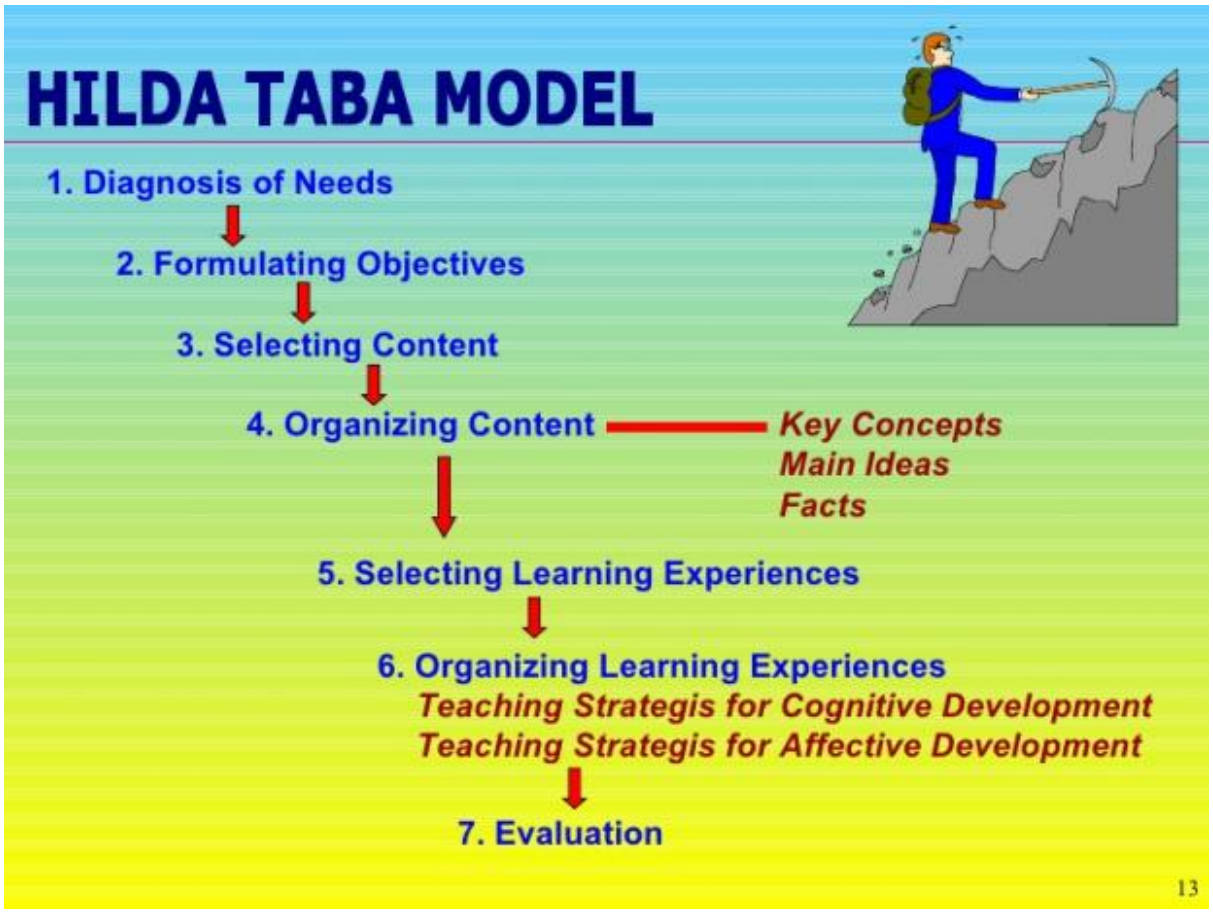
HILDATA BA'S MODEL OF CURRICULUM DEVELOPMENT

The Taba Model was developed by Hilda Taba (1902 – 1967), an architect, a curriculum theorist, a curriculum reformer, and a teacher educator. Hilda Taba is the developer of the Taba Model of learning. This model is used to enhance the thinking skills of students. Hilda Taba believed that there must be a process for evaluating student achievement of content after the content standards have been established and implemented. The main concept of this approach to curriculum development is that teachers must be involved in the development of the curriculum.



Hilda Taba believed that students make generalizations only after data are organized. She believed that students can be led toward making generalizations through concept development and concept attainment strategies. In A Teacher's Handbook to Elementary Social Studies , Hilda Taba describes generalizing as a higher order of thinking when compared to forming concepts.

Generalizations like concepts, are the end products of a process of an individual's abstracting from a group of items of his experience those elements of characteristics the items share, and expressing his recognition of this commonality in a way that is convincing to others. The two major differences between concepts and generalizations are, first of all, that in generalizations the verbal form of the process is expressed as a sentence rather than a

word or phrase as in the case of concepts, and second, that generalizations are here taken as representing a higher level of thinking than concepts in that they are a statement of relationships among two or more of these concepts. (1971, p. 72)

According to Joyce and Weil , Hilda Taba utilized three main assumptions in developing her teaching model (Joyce & Weil, 2000, p. 131).

- Thinking can be taught.
- Thinking is an active transaction between the individual and data.
- Processes of thought evolve by a sequence that is "lawful."

Taba developed three effective strategies in the inductive model that enable students to form concepts, interpret data and apply principles.

Model

Concept Formation

- Identifying and enumerating
- What do you know about technology over time?
- For lessons in your own classroom, you might ask the following: What did you see? What did you hear? What do you know about...?

Grouping according to common attributes

- Do any of these go together? Why?
- Labelling categories
- What would you name these groups?

Interpretation of Data

- What do you notice about the data?
- Why did this or that happen?
- What do you think this means?
- Do you notice any connections within the records or across the data?
- What makes you think this?
- What can you conclude?

Application of Principles

- What if?
- Why do you think this or that would happen?
- Based on the data, would these conditions be logical?

Strengths of using the Taba Model in the classroom:

- Gifted students begin thinking of a concept, then dive deeper into that concept
- Focuses on open-ended questions rather than right/wrong questions
- The open-endedness requires more abstract thinking, a benefit to our gifted students
- The questions and answers lend themselves to rich classroom discussion
- Easy to assess student learning

Limitations of using the Taba Model in the classroom:

- Can be difficult for non-gifted students to grasp
- Difficult for heterogeneous classrooms
- Works well for fiction and non-fiction, may be difficult to easily use in all subjects

YOU MAY WATCH THIS VIDEO ON HILDA TABA'S MODEL

https://youtu.be/1sx3D825-g8