

GED 547 - Curriculum Orientation

"There is more in us than we know, and if we are only made to see this, we will never again settle for anything less." - Kurt Hahn

Learning is a complex, non-linear, and social process that is lifelong. It is based upon life experiences and from studies. It involves the acquisition of new knowledge, skills, and attitudes. It is not fixed but malleable, and it is guided and influenced by relationships with others.

Curriculum involves placing constraints in order to focus learning. Schools select and adopt curriculum that they believe to be relevant and appropriate. A school may choose curriculum with an emphasis on academic knowledge, learner development, or an aspect of socialization. They are not explicitly distinct, since there are elements of cross-over and deep connections.

Education encompasses all aspects of a person's learning and development. This includes elements such as a person's family, their community, athletics and clubs, jobs, hobbies, etc. A school is one aspect of a person's education, albeit an important one.

As an educator, I am involved in aspects of teaching, instructing, and coaching in a variety of settings. At my core lies my beliefs and values, which influence my philosophy on teaching and learning. These are then reinforced or adapted based upon my experiences and reflections as I continue to teach and learn. The beliefs, values, and philosophy influence how I approach curriculum and assessment directly and subtly. I lean heavily towards a curriculum that is based around learner development and aspects of socialization. I focus less on assessment that emphasizes specific ways of knowing and doing.

References:

Phil Race - [Make Learning Happen](#)

Mosston & Ashworth - [Spectrum of Teaching Styles](#)

Chow, Davids, Button, & Renshaw - [Non-Linear Pedagogy in Skill Acquisition](#)