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# Curriculum: Foundations, Principles, and Issues (5<sup>th</sup> Edition)

## 课程论： 基础、原理和问题 (第五版)

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在教育学的学科体系中，课程论作为一个独立的分支学科出现得比较晚。1918年，美国学者博比特（Franklin Bobbitt）出版了《课程》一书，一般认为这是现代课程作为一个独立的研究领域正式诞生的标志。尽管出现较晚，但课程研究发展迅速，在此后的几十年里众多的课程学者加入了课程研究的队伍，逐步将课程研究推向一个理论繁荣、话语多元的格局。众多的课程论鸿篇巨著宛如一朵朵浪花，共同汇成课程研究的洪流，美国学者奥恩斯坦（Allan C. Ornstein）和汉金斯（Francis P. Hunkins）合著的这本《课程论：基础、原理和问题》就是其中之一。

1988年，这两位学者出版了本书的第一版。在此后的20年里，他们持续地对本书进行了多次调整和修订，并于2009年推出了第五版。跟以前的版本相比，第五版的内容有了较多的调整和改动，部分章节甚至是重写和新增的内容。总体来看，本书最大的特点就是体系庞大、视野开阔，全景式地对课程领域进行了深入探讨。

从总体架构来看，本书开篇用一章的篇幅探讨了“课程”这样一个研究领域。接下来全书的主体分为三部分：第一部分“课程的基础”，用四章的篇幅探讨了课程的哲学基础、课程的历史基础、课程的心理学基础和课程的社会基础；第二部分“课程的原理”，用四章的篇幅探讨了课程设计、课程开发、课程实施和课程评价这几个大的范畴；第三部分“课程的问题”，用一章的篇幅探讨了课程研究领域面临的问题以及未来的发展趋势。从这样一个大的架构来看，作者的总体思路是“由外到内”：先对课程研究的领域进行界定，明确课程研究领域涉及哪些基本的问题和范畴；然后对课程的四大学术基础进行深入探讨，明确跟课程研究领域相关的这些外围基础学科问题；接下来切入到课程研究的核心问题——课程设计、课程实施、课程评价等，深入探讨课程的原理；最后以分析问题和展望未来收尾。这一架构显示，作者努力用一本书将课程研究的全貌最大可能地呈现给读者。

开篇第一章“课程的领域”有导论的性质，目的是把课程这样



一个研究领域介绍给读者。为了明确课程究竟是什么，这一章首先介绍了课程研究的几种取向，包括行为取向、管理取向、系统取向、学术取向、人文取向和概念重建主义取向。这些不同的取向反映了不同时期课程研究所受到的不同思潮的影响，这些介绍可以帮助读者理解课程研究大致的发展历史。其次对“课程”这一概念进行了界定。作者提出了两种主要的定义，并指出，在这两种最普遍的、近乎极端的定义之间，还存在另外的三种定义，这样作者共提出了五种定义。作者又分析了针对这些定义的种种质疑，进而阐述了与界定课程有关的背景问题。再次对课程的基础和知识领域进行了介绍，谈到了课程的哲学、历史、心理学和社会学基础，以及课程研究领域的主要问题，如课程开发、课程设计、规划的课程和非规划的课程等。最后对课程的理论与实践问题以及课程工作者的角色问题进行了粗略阐述。总之，这一章的意图就是“导入”：界定课程、揭示课程的基础和知识领域、说明课程的理论和实践如何相互联系以及描述课程工作者的角色和责任。

第一部分“课程的基础”共四章，分别是第二章“课程的哲学基础”、第三章“课程的历史基础”、第四章“课程的心理学基础”和第五章“课程的社会基础”，探讨的是课程研究与哲学、历史学、心理学和社会学这四个基础学科的关系。“课程的哲学基础”一章阐述的是历史上主要的哲学思想对课程研究的影响，因此首先探讨的就是哲学与课程的关系，指出哲学为教育工作者尤其是课程工作者提供了组织学校教育和课堂的框架。其次探讨了几种主要的哲学观点，包括观念论、实在论、实用主义和存在主义，作者用简短的篇幅简明扼要地对这几种哲学观点进行了分析和点评，重在分析不同的哲学观点对知识、价值、教师、学习和课程的不同理解。最后探讨了几种主要的教育哲学观，包括永恒主义、要素主义、进步主义和改造主义。作者认为教育哲学观是从不同的哲学思想中衍生出来的，它们都源自于观念论、实在论、实用主义和存在主义的哲学传统，可以提供不同的教育哲学模式。作者对教育哲学观的阐述比较具体，谈到了这些教育哲学观的大体发展脉络以及一些重要的代表人物及其思想，尤其是深入揭示了不同教育哲学观对学校课程的影响，这对于读者理解课程研究的历史发展大有帮助。

