

Question Matrix for Curriculum by Deborah McCallum

This is my Question Matrix to explore the curriculum that I created, based on the work of Dillon (2009). It is very big and complicated – perhaps quite impractical – but it is also very organized and comprehensive. A cumbersome, yet reflective tool to use while planning and designing your curriculum. D☺

Question	Teacher: Who? Personality, qualifications, experience, traits, culture, mindset	Student: Who teaches whom? or Who should be taught?	Subject: What knowledge will be the most important? What should be taught?	Milieu – Where and When? Time, place, conditions, environment, context, era, community, staff, culture, larger circles.	Goal: Why? What is the point?	Activity: How? How should a student act in order to learn? How should a teacher act? How should teacher and student interact?	Result: When a student has achieved the goal, what does he or she look like, sound like, look like?
Teacher: Who? Personality, qualifications, experience, traits, culture, mindset	Who is the teacher/educator?	Is the teacher open to learning from the students too? Who will be assessed as needing to learn?	How does the teacher's personality, qualifications, experience and background affect the knowledge that is taught?	How do the variables of the teacher interact with the variables of the milieu to determine what knowledge and content will have salience?	How does the teacher variables affect the goals that are chosen?	How should the teacher teach the subject matter? In any particular context, how will the student and teacher behaviours interact to impact and change the curriculum?	How do teacher variables affect the results? How will the teacher know when a student has achieved the goal?
Student: Who teaches whom? or Who should be taught?	What makes a student a learner, and how does this interact with the variables of the teacher?	Are students able to teach each other and build knowledge together?	What knowledge is most important to the student to learn? What knowledge does one student have that they can impart on another? How can they build new knowledges together?	What makes a student a learner and how does this change depending upon milieu?	What is the point of the student striving for the goal at this particular time? How did student assessment affect goal setting and the point of the activity/learning?	What should the student do in order to learn? How do student behaviours impact the teaching?	How do the student variables affect the results? How does the student know when they have achieved the goal?

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<p>Subject: What knowledge will be the most important? What should be taught?</p>	<p>What subject matter is suggested in curriculum document and how does this interact with teacher variables and the lens that the teacher views the curriculum with?</p>	<p>Can a student be an expert that can impart knowledge? Will room be made for this?</p>	<p>How will different subjects interact together in multidisciplinary ways?</p>	<p>How does the subject matter change depending upon the environment, community, context and other milieu variables?</p>	<p>How does the subject matter get factored into the goals that are set?</p>	<p>Does the subject matter affect how a student needs to act in order to learn?</p>	<p>How does the subject matter factor impact a student’s behaviour once they have learned it?</p>
<p>Milieu – Where and When? Time, place, conditions, environment, context, era, community, staff, culture, larger circles.</p>	<p>How do the variables of the milieu interact with the variables of the teacher to determine what knowledge and content will have salience?</p>	<p>How does the milieu change who will need to be taught?</p>	<p>How does the time, place, environment, context affect the knowledge that is shared and built?</p>	<p>How do multiple milieu variables interact to change curriculum in subtle and not-so-subtle ways?</p>	<p>What milieu variables impact the goals and how they will be reached? I.e., will time constraints change the depth of goals that will be achieved?</p>	<p>How do the milieu variables impact the activities planned?</p>	<p>How do milieu variables impact the results?</p>

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<p>Goal: Why? What is the point?</p>	<p>What is the point of the goals, and how does this impact the teacher? Does the teacher understand the goals? Are goals based on teacher variables?</p>	<p>What is the point of the goals? Are the goals influenced by student variables?</p>	<p>Do we start with the goals first and then determine what subject matter should be taught?</p>	<p>Are meeting the goals dependent on milieu factors/variables? Do they need to change based on milieu variables?</p>	<p>Are there multiple goals that are in competition with each other for various reasons? Do all goals have a meaningful point? Do they impact or contradict each other? Are any left out? Is there a null curriculum with null goals?</p>	<p>Do the goals change and have effects on how the teachers and students will interact with each other?</p>	<p>How do the goals impact the results? Do the results demonstrate that goals were met by the actions? Does the end justify the means?</p>
<p>Activity: How? How should a teacher teach the subject to this student with the end goal in mind?</p>	<p>What activities will be chosen? How do teacher variables impact activities chosen?</p>	<p>How does the activity become divided between student action versus teacher action? How to design teacher action in light of student action.</p>	<p>What knowledge should the activities be built around/for?</p>	<p>Where will the activities take place? How does this change or impact the learning/goals?</p>	<p>What is the point of this activity? What goals are you hoping to achieve with the activity?</p>	<p>What activities will the student be responsible for? What activities will the teacher be responsible for? How should the teacher teach the subject in this milieu to this student, with the goals in mind?</p>	<p>What results are you hoping for? This will determine the activities to some extent, i.e., behavioural results will warrant behavioural activities; cognitive results may warrant cognitive based activities.</p>

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Result: When a student has achieved the goal, what does he or she look like, sound like, look like?	The results will be seen through the lens of the teacher and their individual characteristics. How will a particular teacher determine what the student will become after they have learned?	How will the student interpret and understand the results?	What subject material & knowledge will we expect students to have and how will we know that they have that knowledge? What will they look like, sound like etc.	In what milieu or context will the results be interpreted? Will the goals be transferrable to other milieus?	How will the goals be demonstrated in the results? What do we want to see, hear etc. from our students when they have achieved the goal(s)?	Do the results demonstrate how the teacher taught and how the students learned? How do the results reflect back on the actions?	How do the results inform other results from previous or simultaneous learning? Who is interpreting the results? Who determines success? Students? Teachers? Other stakeholders?

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Reference:

Dillon, J. T. (2009). The questions of curriculum. *Journal of Curriculum Studies*, 41(3), 343-359. doi:10.1080/00220270802433261
 What are the basic things that compose curriculum, and what are the questions that may be posed about these things? Joseph Schwab’s conception of curriculum is used to introduce a scheme of questions concerning the nature, elements, and practice of curriculum. Formulations of questions by other curriculum theorists are reviewed and analysed in light of this scheme, and the various uses of such questions are described. How far the questions prove to enhance thinking and acting in the domain of curriculum is the ultimate criterion of the usefulness of the questions. The answer to this final test question, as to the others, is to be found in the circumstances of practice