



# The National Journal of Education Development

Institute of Education Development (InED)



الجامعة  
UNIVERSITI  
TEKNOLOGI  
MARA

# The National Journal of Education Development

Volume 1 • 2007

Institute of Education Development  
Universiti Teknologi MARA  
Shah Alam

# Contents

- i Forward
- ii Institute of Education Development (InED)
- 1 Lecturers' Perception Towards The Implementation Of Student-Centered Learning Approach In Accounting Courses  
*- Zawati Hamzah, Tuan Zainun Tuan Mat & Fadzlina Mohd Fahmi*
- 13 Personal Financial Planning Among Adult Learners  
*- Masitah Hashim, Haziah Jamaludin, Fadzilah Azam Ahmad*
- 33 Program Planning From Ralph Tyler's And Malcom Knowles' Point Of View  
*- Syed Jamal Abdul Nasir Bin Syed Mohamad*
- 39 Learning Strategies Applied By Online Learners of The Open University of Malaysia  
*- Haziah Jamaludin, Fuziah Sulaiman, Sabariah Arbai*
- 49 Factors Affecting Performance Of Adult Learners Of Diploma In Accountancy, Universiti Teknologi MARA  
*- Anisah Mahmood, Y. Nurli Abu Bakar, Fatimah Abd Rauf*
- 69 Barriers To The Development Of Online Shopping In The Klang Valley  
*- Jamaliah Said, Syed Jamal Abdul Nasir bin Syed Mohamad, Noraini Mohd Nasi, Erlane K. Ghani*
- 79 How Not To Stifle Respondent's Candour: Establishing Credibility & Motivating Individuals To Repond During Interviews  
*- Radiah Othman, Jamaliah Said, Noraini Mohd Nasir*

# Foreword

The new issue the National Journal Education Development is another platform for national scholars and researchers to share their ideas and findings in the broad aspect of education. Guided strongly by liberalism in education philosophy, we have covered a wide range of topics or areas and research reports in this first issue. Ranging from distance learners to program planning, and from learning strategies to students behavior. We welcome scholars from all kinds of organization to share their views and work with the journal as well as with a wider community of critical readers, educators, program planners and practitioners in these areas.

In line with the new concepts, developments and challenges in education, an educator is no longer relevant with obsolete ideas but they are required to update their ideas, methods and technologies to warrant meaningful learning outcome. This journal published latest ideas and findings in helping the educators to update their knowledge and skill in this area.

Besides discussing purely about education, we have also included two articles on methods of effective interviews and online shopping behaviors among adult learners. These topics made this journal a unique issue that is believed to attract more scholars and readers to access this journal.

# Institute of Education Development (InED)

## **Universiti Teknologi**

**MARA (UiTM)** takes pride in its academic centres and numerous branch campuses in the various states in the country. The Institute of Education Development (InED) is one of the academic centres in UiTM that provides opportunities for those who wish to pursue their academic objectives.

The Institute of Education Development (InED) was formed in September 2001. InED now manages three types of programmes concurrently: the Distance Education Programmes, Collaborative Education Programmes and Continuing Education Programmes.

### **DISTANCE EDUCATION PROGRAMMES**

The objective of these programmes is to offer continuing education to upgrade the knowledge and career of Bumiputras. They also help to increase productivity and contribute to national development.

### **COLLABORATIVE EDUCATION PROGRAMMES**

The main aim of these programmes is to provide opportunities for qualified Bumiputera students who do not have the opportunity to enter public universities to further their education in private colleges.

### **CONTINUING EDUCATION PROGRAMMES**

The Centre for continuing Education (CCE), established in 2002, emphasizes the utilization of Universiti Teknologi MARA's (UiTM's) human and structural capital for enhancement of knowledge. These programmes are offered to the public.

# Program Planning From Ralph Tyler's And Malcom Knowles' Point Of View

*Syed Jamal Abdul Nasir bin Syed Mohamad*

## **Abstract**

This paper discusses the views of Ralph Tyler and Malcom Knowles on Program Planning. Tyler, the founder of classical point of view proposed four basic principles in planning a program which are define objectives, preferably in behavior terms; identify learning experience that will meet these objectives; organize the learning experience into a plan that has scope and sequence and evaluate the outcomes. On the other hand, Knowles who introduced the concept of Andragogy proposed seven basic principles that are establishment of a climate conducive to adult learning; creation of an organizational structure for participative planning; diagnosis of needs for learning; formulation of direction or learning (objectives); development of a design of activities; operation of the activities; and rediagnosis of needs for learning (evaluation). Similarities and differences are found between these two views but they share the same objective which is to enhance better learning outcome.