第三章“课程的历史基础”从历史的视角考察了不同历史时期课程发展的大致状况，重在对美国课程发展历史进行梳理。美国课程发展的第一个时期是殖民地时期（1642—1776年），在该时期，马萨诸塞的教育经验奠定了美国早期课程发展的基础。书中对这一时期的一些殖民学校作了介绍，包括城镇学校、教区私立学校、拉丁文法学校和文实学校等；对当时的旧课本和旧读本也作了一些说



明。第二个时期是建国时期（1776—1850年），在该时期，书中主要探讨的是几个重要的领导人的教育主张及其产生的影响，如拉什（Benjamin Rush）倡导的免费教育、杰弗逊（Thomas Jefferson）倡导的公民教育等。第三个时期大致考察了欧洲一些著名的教育家对美国教育的影响，包括裴斯泰洛齐（Heinrich Pestalozzi）、福禄贝尔（Friedrich Froebel）、赫尔巴特（Johann Friedrich Herbart）和斯宾塞（Herbert Spencer）。这些教育家的思想从欧洲传到美国后对美国本土的教育发展影响很大，对于美国现代学校课程体系的完善意义深刻。第四个时期是普及教育崛起的时期（1820—1920年），作者考察了导生制学校、普通学校、中等学校、文实学校等发展的脉络，探讨了跨越一个世纪的美国课程发展状况。第五个时期是过渡时期（1893—1918年），作者探讨了几个著名的人物和委员会对教育的影响，如哈里斯和艾利奥特（Harris and Eliot）以及当时三个委员会在教育领域的主张和作为，并介绍了当时的职业教育以及对现代课程的需求等。最后一个时期是课程作为一个研究领域的诞生时期（1918—1949年），考察了博比特等人在课程研究领域的努力，阐述了进步主义教育对当时课程研究的影响。作者还特别提到了1930年美国教育研究会出版的第26期年鉴，该期年鉴的主题就是课程研究，包括了课程编制和课程编制基础两部分，在作者看来，课程研究在美国已经成为重要的学术研究领域。作者最后谈到了“八年研究”和“泰勒原理”，以及当前美国学者的关注点，对于美国课程论发展的概况进行了评述。

现代课程论在发展的过程中一直深受心理学研究的影响，特别是20世纪初课程论初创时期，心理学的理论为课程的编制奠定了基础。因此在第四章“课程的心理学基础”部分，作者试图通过对现代心理学的基本流派的介绍来谈心理学是如何影响课程研究的。在现代课程论诞生之初，行为主义心理学是课程编制的重要理论基础，书中谈到的联结主义、经典条件反射和操作条件反射等对当时的课程研究确实产生了深刻的影响。此外书中还谈到了认知主义心理学和人本主义心理学。需要注意的是，在第五版中，作者增加了很多有关认知主义心理学的内容，如从认知的视角考察了蒙台梭利（Montessori）的教育方法，以及情感智力、建构主义、脑研究和学习理论等。

第五章“课程的社会基础”探讨的是如何理解学校环境对于课程事务的重要性。作者阐述了社会、教育和学校的关系，分析了当前家庭的新的发展趋向，如新的家庭类型和新的家庭习惯等。作者强调了道德教育的重要性，谈到了道德教学的一些方法及其遭到的一些质疑等。在这一章中，作者重点讨论了影响学生在校中的学

业成就的社会因素，尤其是分析了美国教育史上几个重要的研究和报告，如“科尔曼报告”（Coleman Report）等。作者通过对国际教育成就的研究和20世纪八九十年代美国学生学业成就的表现，分析了学生的性向、学业成就和家庭资本的关系，以及州的学业标准、种族和阶层对学生的影响等，这些都是第五版新增加的内容。

本书的第二部分是“课程的原理”，共有四章（第六到第九章）。第六章“课程设计”重点探讨如何设计课程的问题。首先谈到了几个重要的来源，如科学、社会、道德律条、知识以及学习者。如何把相关的内容组织起来呢？作者探讨了两种基本的课程组织形式：横向组织和纵向组织，并对二者进行了对比。其次阐述了设计课程需要考虑的基本维度，如范围、顺序、连续性、统整性、相关性和均衡，这些是在实践中设计课程必须充分关注的一些问题。最后作者介绍了三种具有代表性的课程设计模式，包括以学科为中心的课程设计、以学习者为中心的课程设计和以问题为中心的课程设计。

