

The two theorists that I compared in response paper one was the Montessori Method and Ralph Tyler's method. Having been an athlete and in the education setting my entire life I was able to relate to both methods and how it has shaped me as a lifelong learner. Having had my k-12 education in a public setting I was taught by the traditional or conventional way. Teachers were the knowledge bearer and we as students were expected to sit, listen quietly, and take copious notes. For me, this style of learning was conducive to my learning style and I had no problems with it. However, I have a few friends who were kinesthetic and visual learners' who had a hard time with this method. As Flinders and Thornton stated, "we know only too well the story spectacle of the teacher who, in the ordinary schoolroom, must pour certain cut and dried facts into the heads of the scholars. In order to succeed in this barren task, she finds it necessary to discipline her pupils into immobility and to force their attention (p.28)." This unfortunate truth about how teachers teach is still the norm today. And it is heavily prevalent in the university setting.

I see heavily that many athletes learn the best when they are in apposition to make tough decisions and even possibly fail. Personally, failure is a great motivation tool as well as a driver for improvement and perfection. As an athlete, I hated losing and that is what motivated me to practice harder, find new ways for improvement, and to experiment on the golf course. The freedom for creativity for the millions of ways for getting the golf ball into the hole is what keeps me still obsessed with the game of golf. All human victories, all human progress, stand upon the inner force. Thus, a young student may become a great doctor if he is spurred to his study by an interest which makes medicine his real vocation (Flinders & Thornton, 2013, p.29). This statement is true to the fact that millennial students and beyond are so focused on what the immediate gratification is and "what is in it for me" attitude that they will be turned off by

lectures if it is not of interest and importance. If educators started to make lectures and class time fun, interesting, and meaningful, students would be more apt to pay attention to the instructor instead of waste energy on spinning fidget spinners. However, I feel that for this shift in mentality to happen it needs to start at the university, being that university lectures are still teacher centered. If the universities paved the way and set the tone for how a new education would look, public education would have a better transition and role model to look up to for guidance.

By studying multiple theorists and methods throughout this course I have gained a greater understanding to how different curricula has been made and how it fits into the many diverse and different classrooms. When looking back at the Montessori Method and the Ralph Tyler Method, my ideas have not changed since learning about them in the beginning of the course. However, I would say that my ideas have been expanded upon in the sense that these methods can be coupled with other theorists from the text to create a curriculum that is highly effective to span all ages and students. Education is the process of changing the behavior patterns of people (Flinders & Thornton, 2013, p.61). If this is true then we as educators should be focused on the importance of that changed behavior and how to change their behavior so that the students can become effective citizens. We should be focusing our attention on the development of the whole student like in the Montessori Method but there is also the factor of having a similar curriculum and that is where the Tyler Method comes into play. The structure is there to help educators lay out their lessons in a manner that is cohesive to student learning and where it has a flow. In summary, my view and understanding has not changed between the two methods, rather I feel that the addition of other theories can only enhance the pedagogy of using the methods in

practice. Both theories are different in content and curriculum structure, however they can be both highly effective in educating students.

When reflecting on a particular curriculum issue I stand firm and believe that our education system is doing a great disservice to our students. Education is now to develop a type of wisdom that can grow only out of participation in the living experience of men, and never out of mere memorization of verbal statements of facts (Flinders & Thornton, 2013, p.11). This statement is a truth that I would like to accomplish and get to sometime in my educational and professional development. However, the sad truth is that schools are not following this creed and the test has become of utmost importance. Therefore, we as educators are forced to “teach to the test” and thus, no time is spent developing the student as a whole. My curriculum issue at Kalaheo High School was one of disappointment. I was entrusted to educate these students to become the best individuals that they can and to prepare them for higher education and what to expect in the AP classes and beyond. I made it a point that I am a firm but fair educator and challenged my students to think critically, think deeper, and to challenge and question what goes on in the scientific and medical community.

Being that this class was predominantly seniors I based my curriculum on my experiences of what I got in my clinical medical education classes. It was intensive with anatomy and physiology of the human body in the first semester and then the application and problem based learning taking place in the second semester. When I polled the students at the beginning of the year, the majority stated that they wanted to go into some sort of medical field. With this knowledge, I devised a curriculum to prepare them for what to expect in higher education. It (education) must, therefore, train thought and judgement in connection with actual life-situations, a task distinctly different from the cloistral activities of the past (Flinders &

Thornton, 2013, p.11). This is the education curriculum that I had in mind when preparing to teach the clinical health course. However, I was met with opposition from students and administration stating that I was too rigorous and demanding of student expectations and thus I should lower them. In some ways the most important of the four criteria, rigor keeps a transformative curriculum from falling into either “rampant relativism” or sentimental solipsism...In presenting transformation as an alternative to our current measurement frame, it is easy to see transformation as no more than anti-measurement or non-measurement (Flinders & Thornton, 2013, p.220). This statement shows that rigor keeps the curriculum from going stale. Also, it is a new alternative way for measuring on how students progress through the course. I was doing my best to provide the rigor in the class but also provide alternative mentions for assessment and measurement with the addition of case studies and problem based learning activities.

