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## REVIEW ARTICLE

### RETHINKING CURRICULUM IMPLEMENTATION, PARADIGM, MODELS, AND TEACHERS WORKS'

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#### ABSTRACT

The title of the article was stressed on "Rethinking Curriculum Implementation, Paradigm, Models and Teachers' Works." by Cho, Jeasik (1998). The Paper was has been Presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April13-17, 1998). The paper was start with introduction and over view in line with the current conceptual map regarding the curriculum implementation scene in terms of the twofold fidelity and adaptive position of view. On another hand it was also address the outlook curriculum enactment. The paper also stressed on the issues of understanding the implementation of paradigm, conventional implementation of models revisited, a new constellation of teachers' work, conclusion and references were provided in the paper in details by the author.

## INTRODUCTION

The main intent of the paper was to assess the traditional curriculum implementation divided into two polarized views by focusing on fidelity implementation and adaptive implementation in relation with the curriculum enactment as the 3<sup>rd</sup> options. Nevertheless, the reviewers of the this paper try to examine in relation to or in line with objective of the review, criteria of critical review, pinpoint issues, review of article specific criteria, (evaluation) strengths and weaknesses, conclusions and suggestions are afford in next section separately by confirming or opposing the idea of the article writer.

### Evaluation Criteria and process

**Evaluation Criteria:** Essentially, in order evaluate several issues there ought to be a guide line how it will be evaluated. Different scholar are suggested different criteria to evaluate same issues or a given topic specially article as may concern we had read different materials in line with the evaluation of article so we haven't seen the common criteria in the evaluation of article. Accordingly, the reviewer were have been setting evaluation criteria before conducting the review, the reviewer was tried to read diverse materials in line with the issues on ' Criteria for evaluation of article or given curriculum and other related literatures in general and in particular respectively.

Such as (like, Diribsa, 2004; APA, 2010; jeep, cheerens, 2004; larisa sadrdika, 2004; Hakonis, 2018, MOE, 1994). And another material in line with of the issues over of the view because of time limitation. Then, despite the fact that it was very multifaceted to get a common acknowledged guide line for evaluating point in common try to used "APA (2010) 6<sup>th</sup> Edition specially by reading the section of manuscript structure and content of journal articles reporting standards elements on page 21-38 and other widely used in the academic journals of Education. Hence, we had take this "APA" criteria because it current issues or the updated one and also it more the advanced one.

**Specific Criteria for Evaluation:** The review of the article is based on APA (2010) 6<sup>th</sup> Edition page 21-28 criteria. These were. (1) Title, Authors, and abstract; (2) Problem Statement, Conceptual Framework, and research question; (3) References to the literature used; (4)Relevance of the topic; (5) Research Design and Methodology; (6) Instrument of data collection; (7) Population and Sample; (8) Data Analysis and Statistics; (9) Reporting Data analysis; (10) Presentation of the results. Having these criteria in mind, the article is reviewed and presented by organizing as the strengths, weaknesses, as well as giving concluding remarks with appropriate suggestions.

**Evaluation process:** The reviewer have been reading different material in line with the process of evaluation a given article so far, there is no common guide lines that accepted among the scholars. So that, for the sake of consistence and sequential

issues the reviewers have been used same vital evaluation process step by step through reading the given material in details. Therefore, the reviewer has been follow the following procedures in evaluating the article. Under introduction section, introduce the author, title, place and year of publication, presents purpose of the paper, introduce the main point of the paper, and adding same content that indicate direction of evaluation process, such as objective of the reviewer, criteria of evaluation and so on. 2ndly, in the section of evolution, introduce evaluation criteria and evaluation process, in line with accuracy of information, concept of the key words, assumptions, clarity of language, and logic and organization of the paper based on APA 6<sup>th</sup> edition. And identifying weakness and strength of the paper in line with the criteria setted. Then finally, conclusions and response (Suggestions) are forwarded.