第七章“课程开发”首先介绍了两种基本的开发模式和取向，即技术—科学取向和非技术—非科学取向，特别是就第一种取向，作者详细介绍了该取向下的基本模式，包括博比特的模式、泰勒提出的四个基本原理、塔巴（Taba）的模式、反馈设计模式以及任务分析模式。其次，作者阐述了课程开发的几个阶段，如组建课程小组、提出课程的目的和目标、选择课程内容、选择课程经验、选择教育环境以及最后的综合阶段。最后作者分析了课程开发过程中的参与者，包括教师、学生、校长、课程专家、辅助管理员、管理者、教育董事会、市民代表、联邦政府、州代理机构、地方组织以及其他的参与者。

第八章“课程实施”主要是从课程变革的视角考察实施的问题。作者探讨了实施的本质，认为课程实施是课程变革的一个必不可少的环节。作者讨论了实施过程中的渐进主义做法，强调了沟通和交流对于成功推进课程实施的重要性，而且要提供必要的支持，这是变革成功的保障。这一章接下来把课程实施看作是课程变革的过程，讨论了变革的类型、遭受的阻力以及变革的阶段。在课程实施中，有几种基本的模式，如克服变革阻力模式、组织—开发模式、调适模式以及系统模式等，在这些不同的模式中，有很多影响实施的因素，这也是这一章讨论的一个内容。最后，这一章讨论了课程实施中的一些关键角色，包括学生、教师、校长、监督者、课程顾问、家长和社区代表等。

第九章“课程评价”是本部分最后一章内容，鉴于课程评价对于保证课程实施乃至整个教育计划都至关重要，所以作者对课程评价进行了重点阐述。在这一章，作者在第一节阐述了评价的本质和

目的，指出课程评价旨在确定课程在实施之前的优点与不足以及实施之后的效果。接下来，作者介绍了与评价有关的几个价值问题，包括内在价值问题、工具价值问题、比较价值问题、理想化价值问题和决策价值问题，读者明确这几个价值问题对于理解课程评价是有帮助的。在此基础上，作者分析了有关评价的几个定义，并对测量和评价进行了比较。在第二节，作者介绍了评价的取向，包括科学主义取向和人本主义取向、功利主义取向和直觉主义取向、内在评价与效果评价、形成性评价与总结性评价。在第三节，作者介绍了几种评价的模式，主要是科学评价模式、人文评价模式和行动研究模式。在第四节，作者分析了评价的几个步骤。第五节则分析了几种常用的考试类型，如常模参照考试、标准参照考试等。第六节介绍的是另类的评价方式，主要指成就测验。第七节指出了人为的一些因素对评价的影响。第八节探讨了评价中的关键角色，如学生、教师、评价者、顾问、家长和社区成员等。

本书的第三部分“课程的问题”用一章（即第十章）的篇幅探讨了课程领域的问题和发展趋势。跟第三版相比，第五版作了很大的调整，作者几乎对此部分进行了重写。首先，作者谈到了“改造教育”这一话题，针对美国当下的一些教育现象进行了讨论，譬如：教育就像商业、教育就像娱乐、对教育的改革与改造、改造教育文化、特许学校、契约学校、教育券、世界文化课程等。其次，作者讨论了教育政治学和教育社会学，分析了学校中狭隘、乏味的课程，多元文化教育，以及就像政治程序一样的教学等。再次，作者讨论了道德教育，以及学术标准和考试这些问题。最后，作者讨论了技术、媒体以及课程，指出了技术发展尤其是多媒体技术的发展对未来学校教育和课程的影响。

总之，本书从根本上围绕这样一个重大课题而展开：作为教育者，我们应该如何应对变革的社会对学校教育和课程提出的挑战？课程的基础、原理和问题都是一些宏大的问题，作者对这些宏大问题的分析其实就是对这一重大课题的回应。本书视野宽广，但不失思考的深度；视角独特，但始终不偏离探讨的主题。相信本书对于我国的读者深入了解课程研究领域大有裨益。

北京师范大学 杨明全

2009年12月

[杨明全，北京师范大学副教授，全国教师教育课程资源专家委员会专家，主要从事课程与教学论、教师教育方面的研究。]



*Curriculum: Foundations, Principles, and Issues*, Fifth Edition, is a book for researchers, theoreticians, and practitioners of curriculum. It is a basic text for those studying curriculum planning, development, implementation, and evaluation, as well as a reference for teachers, supervisors, and administrators who participate in curriculum making.

