

## Book Review: Ralph Tyler's "Basic Principles of Curriculum and Instruction".

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### **Introduction**

In the modern epoch of education, Ralph Tyler evokes readers and curriculum designers to conscientiously evaluate every institution's curriculum in building academic learners. The book serves as the catalyst in awakening educators of the best action to control or eliminate the delay in learning. These 126 pages book shows the rationale of how a curriculum should be written and presented. Momentarily, Tyler used four questions to particularize the theory he personally experienced in his eight-years-study. Thus, the following query basically aims to educate both the curriculum designers and specialists: (1) *What educational purposes should the school seek to attain?* (2) *What are the educational experiences can be provided that are likely to attain these purposes?* (3) *How can educational experiences be effectively organized?* (4) *How can we determine whether the purpose is being attained?*

### **Book Content**

Objectives become just a part of every curriculum, syllabus, and lesson plan. Basically, these objectives explain how the course, or a lesson will benefit the learners. Frankly, most of the objectives were not being met or attained due to the following reasons: it can be the alignment of the lesson to its primary objectives, the timeframe of teaching, or the delivery of the discussion, or can

either be a teacher or learner factor. Neither way, the objectives of the curriculum must be organic and changing based on the primary need of the learner in any way or at any level, it will be. As Karl Marx said, "conflict is inevitable" so change is constant. It is largely important that society should make action toward knowing what the learners need and not what the administration says. Educators will always say that the center of the school is its learners. But morosely, it is not. Education nowadays mainly focuses on how the learners will give honor to the school rather than how the learners will gain from their academic journey.

Tyler mentioned in his book that most educators do not clearly define purposes. The educational objectives become a criterion, and examinations are prepared to test if there is any retention happened. However, this type of action merely just developing the students in memorizing but not in the sense of proper application. The learners are being trained for basic education and not holistically. In the other study, Akwesi (2012) asserted that the implementation of the curriculum reflects on the actual outcome of the learner's performance. Hence, in this book Tyler reiterated the importance of involving the learners in curriculum making. The objective is made for students to assess their needs, address their concerns, and monitor their progress. It cannot be successful and attainable if the objective will only depend on the teacher's assessment as it may

disregard other learners. Class delivery is usually taken advantage most especially when learners become unruly, students are not paying attention, the time in teaching is limited, and so on. In that case, most of the written objectives were not met, ignored, and often forgotten which resulted in less to zero retention.

At this moment, Tyler aims to connect the importance of involvement, experiences, needs, and awareness in creating an objective. Thus, adding educational psychology could be a greater help in designing curriculum objectives. He added that an institution should seek to broaden its view and start classifying the kinds of behavioral changes that a student in any year level may encounter. In a nutshell, the institution should first involve themselves in a situation where they can fully understand the behavioral gaps of the learners and come up with an objective that will bridge the gap between the needs in assessment and learning.

The strategy that Ralph Tyler applied in the book was distinctive to dwell that the curriculum should serve as the foundation in developing all types of students and not serve as a manual or outline with no possible attempt to even attain or accomplish such objectives. It should be taken into consideration that the learning outcomes are intended to systematically achieve the domains in education which basically touch the cognitive, affective, and psychomotor development of the students. (Bloom's Taxonomy, 1956 cited by Karuny (2022), Aneke, 2016, & Akundolu in Eya (2012). The book acknowledges the components that every curriculum must have mainly **(a) an understanding of the main purpose of the objectives, (b) the alignment of the educational psychology and experiences to the objectives (c) evaluating the importance of the teacher-student involvement in curriculum planning (d) collaborative effort of the school-teacher-students in developing a well-planned curriculum.** On (p.123) it clarifies that a curriculum must continuously develop over a

period. It acknowledges that a school must not standardize the concept but rather make every single evaluation to assess the effectiveness of the curriculum if it still follows the student's needs for development. The book tells its readers the importance of society in building an objective designed for a curriculum. It is crucial to provide such an order without any understanding of the educative experiences of all learners.

### Good points

The book is indeed a refresher to all educators, administrations, and curriculum-makers. The irony is that the book was written many years ago and is still timely and relevant in this era. That explains that the curriculum continuously suffers from incorrect implementation as the same problem constantly happening and resolving this phenomenon seems out of the picture. The good and helpful information brought by the book where literally confronts the educators, curriculum-makers, and institutions to make action towards the substance of learning. Reading the book will make the curriculum designers realize the importance of the words; needs, involvement, and purposes. It focuses not just on students' learning needs inside the classroom but also elaborated on the impact of psychology, understanding, and society in curriculum planning. The book is a great book for those readers who wants to be refreshed on the foundations of curriculum, and for those who try to educate themselves about an in-depth understanding of curriculum-making.

In the beginning, the readers will have a broader perspective in identifying the primary goal by contemplating the connections between the learners, the teachers, subjects, experiences, society, and psychology. It selects the pedagogy of change in learning by doing of John Dewey as the book explains that the learning experiences takes a huge part in learning development. The process of retention can be easily attained if there is student

involvement. The teachers can modify a curriculum depending on the behavioral progress of the learners to systematically meet and formulate the objectives needed in learning development. Reading the book will provide educators with a clear roadmap in strategic approaches that will benefit both the teachers and the students. It also extends how a vague idea may affect learning on a day-to-day basis and how teaching and learning experiences contemplate in the process.

Generally, the book is commendable and recommended to readers who have a strong dedication and passion for reading, understanding, and love for education. This book is not the typical step-by-step book to follow but a general guideline on how to make the curriculum objectives appropriate to students and to the course program.

### **Improvements**

On the other hand, the book is not mainly designed for all types of readers. There are parts that seem complicated to understand and the examples are jumping from one idea to another. The ideas are overflowing which makes the readers overwhelmed, tired, and difficult to comprehend. Since the book is not a process to follow, it requires in-depth comprehension, time, and effort to completely understand the material and information provided. The text used was easy to understand but due to many added experiences, wordings, and ideas, it becomes complicated. Primarily, the book is lengthy, and words can be condensed into a few pages by eliminating other repeated examples.

### **Conclusion and Recommendations**

The book is generally designed in overall practice on the fundamentals of the curriculum. It is not made to specifically instruct the steps but to generally explain the understanding in curriculum making. The book entirely elaborates on the facts of how the implementors should execute the

curriculum from the planning to the application. It could have been better if the discussion and the text used could be more comprehensible, basic, and straightforward. Examples should not be enormous and complex to make them more favorable for all types of readers. Each section addresses the aspects that are commonly experienced daily. It also emphasizes the importance of creativity to ensure effectiveness and satisfaction in the learning process for students. The relevance of this study reflects the current circumstances that education is currently facing.

To end, the book is recommended to readers that can spend an hour or more in reading. It requires deep understanding and comprehension. It may be time-consuming, but the content is worth the time. If the reader is not the same as characterized, then the book is not for them. The main purpose of the book is to simply align all the objectives of the curriculum to the basic needs of our learners.

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