Subject Centred-Curriculum

Daniel Tanner (1980) defined curriculum as "the planned and guided learning experiences and intended learning outcomes. The curriculum is formulated under the auspices of the school through the systematic reconstruction of knowledge and experiences, for the learner' to continuous and willful growth in personal social competence. Basically, there are three types of curriculum designs; which are subject-centred designs, learner-centred designs and problem-centred designs.

Subject-centred curriculum focuses on the content of the curriculum. The curriculum design corresponds mostly to the textbook written for the specific subject, for instance languages, mathematics, science, history, arts and many others.

In 1949, Ralph Tyler lay out the subject-centred designs in his book Basic Principles of Curriculum and Instruction. His book becomes the foundation for the subject-centred on learning and still using in many countries. Subject-centred designs focus on one subject a time, helping learners building on the knowledge gained.

Types of Subject-centred Designs

Five different approaches have been proposed in the subject-centred designs; they are academic subjects design, discipline based design, broad fields design, correlation design and process design (Phillips, 2007).

- Academic subjects design

This is the oldest and best known design. Students have no right to choose what is meaningful for them to study. There are a variety of books and sources to support this design. Teachers find it easier to transmit ideas and knowledge thru textbooks.

- Discipline based design

In discipline design, the teaching of the disciplines in its pure form is emphasized. That is, a student who studies physics would approach the

subject as a physicist while those who study music will study it as musicians. This approach will narrow the view and knowledge of students.

- Broad fields design

This design is also known as the interdisciplinary design. The design combines two or more related subjects into a one logical subject. For example, Biology, Astronomy, Chemistry, Geology and Physics were composed to form General Science. Students may achieve a greater integration of learning experiences but the knowledge will be superficial.

- Correlation design

This design model lies between the academic design model and the broad field design. This design attempts to relate a subject to the others while maintaining their identity as subjects. For example, students read a novel that relates to the same time period while studying a period in history.

- Process design

Thinking processes such as critical and creative thinking, problem solving are taught under this design mode. The aim of the curriculum is to enhance process skills applicable to all disciplines. Under a major project, i-THINK, the Ministry of Education Malaysia is now developing thinking skills in all Malaysian schools.

Features:

1.Centred around subjects

2. Emphasis upon teaching subject-matter.

3. Subject-matter selected and organised before the teaching situation.

4. Controlled by the teacher or someone representing authority external to learning situation.

5. Emphasis upon teaching facts, imparting information, acquiring knowledge for its own sake or possible future use.

6. Emphasis on teaching specific habits and skills as separate and isolated aspects of learning.

7. Emphasis upon improving methods of teaching subject- matter of specific subjects.

8. Emphasis upon uniformity of exposures to learning situations and in so far as possible, uniformity of learning results.

9. Education as aiding each child to build a cognitive memory.