The book is a comprehensive, thoroughly documented overview of the foundations, principles, and issues of curriculum. *Foundations* are the areas of study outside curriculum that impact the field; *principles* are the means and methods used in reflecting about the totality of curriculum and in designing, developing, implementing, and evaluating curriculum; *issues* are the current and evolving educational, political, and social dynamics that influence the curriculum field.

The book consists of a one-chapter introduction to the field plus three major parts. Part I, Foundations of Curriculum, has four chapters: one each on the curriculum's philosophical, historical, psychological, and social foundations. Part II, Principles of Curriculum, comprises chapters on curriculum design, development, implementation, and evaluation. Part III consists of one chapter, "Curriculum Issues and Trends."

This book differs from other curriculum texts in several ways. Most texts focus on either theory or practice. Some texts advance a particular political or social position. Others approach the field of curriculum as an administrative challenge. This text provides a balanced, comprehensive view of the field of curriculum. We have avoided taking a particular philosophical, educational, political, or social stance. Instead, we have aimed at providing a complete view of the field of curriculum so that readers can consider choices and formulate their own views on curriculum foundations, principles, and issues. In short, we have supplied a mix of materials to help researchers and practitioners develop their own interpretations of the field—past, present, and future.

The book provides three instructional and learning tools: Curriculum Tips, Focusing Questions, and overview tables. Curriculum Tips give practical meaning to the research and insights into the curriculum process. The Focusing Questions at the beginning of each chapter orient the reader and set the stage for the chapter's main ideas. The overview tables make learning more meaningful and provide summaries of the major concepts and principles discussed in the chapter.

Every textbook results from the participation of many people. We are grateful to all. We particularly thank those who reviewed the manuscript: Kimberly Bilica, Cynthia J. Chapel, and Angela Koppang.

We also want to acknowledge the contributions of Kelly Villella Canton, series editor at Allyn and Bacon, in the production of the book. Additional thanks to Greg Erb, the production editor. Their efforts are much appreciated.

A. C. O.  
F. P. H.

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# The Field of Curriculum

## ● FOCUSING QUESTIONS

1. Why is it necessary to understand the field of curriculum?
2. What approach to curriculum do most educators adopt? Why?
3. How do you define curriculum?
4. Why do most theorists define curriculum in terms of generic principles or processes, not specific subject matter?
5. What fundamental questions guide the field of curriculum?
6. How do the foundations of education influence curriculum? Which foundation areas are most important? Why?
7. What are the differences between curriculum development and curriculum design?
8. How can theory and practice be integrated into the planning of curriculum?
9. What roles do principals and teachers play in curriculum planning?

**C**urriculum as a field of study has been characterized as elusive, fragmentary, and confusing. Certainly the field can be all that at times, but curriculum as a field of study is crucial to the health of schools and society. Whether we consider curriculum narrowly as subjects taught in schools or broadly as experiences that individuals require for full participation in society, there is no denying that curriculum affects educators, students, and other members of society.

Given the plethora of books, articles, and treatises on curriculum, many people in the field feel frustrated with the continuing confusion. However, the field of curriculum is not intended to provide precise answers but to increase our understanding of its complexities. Curriculum results from social activity. It is designed for both present and emerging purposes. Curriculum is a dynamic field.<sup>1</sup>

Analyzing the concept of curriculum in a broad context illuminates what we mean by curriculum, what it involves, and who is involved and served by the curriculum. We thus look at curriculum in terms of approach (an orientation or perspective) and definition. We also consider the relationships and differences between curriculum's foundations and domains, its theory and practice, and the roles of participants in the field of curriculum.

## Curriculum Approaches

One's approach to curriculum reflects one's perceptions, values, and knowledge. A curriculum approach reflects a *holistic* position or a *metaorientation*, encompassing curriculum's foundations (a person's philosophy, view of history, view of psychology and learning theory, and view of social issues), curriculum domains (common, important knowledge within the field), and curricular theory and practice. An approach expresses a viewpoint about curriculum's development and design; the role of the learner, teacher, and curriculum specialist in planning curriculum; the curriculum's goals; and the important issues that need to be examined.

A curriculum approach reflects our views of schools and society. By understanding one's curriculum approach, and that of one's school or school district, it is possible to conclude whether one's professional view conflicts with the formal organizational view.

