Ralph Tyler
1902 - 1994

Linear Curriculum Model

UET6 TASK 04
• Published in 1949 ‘Basic Principles of Curriculum and Instruction’
• Teaching & development is a step-by-step process.
• The curriculum is delivered rigorously from start to end.
• Learners have to complete the tasks in order to progress
• Each unit/assignment is progressively linked

In his book, ‘Basic Principles of Curriculum and Instruction’, Tyler argued that the following four questions must be answered in order to develop any curricular. They can be converted into a four-step process, where objectives, learning experiences, organisation of experiences and evaluation can be explored.
1. What educational purposes should the school seek to attain?

2. What educational experiences can be provided that will likely attain these purposes?

3. How can these educational experiences be effectively organised?

4. How can we determine whether the purposes are being attained?
Standardised Testing

Known as the ‘Tyler Rationale’, these steps have been at the foundation, or elements can be found in nearly all current curriculums.

The practice is linear, built upon a rigid sequence of progression, where learners can only advance to the next stage, once the previous is completed. This all culminates into the final evaluative stage, which typically takes the form of a standardised test ‘exam’.

1, 2, I’ve got some objectives for you
3, 4, You better learn some more
5, 6, Better embed the Politics
7, 8, Can Linear truly Educate?
As part of Tyler’s Rationale, it is recommended that the educators, who are primarily responsible for planning the curriculum, gather data from the following three sources to support and guide the development of the objectives:

- Studies of society
- Studies of learners
- Subject matter specialism

These sources are then filtered through two screens:

- Philosophical
- Psychological

Once the objectives have passed both screens, they can then be embedded into the curriculum to become ‘Instructional Objectives’.
Advantages

• Clear objectives are outlined at the beginning, which educators can use to develop material.

• The linear design, allows for a step-by-step narrative for the planning, development and delivery.

• Incorporates current, contemporary social studies on life as a key source in developing objectives.

Disadvantages

• Does not take into consideration that all learning outcomes can not be fully assessed at a fixed standardised test.

• When screening the objectives, Tyler does not elaborate on the selection criteria for the Philosophical screen.

• The three sources that guide the development of the objectives are seen as ambiguous.
TYLER, R. W, BASIC PRINCIPLES OF CURRICULUM AND INSTRUCTION

RALPH W. TYLER (1902-1994)- CURRICULUM DEVELOPMENT MODEL | DR. V.K. MAHESHWARI, PH.D

EDUCATION: CURRICULUM DEVELOPMENT AND EVALUATION

CURRICULUM DESIGN PART 1: THE HIGH-LEVEL PLANNING