

## Chapter 2

# CURRICULUM DEVELOPMENT MODEL OF JOHN DEWEY

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### INTRODUCTION

John Dewey, one of the most famous and influential philosophers of the 20th century, was born on October 20, 1859 in Vermont, Burlington (U.S.). After graduating from University of Vermont in 1879, he taught in Vermont until 1881 and in high school in Pennsylvania until 1882, and in 1884 he received a doctorate from John Hopkins University. He died on June 1, 1952 (Weber, 2010). According to Westbrook (1993), Dewey's ideas became the focus of cultural debate in the United States and abroad from the 1890s until his death in 1952 at the age of 93. Throughout his long career, Dewey developed a philosophy called the combination of theory and practice, and he illustrated this combination as an intellectual and political activist in his own work (Westbrook, 1993). Dewey, because of his pragmatist philosophy, he has always measured thoughts and work with their impact on life and has written many works explaining the pragmatist education system (Bender, 2005). Dewey explains his views on the relation of concepts such as philosophy, democracy, society, individual, and life with education in his works. Although Dewey expressed his views on the curriculum in his works, he did not suggest a schematic model for curriculum development.

In this study, it is aimed to schematically reveal the curriculum development approach by examining Dewey's views in the field of education. For the purpose of the study, document review method was used. Document review involves the analysis of written materials that contain information about the phenomenon or facts intended to be investigated (Yıldırım & Şimşek, 2011: 187). The purpose of document review in this study is to analyze the content of John Dewey on the subject of education in depth and according to a certain criterion (curriculum development). Apart from the works of John Dewey, all kinds of books, scientific articles, postgraduate theses, and other written sources were used.

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sic pillars of Dewey's view of the curriculum. These foundations are the ethical ideals of human beings determined as content, the process formed by scientific and dialectical method, and purpose determined from scientific and pragmatic reality. The curriculum development model based on the stated foundations can guide the preparation of individuals and society for the future changes and developments through the transfer of social and individual values, past and current knowledge and experiences, and cultural heritage through experiences appropriate for the age and capacity of the individual. Rational and scientific methods should be used at every stage of Dewey's curriculum development model, and its democracy and usefulness should be questioned.

Curriculums that center the learner, aim to provide learning through experiences, pursue that the learned information works in everyday life, adopt democracy and learner autonomy as a principle and carry the ideal goal of achieving the desired goal using rational and scientific methods, in accordance with the curriculum model schematically shown in Figure 1 It is thought to be designed.

Dewey has written many works during his long life. According to Kliebard (1977), Dewey did not address basic concepts that are easily understood in one place and at a time. Accordingly, it is considered that it would be beneficial to deduce Dewey's curriculum theory by using more resources than those discussed in this study.

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