### **Strong sides and Discussions**

- 1<sup>st</sup>, the title is current, short, clear and is festinating in curriculum issues. The article was stated about Rethinking curriculum implementation; paradigm, models, teacher works and it has author name. The paper highlights and summarized contents of the research in the introduction section. In the introductory part gives an overview about the fidelity, adaptive and curriculum enactment in respectively
- 2<sup>nd</sup>, the author listed researchers who have conducted a research on the on two fold perspectives and the 3<sup>rd</sup> perspective which is curriculum enactment by supporting literate and clearly stated about the issues of understanding the world view.
- 3<sup>rd</sup>, fidelity perspectives paradigm is positivism, ontologically (pure reflection), epistemologically (objectivist), methodologically (evaluation based) and approaches technical learning, (RD&D).
- 4<sup>th</sup> mutual adaptive perspective paradigm, post-positivism, ontologically (negation), epistemologically (modified dualism), methodologically (variation based) and approaches process cooperative and transitional and;
- 5<sup>th</sup>, curriculum enactment perspective (paradigm,) constructivism, ontologically (local realities), epistemologically (subjective), methodologically (creating meaning) and approaches transformational process. Different scholar were strongly support the world view of paradigm, ontology, epistemology, methodology and approach that has been mentioned (James, 2012; Margeat, 2005; Godswin, 2017; Onstein, A. Cand Allen. C. Onstain, 2018; Filibe, 2010). In the case there is accuracy of the relevant evidence and information was provided in the article. And different research has been conducted on the topic also discussed in details in the article.
- 6<sup>th</sup>, Issue of curriculum implementation models and strategies in line with three perspectives fidelity, adaption, and enactment. As the writer point of view in this section the author was tried to present models of curriculum implementation in line with the three perspectives by compare and contrast the traditional model and variety of models or rationale for implementation a curriculum.
- 7<sup>th</sup>, The models were separated provided as the following for instance from fidelity perspective, CBAM (Concerns-Based Adoption Model), SoC (Stages of Concerns), LoU (Levels of Use), IC (Innovation Configuration), RDD (Research, Development, and Diffusion and Top-Down Strategies respectively from mutual adaption perspectives, RCM(Rand Change Agent Model, IP (Innovation Profiles), OD (Organizational Development Model, Multiple and Middle-Up Element Strategies and from curriculum enactment perspectives the Denver Project and The Eight Year studies were provided in the text. Regarding to models of curriculum implementation same scholar do not separate as the writer in line with the three perspectives. Yet, in contrast the models of curriculum implementation they are same models which are used in implementation curriculum but not mentioned author (Rusman, 2015; Onstaion, 2018). In this section the main issues was about implementation models and strategies which used as the key point that makes these cases look different from the fidelity and adaptive models noted before is threefold: (1) personal growth and morale of teachers are as important as any specific outcomes of their curriculum efforts; (2) development and enactment of the curriculum are simultaneous and ongoing; and (3) active participation of students is in most ways fully guaranteed.
- 8<sup>th</sup>, the large portion of this paper was a new constellation of teachers' work particular the role of teacher in curriculum implementation from three perspective teacher is implementer and teacher-as-adaptor, the two dominant perspectives, the fidelity and mutual adaptation, respectively and teacher-as-member of classroom learning community in the enactment perspective has been discussed
- 9<sup>th</sup>, another important to note that the authors saw using of two dominant perspective multiple rationale perspective should based curriculum implementer (teacher –user- developer) yet, there is not best way of curriculum implementation perspective but, he has been suggested that preplanning, needs, and interest of student and objectivity for setting should be observed and realistic conclusion as a universal agenda of curriculum implementation where coordination, support and communication got recognition by teacher as an essential instrument of monitoring curriculum implantation.
- 10<sup>th</sup> and final strength of the article was in relation to the result / discussion part of the article is arranged in to four themes based on the roles teachers, methods, importance of curriculum implementation and roles of teacher educator program in implementation of curriculum in line with three perspective and the author opposing the two dominant perspective fidelity and adaptive and strongly support the 3<sup>rd</sup> perspective which is known as enactment of curriculum. Accordingly, the result of the study tells us that curriculum implementation is not an event yet, change process and it has been presented new from work by opposing the traditional one, articulating the new perspective paradigmatically, theoretically, and professional provided in clear manner. Also it has been discussed on world view paradigm, positivism, post-positivism, and constructivism and comparing those in terms of the three perspectives. The 3<sup>rd</sup> point major models of curriculum implementation also afforded in line of the three perspectives and in relation to teacher role and professional development.
- To sum up that, the paper had many strong sides and the topic was vey festinating issue in curriculum studies. The name of author, title, publication date and year, publication type and issue of the little has been clearly mentioned with same limitations. On the subject of

introduction and over view of the paper, historical background, concept and importance of the topic has been discussed in line with compare and contracts in detail by using enormous literatures. The findings and recommendations was also mentioned very well specially issues of paradigms, positivism, post positivism, constructivism were mentioned very well and well used of reference materials.

