptually and methodologically. However, in the early 1980s, the reconceptualization movement lost the momentum of its early years. The success of reconceptualization also brought its end (Pinar, 2010).

In summary, William Pinar is one of the pioneers of the reconceptualization movement that emphasizes understanding rather than developing curricula. According to him, since the late 1960s and early 70s, traditional curriculum development methods have lost their effectiveness and the field has turned more towards understanding the political and symbolic aspects of curriculum.

Pinar states that education systems have become mechanized, and teachers and students have become distanced from their professional responsibilities in this process. Reconceptualization provided a broad perspective by examining curriculum in historical, political, aesthetic, and phenomenological contexts, but this movement lost momentum in the 1980s.

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