Key Word: Program Planning

## Introduction

There are several views in relation to program planning. The earliest view is known as classical viewpoint introduced by Ralph Tyler in his book *Basic Principles of Curriculum and Instruction* (1949). Two decades after that Knowles had introduced a new concept in adult education, which is called andragogy. The concept of andragogy has important implication towards program planning.

## The classical viewpoint

As mentioned earlier the classical viewpoint was introduced by Ralph Tyler (1949). In developing any curriculum and plan of instruction he began with four fundamental questions, which must be answered. These are:-

1. What educational purposes should the school seek to attain?
2. What educational experience can be provided that is likely to attain these purposes?
3. How can these educational experiences be effectively organized.
4. How can we determine whether these purposes are be attained.

For the first question, Tyler's insisted on the formation of objective to be attained. This educational objective becomes the criteria by which materials are selected, content is outlined, instructional procedures are developed and test and examinations are prepared. Tyler had provided sources for developing the objective. Those sources are from:-

1. Studies of the learners themselves as a source of educational objectives.
2. Studies of contemporary life of outside the school.
3. Suggestions about objectives from subject specialist.
4. The use of philosophy in selecting objectives.
5. The use of a psychology of learning in selecting objectives.

In relation to the second question, Tyler believed that learning experience is a very important element in attaining learning objective. He has provided several principles in selecting the learning experience. They are:-

1. A student must have experiences that give him an opportunity to practice the kind of behavior implied by the objective.
2. The learning experience must be such that the student obtains satisfactions from carrying on the kind of behavior implied by the objectives.
3. The desired in the experience are within the range of possibility for the students involved.
4. There are many particular experiences that can be used to attain the same educational objective.
5. The same learning experience will usually bring about several outcomes.

Tyler believed that effective instruction can be attained by organizing learning experiences. According to him learning experience should be organized based on three criteria, namely continuity, sequence and integration. Continuity refers to the vertical reiteration of major curriculum elements. Whilst, sequence is related to continuity but goes beyond it. Sequence emphasizes the importance of having each successive experience build upon the preceding one but go to more broadly and deeply into the matters involved. The third criterion, integration, refers to the horizontal relationship of curriculum experiences.

Tyler also put emphasis on evaluation in curriculum development. The process of evaluation is essentially the process of determining to what extent the educational objectives are actually being realized by the program of curriculum and instruction. However, since educational objectives are essentially changes in human beings, that is, the objectives aimed at are to produce certain desirable changes in the behavior patterns of the student, then evaluation is the process for determining the degree to which these changes in behavior are actually taking place.

Apps (1979) said that, in traditional schooling, the term curriculum is used. But for the continuing education, the term program is much more appropriate since curriculum is too narrow. According to Apps, Tyler's approach based on the four basic questions, usually includes the following steps.

1. Identifying needs.
2. Define objectives, preferably in behavior terms.
3. Identify learning experience that will meet these objectives.
4. Organize the learning experience into a plan that has scope and sequence.
5. Evaluate the outcomes of the effort in light of the objectives established in step 2.

## **Knowles' point of view**

On the other hand, Knowles (1980) with his popular concept called "andragogy" provided seven phases in planning and developing A learning program for adult education. The seven phases are: -

1. The establishment of a climate conducive to adult learning.
2. The creation of an organizational structure for participative planning.
3. The diagnosis of needs for learning.
4. The formulation of direction or learning (objectives).
5. The development of a design of activities.
6. The operation of the activities.
7. The rediagnosis of needs for learning (evaluation).

When the principle of andragogy are translated into a process for planning and operating educational programs, that process turned out to be quite different from the curriculum planning and teaching process traditionally employed in youth education (Knowles, 1980). As Tyler emphasizes on the formulating of objective in a program development, Knowles emphasized on the establishment of a climate conducive to adult learning. Formulating of objective has become the fourth principle among the seven principles given by Knowles.

Knowles also emphasized on establishing structure for mutual planning. Knowles provided broad opportunity for the both parties, instructor and the students to plan the learning activity together, which was never suggested by Tyler.

Knowles and Tyler both agreed on the important of elements of learner's needs in developing a curriculum or program. However Knowles included the learner in diagnosing needs for learning. For example, involve the group to build its own model, which is leading towards greatest learning since the process of building a model is itself, a learning process and at the same time it promotes deeper commitment of the learner towards the learning program.

Knowles has also introduced a new concept of assessing the present level of performance or learner's needs by establishing a self-diagnostic attitude.

“Here we enter relatively unexplored territory in the technology of adult education. Because adult education was tied so closely to pedagogy for so long, little attention was given to developing procedures and tools for helping adults diagnose their own needs...” (Knowles, 1980, p.229).