**Weak side of the article and Discussions:** Fundamentally, article has no many shortcomings. Nonetheless, there was same limitation in line with the criteria of the evaluators. For example, some components of article are missed in this study. There is no full address of the researcher under the title like working place, may be university or same organization, position and email address of the author. In relation abstract; necessary in writing article to display the high light of the study to all users of the material and confirm the objective of the study. In opposing this (Hussein, 2012 confirmed that a given article abstract should have the research questions, the methods used and the results. The structure may vary but a well-written abstract should summarize five essential things to help the reader know what the study is about: (a) purpose of the study, (b) source(s) from where the data are drawn (usually referred to as participants), (c) the method(s) used for collecting data, (d) the general results, and (e) general interpretation of the results, yet this article not (Ruddliy, 2008). There is no high light about the issues what curriculum mean? What is curriculum implementation? At global, at national, and contextual level and why it is important under section of introduction were do not motioned in the paper (Common Wealth of learning, 2000). The determinants and opportunities of curriculum implementation were also do not mentioned, the concept of paradigm, positivism, posit- positivism, constructivism, approaches and additional the concept of models and strategies were do not clearly defined and not clear for the reader (Common Wealth of learning, 2000). The most and main limitation of this article was methodology section the study and it is not attractive. Because, this article there is no objective, research design, method, sampling methods, numbers of participants, data analysis, and tools of data collection in the whole paper simply analyzing the paper. Hence, there no, research question; Questionnaire, semi structured interview, observation, and data collection instruments. In addition no, percentage, mean, overall mean, standard deviation and simple t-test were used as methods of data analysis. As far as my knowledge there is no a piece of research paper without method and methodology. This is indicating that most the paper is impoverished and does not well formatted and organized. However; it is prosperous relation to literature. In short, it has lack of clarity, use of jargon words, lack logic, organization, and guide line and in the introduction background there are no clear and specific objectives not included. In relation review literature the investigator was used about 84 references. In line of Materials and methods there is no clear sampling method, and procedures, tools of data collection and methods of data analysis in methodological section.

### Conclusion

The main intention of the article was investigating, rethinking of curriculum implementation in relation with world views, models and teachers roles in implementation of curriculum. The article was five main sections. (1)The three perspective in implementation of curriculum such as fidelity, adaptive and

curriculum enactment. (2) The paradigm of three perspectives positivism, post-positivism and constructivism. (3) Model and strategies in the three perspectives. (4) New cancellation and (5) the discussion section are afforded.

The article has very vital in relation to curriculum studies because it assesses all issue in the curriculum specifically the issues of curriculum implementation by supporting with different materials from different sources. The topic is very festinating; short, clear, current, relevance, brief explanation was given by enhancing with evidence from different sources. On the other hand, it has its own limitation in line with logical, sequence, clarity, organization, and methodological section of the article is very poor.

Finally it has answered the following basics questions, (1) What is it? Issues of topic.( 2) Why it is important? Purpose of article (3) How? The way of discussion has made (4) Who's doing it? The participant of in the implementation of the curriculum specially is according these article roles of teacher and their professional development. (5) When? The year, month, and date of article publication and (6) were? Shows the place of article published through analysis and discussion of the article.

### Suggestions

Based on the abovementioned conclusion, it is likely to put forward that because if we make defect at this position, even though the article had its own limitations, it can kick off additional researchers to learn a more wide-ranging investigate with respect to this part. As a result, as a reviewer of this article, what reviewer would in the vein to advise is that other educator jointly with need to study implementation of curriculum to investigate a universal acceptance curriculum implementation in terms, perspective, models and other issues. It is possible to identify crucial problems and capable resolution to be optional for the fretful bodies in order to get a hold the problem and also the researcher should not only the problem finder they should also problem solver for the society as well for them self's. Its input is inappropriate to the whole considerate of the area of discussion because, the article was do not flow scientific procedure, format, styles and another elements of scientific article content. As a result, we put forward that the article would have been better to give a stress to scientific procedure, format, styles and content of full scientific article throughout all section. Moreover, we suggest that it would have been better to formulate strong sounds of research like, abstract, key words, relevance, rationality, research design, paradigm, approach, methods, sample, sampling techniques, sources of data, tools of data collections, procedures of data collection method of data analysis which can help investigator to examine intensely and suggest sound solutions.

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