

# Chapter 1

# Changing Paradigms and Perspectives in Curriculum

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## **ABSTRACT**

*Curriculum development shapes educational values, information, and skills, evolving through classical, modern, and postmodern paradigms. The classical paradigm, rooted in Greek and Roman values, emphasized virtue, moral education, and cultural legacy, focusing on literature, philosophy, mathematics, and physical education. The modernist paradigm shifted to positive sciences, emphasizing cognitive skills, critical thinking, and subject specialization, with teachers acting as facilitators. The postmodern paradigm criticizes the modernist focus on empirical assessments and teacher autonomy reduction, advocating for a flexible, pluralistic curriculum. This field is broad and complex, often described as confusing due to its interdisciplinary nature, requiring an understanding of sociology, psychology, economics, and epistemology. In summary, curriculum studies encompass a wide range of ideas and approaches, shaped by historical paradigms and contemporary challenges.*

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## INTRODUCTION

In general definition curriculum is a set of experiences that are organized according to standards and assist students in developing their subject-matter and applied learning skills. To guarantee that every student has access to rigorous academic experiences, the curriculum is the main source of direction for all educators regarding essential teaching and learning activities. As the curriculum is one of the most important components of education, there are many questions arising related with curriculum. Such things how the curriculum should be or what it should include appear as one of the most fundamental problems in the curriculum development process. The answer to this question has changed throughout history and will continue to change. Because the question of how the curriculum should be changed according to the requirements of that time. For this reason, changing paradigms in the curriculum development process also shape the structure of the curriculum. In contemporary times, postmodernism, technology, and knowledge are some of the main factors that affect the curriculum development.

Curriculum development is the foundation of education which shapes the values, information, and skills that taught. Different theoretical frameworks that reflect the dominant ideologies and educational paradigms of their respective eras have impacted curriculum design across time. Classical, modern and postmodern paradigms have respectively influenced the structures of educational curricula. The ancient Greek and Roman civilizations' values serve as the foundation for the curriculum creation process' classical paradigm, which places a strong emphasis on the cultivation of virtue, moral education, and the transmission of cultural legacy. The curriculum's key subjects—literature, philosophy, mathematics, and physical education, for example—are arranged around in order to foster students' moral and intellectual growth (Richards & Steadman, 2018). The classical paradigm also places emphasis on the acquisition of fundamental information and abilities via strict discipline and practice (Leicester, 2000; Hirsch, 1987). The curricular perspective of traditionalists is based on the idea that by carefully organizing students' learning experiences prior to their arrival in the classroom, reality may be understood and imparted to them. Their movement is based on the idea that students are more likely to achieve predetermined educational outcomes if their experiences are made up of carefully chosen tasks that align with predetermined objectives. The teacher alone should choose the learning experiences and their order, without taking the preferences of the pupils into account. Behaviorally oriented measures, such examinations and student products that demonstrate the level of mastery of objectives, can be used to directly assess the extent to which students achieve desired results (Behar-Horenstein & Glanz,2000). On the other hand, the modernist paradigm emphasis on the positive sciences and their results. It brought forth the current paradigm

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