

Table 1: Perspectives on curriculum development / curriculum delivery model

Perspectives on curriculum development / curriculum delivery model				
	Content	Outcome/ Product	Process	Praxis
Theorist	Ralph Tyler	Jacobs et al	Nicholls and Nicholls	Print's
Curriculum is:	Technology	- A specific context	- It is a continuing process	- A complex dynamic, interactive and flexible process
Consist of	- Aim, goals and objectives that assist learner to proceed in a hierarchical manner to master the content.	- Outcomes, curriculum context, teaching learning strategy, learning assessment strategy	- Situation analysis, selection of objectives, selection and organisation of content, selection and organisation of teaching method, evaluation.	- Three phases which are organising, development and application
Focus	Selecting objectives, selecting learning experience, organising learning experience and evaluation.	- Acquisition of skills and understanding and apply learned knowledge	- On content presentation to the learner	- On activities aimed at exploring and debating pre-existing views which is purpose and philosophical assumption
Emphasize	On how to organise	- On the learner to demonstrate	- The proper selection and organisation of content with the use of four established	- on the need to come up

	learning experience as well as the need to follow a fixed sequence when proceeding through a curriculum, starting from objectives to evaluation.	ability to perform	criteria, validity, significance, interest and learnability	with decision and criteria to develop a curriculum
Education is seen as:	- A body of knowledge and skill seen through actions displayed	A study of certain bodies of knowledge (subject/discipline)	- A way of selecting, organising and delivering learning experiences to the learner.	A way of gaining knowledge
Learners expectancies	-To acquire learning experiences that will help in achieving objectives . -To demonstrate behavioural change through practice	- To demonstrate competence	- To acquire learning experiences through learning activities offered by the teacher.	- To give feedback at the end of a learning activity in order to evaluate learning.

Evaluation	Evaluation should not be limited to written tests but also observing changes in student behaviour .	- Through continuous assessments	- Observing the curriculum and how the students experienced it to ensure learning has taken place.	Evaluation is done through feedback to ensure the learning activities and objectives have been met.
Purpose	- To ensure learning has taken place in a sequential manner.	- To render a curriculum to students which will be able to transform them into competent professionals.	- To develop a curriculum relevant to the learner and society through a continuous process	To come up with a criteria to use in developing a curriculum after doing a situation analysis, debating personal values and pre-conceived ideas
Known as	- Prescriptive	- Outcome based model	- prescriptive	Dynamic-interactive
Dangers	-its simplicity is a limitation. -There is no provision for the curriculum context in Tyler's model	There is no provision for the curriculum foundation	It is limited to the school only because it is not broad as to specify needs of the society. -the subject matter is not taken into consideration	-if a consensus is not reached in an agreeable manner it will affect the way in which a curriculum is planned and implemented.