Although schools, over time, tend to commit to a particular curriculum approach, many educators are not strongly committed to one approach. Rather, they emphasize one approach in some situations and advocate other approaches in other situations. Curriculum textbook writers sometimes adhere to more than one curriculum approach. Curriculum specialists, even curriculum students, need to examine their approaches.

Curriculum approaches can be viewed from a technical/scientific or nontechnical/nonscientific perspective. Technical/scientific approaches coincide with traditional theories and models of education and reflect established, formal methods of schooling. Nontechnical/nonscientific approaches have evolved as part of avant-garde and experimental philosophies and politics; they tend to challenge established, formalized education practices. These approaches are fluid and emergent.

The remainder of this section outlines five curriculum approaches. The first three may be classified as technical or scientific, the last two as nontechnical and/or nonscientific.

### Behavioral Approach

Rooted in the University of Chicago school (from Franklin Bobbitt and W. W. Charters to Ralph Tyler and Hilda Taba), the behavioral approach is the oldest and still the dominant approach to curriculum.<sup>2</sup> Logical and prescriptive, it relies on technical and scientific principles and includes paradigms, models, and step-by-step strategies for formulating curriculum. This approach is usually based on a plan, sometimes called a blueprint or document. Goals and objectives are specified, content and activities are sequenced to coincide with the objectives, and learning outcomes are evaluated in relation to the goals and objectives. This curriculum approach, which has been applied to all subjects for more than 90 years, constitutes a frame of reference against which other approaches to curriculum are compared. The approach has also been called logical, conceptual-empiricist, experientialist, rational-scientific, and technocratic.<sup>3</sup>

The behavioral approach started with the idea of efficiency, influenced by business and industry, and the scientific management theories of Frederick Taylor, who



analyzed factory efficiency in terms of time and motion studies and concluded that each worker should be paid on the basis of his or her individual output, as measured by the number of units produced in a specified period of time. Efficient operation of schools became a major goal in the 1920s. (Some critics have termed Taylor's approach "machine theory.")

Ensuring efficiency in schools often meant eliminating small classes, increasing student-teacher ratios, hiring fewer administrators, reducing teacher salaries, maintaining or reducing operational costs, and so on, and then preparing charts and graphs to show the resultant cost reductions. Raymond Callahan later branded this approach the "cult of efficiency."<sup>4</sup> The goal was to reduce teaching and learning to precise behaviors with corresponding measurable activities.

Bobbitt set out to organize a course of studies for the elementary grades: "We need principles of curriculum making. We did not know that we should first determine objectives from a study of social needs. . . . We had not learned that [plans] are means, not ends."<sup>5</sup> He developed his approach in the early 1920s in *How to Make a Curriculum*, in which he outlined more than 800 objectives and related activities to coincide with predetermined student needs. These activities ranged from teeth and eye care to keeping home appliances in good condition to spelling and grammar.<sup>6</sup> Bobbitt's methods were sophisticated for his day; however, taken out of context, his machine analogy and his list of hundreds of objectives and activities were easy to criticize.

It was left to Tyler, who took a number of Bobbitt's courses at the University of Chicago, to recognize the need for behavioral objectives that were not so small or lockstep. He combined basic techniques of curriculum, instruction, and evaluation into a simple plan. Tyler advocated using a school's (or school district's) philosophy "in making decisions about objectives." Tyler's approach combined behaviorism (objectives were important) with progressivism (the learner's needs were emphasized). Tyler was influenced by Edward Thorndike, John Dewey, and the "scientific movement of curriculum [making] during the . . . thirty years" prior to his classic text.<sup>7</sup>

Today few educational behaviorists continue the tradition of Ivan Pavlov's and John Watson's stimulus-response (S-R) theories, but many formulate precise objectives and evaluate programs according to those objectives, urging accountability plans, outcome-based education, and standards-based education. Many still rely on direct instruction, practice and drill, monitoring students, and prompt feedback. Behaviorism has evolved over the years to address the complexities of human learning; it now allows for research that investigates the mind's depths.<sup>8</sup> Most behaviorist educators now perceive learners as cognitive individuals functioning within a social context. Individual students experience and respond to the same curriculum in different ways, depending on their cultural interpretations and prior life activities. The behavioral approach to curriculum, with its dependency on technical means of selecting and organizing curricula, is likely to continue to serve us well in the future.

## Managerial Approach

Reminiscent of organizational theory, the managerial approach considers the school as a social system in which students, teachers, curriculum specialists, and