This idea was never discussed by Tyler in his book as the whole process of assessing of learner's needs are to be conducted by other parties.

## **Comparison of both views**

Formulating direction or objectives for learning is an essential part in both Tyler's and Knowles' approaches. Both of them agreed that objectives are stated in the form of list of topics, concept, or other content elements and behavior component. However, Knowles' concern is the objective must have meaning to the learners and provide them with directional guidance in their learning.

In organizing or designing educational experience or learning experience, the classical view has different emphasis as compared to modern practice of adult education. For the classical view, exposition of content is the primary concern for example from simple to the complex, prerequisite learning, proceed from the whole to the part and according to chronological order, Here the development of behavior is the primary concern.

Other organizing principles are suggested, including increasing breadth of application, increasing range of activities, including, a demonstration or direct experience followed by the development of principles.

The classical view emphasizes that three major criteria must be met in building an effectively organized group of learning experiences. These are continuity, sequence and integration. Tyler pointed out that these criteria should be applied not to the logical organization of the subject matter, but to the psychological organization of the learner. On the hand, Knowles viewed that it is useful to go beyond the concept of curriculum organization which conveys a sort of engineering flavor to him and to superimpose on it a concept of learning design model. His learning design models used the natural process of each particular learning situation as the organizing principle for the sequencing of learning experiences, in contrast to the use of logic of a given body of subject matter as the organizing principle in the traditional content transmission model.

Knowles provided detail guidance as to how a learning experience can be managed. Knowles has suggested several techniques for an adult educator to manage a learning experience. The techniques are seemed to be more towards student's centered rather than teachers centered. Tyler did not provide such detail guidance.

The final part of both views is evaluation. Tyler explained quite detailed steps on how to carry out an evaluation on learning activity. Tyler said that evaluation is a process of determining to what extent the educational objectives are actually being realized by the program of curriculum and instruction. In his view, evaluation has two important aspects. Firstly, the appraising of the behavior and secondly, the evaluation must be carried out before and after the learning activity. Knowles, in his brief paragraph of evaluation, suggested diagnosing the gaps between desired behavior and present performance. Evaluation of learning consists of repeating procedures (providing evidence of present performance) and measuring the changes that have occurred. Usually two results will flow from this activity. They are firstly the participants will have a perspective on their new level of strengths and weakness in the light of their original model of desired behaviors accordingly, and they will discover that their notion of a model of desired behavior has been changes a notch or two, so that new level of gaps between desired behavior and present performance has appeared. According to Knowles, this is the central dynamic of the process learning, continuing education and technology.

## Conclusion

The above discussion concluded that classical view has provided basic or fundamental principles in developing a curriculum and instruction, which is being adopted by many scholars in developing new conceptual framework in curriculum development. Even Knowles still referred to Tyler's model in developing his program development such as formulating of objectives, managing learning experience and evaluation of learning program. The main difference between the classical view and the modern practice is the teaching focus. The classical view focuses more towards teacher's centered whilst the modern practice more towards student's centered.

## Bibliography

Apps, J.W. (1979). *Problem in continuing education*. New York: McGraw-Hill. (pp. 113-122).

Beder, H. (Ed). (1986) *Marketing Continuing Education*. San Francisco: Jossey-Bass. (Chapter 1).

Brookfield, S. D. (1986). *Understanding and Facilitating Adult Learning*. San Francisco: Jossey-Bass.

Cevero, R. M., & Wilson, A. L. (1994). *Planning Responsibility*. San Francisco: Jossey-Bass

Forester, J. (1989). *Planning in The Face of Power*. Berkley: University of California Press.

Houle, C. O. (1972). *The Design of Education and Facilitating Adult Learning*. San Francisco: Jossey-Bass.

Knowles, M.S. (1980). *The modern practice of adult education: From pedagogy to andragogy* (Rev.ed.). Chicago: Association Press. (pp.40-54, 222-247).

Pennington, F., & Green, J. (1976). Comparative Analysis of Program Development Process in Six Professions. *Adult Education*, 1, 12-23

Reid, W.A. (1971). Practical Reasoning and Curriculum Theory: In Search of A New Paradigm. *Curriculum Inquiry*, 9, 187-207.

Sork, T. J., & Busky, J.H. (1986). A Descriptive and Evaluative Analysis of Program Planning Literature, 1950-1983. *Adult Education Quaterly*, 36, 86-96.

Tyler, R.W (1949). *Basic principles of curriculum and instruction*. Chicago: University Press.

Walker, D. F. (1971). A Naturalistic Model for Curriculum Development. *School Review*, 80, 51-65.