This was the sad truth to the biology course that I taught as well. Being that it is a teaching subject, there was a high emphasis on uniformity within the department as well as high preparation for test taking skills and understanding. I hate to say it but I was in a place where I was teaching to the test and not in a place to expand students' minds.

My stance on this curriculum issue has into changed in fact it has gotten reinforced with the many theorists who contribute to curriculum design and planning. With the influence from diversity, teacher beliefs, and classroom atmosphere, students learning should be at the forefront of our agendas. My attitude toward a hard and rigorous curriculum has not changed from the start of this course. I feel that we should be challenging our students to bring the best out in them. The belief that education should be easy and fun is an idea that should be thrown out the window. Education should be challenging and mind bending where it has many influences from

culture, religion, service, and personal experiences that contribute to the development of the whole person and the betterment of others...and along in that there can be fun! Teachers and administrators should get the notion of passing kids to pass them will do them more harm in the future than it would help them. I strongly and honestly believe if administrators and teachers had high standards and expectations of their teachers and students, the school would be a place where inventions are made, fun is had, and test scores will naturally fall into place.

When looking at the application of making my own framework for a curriculum or a class, I feel there are many theories that I can pull from to best fit my students of teaching. First off I would continue the use of the Tyler method to ensure there is structure within the curriculum. I would also utilize Doll's four "R's" and how they can help shape and define a good strong structure for a curriculum. Being that I feel testing will probably never go away, I will look at Au's theory to help when testing is prevalent. Being that feel that the teacher-student relationship is very important, Chan's perspective on teacher experiences are what I will be drawing on. Lastly, being that I am highly drawn to the development of the whole person and the mind, I will definitely use the Montessori method in my teachings.

Tyler poses four great questions that we as educators and administrators should reflect on when setting their curriculum for their subject. The questions listed on page 59 are:

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

These are great “depth of knowledge” questions to ask of educators and administrators. I will definitely keep these questions handy as I go through making my curriculum for the upcoming school year and beyond.

In response to Tyler’s method, William Doll identified four “R’s,” richness, recursion, relations, and rigor. All four “R’s” are important, however coming from a place where relations and relationships are highly valued, that “R” to me is the most important. Doll states, the concept of cultural relations grow out of a hermeneutic cosmology -- one which emphasizes narration and dialogue as key vehicles in interpretation. Narration brings forward the concepts of history (through story), language (through oral telling), and place (through a story’s location) (Flinders & Thornton, 2013, p.219). This concept of storytelling dates back to ancient Hawaiian History where the Kupuna (elders) would tell the children the history of the land and the history of their people. Just like teachers, the Kupuna were teaching the children about their heritage, language, science, agriculture, music and dance, and much more. The Kupuna are respected greatly and are the keepers of wisdom. I look at this and do my best to bring in the storytelling into the class where I can forge a great relationship with my students to the point they can respect me like their Kupuna. Doll’s four “R’s” will definitely be a heavy influence in my preparation for curriculum planning.

Since testing is imperative to the education system, I feel that Au’ research will help guide me to a better understanding on how to blend the testing into the curriculum. As Au stated, the findings suggest that there is a significant relationship between the implementation of high-stakes testing and changes in the content and curriculum, the structure of knowledge contained within the content, and the types of pedagogy associated with communication of that content...these changes represent three types of control that high-stakes test exert on curriculum:

content control, formal control, and pedagogy control (Flinders & Thornton, 2013, p.242). I unfortunately was under scrutiny for not following this format of high-stakes test preparation and spoon feeding answers to the students. I was pressured for not following the norm and eventually subsided and gave in. It is a shame that other teachers and administrators are so focused on testing they lose sight of what it is doing to students and other educators. I will be sure to never peer pressure my fellow teachers to conform to any standard for teaching to the test.

However, the most important aspect of educationist making sure that the students are taken cared for and their parents are up to date with the curriculum in the classroom. Chan states, the importance of teachers making curriculum decisions and interacting with students and their parents in ways free from bias is a quality that is appreciated in a culturally diverse society (Flinders & Thornton, 2013, p.309). This is true in Hawaii we're communication home is very important being that the family is a pillar in the native culture. Having the communication with parents is only a tool to have to help you when times can possibly get through with students. Having a neutral attitude will always be best when dealing with alters actions. Drawing from personal experience, it only takes one phone call to set some boy's attitude straight in class from acting up as well as the personal talk with parents will only make that bond you have with them stronger.

Lastly, as stated previously, I feel that the development of the whole child is what I strive to do in my teachings. Where the student centered development is key to gaining the full human experience and providing students with infinite opportunities and to have them have the infinite potential to succeed. Being that student development is interdisciplinary, where students can

learn through different methods, Max and Green's theories will also help to bridge the gap between student development and curriculum structure.

In all it is the best interest for the students development and education and we as educators need to remind ourselves that we are serves providing knowledge to our youth. I have a newfound appreciation for curriculum planning and how it integrates and intertwined with the teacher, student, tests, and administrators. I will definitely put these theories and the knowledge I gained to use this school year.