Chapter 7

Curriculum Analysis-I

Curriculum Objectives, Requirements, and Critical Issues

— The Ultimate Objective Is *Whole-Person* Education in the Looming Knowledge Age

— The Evolution of Education In Step with the Changing Workforce

— The Dawn of the Knowledge Age

— Inconsistencies in American Curriculum — Half-Hearted toward Whole-Person Education

7.2 The Evolution of Education in Step with the Changing Workforce

— Education of the Pre-Industrial Age

— Automation Saga Goes on Only Where Its Four Conditions Are Met:

1. Proceduralization
2. Technological Feasibility
3. Prerequisite Infrastructure
4. Economic Viability

— The Workforce of the Industrial Age

— Education in the Industrial Age

— The Workforce of the Information Age

— Education in the Information Age

Reimagining
College Education

A Mega-Institution Design for Mass Access to Meaningful Education

Second Edition

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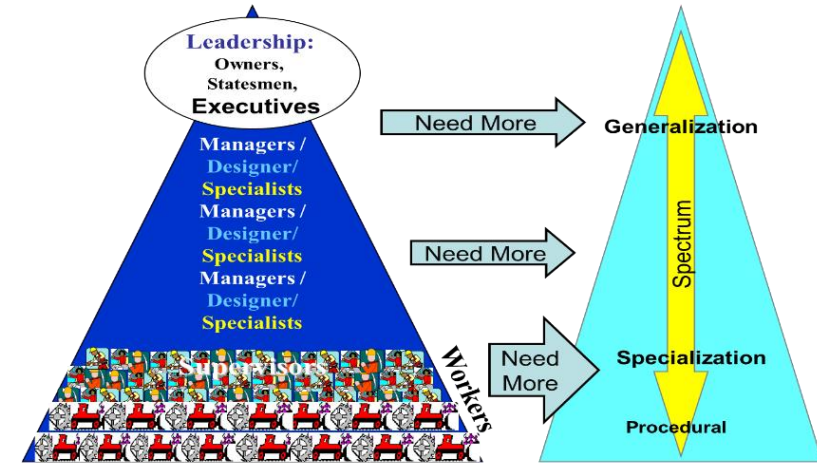Figure 7.1, **Social Pyramid / Work Force** Before the Industrial Age

Figure 7.2, Information and Knowledge Needs of Various layers of the **Work Force** in the Industrial Age
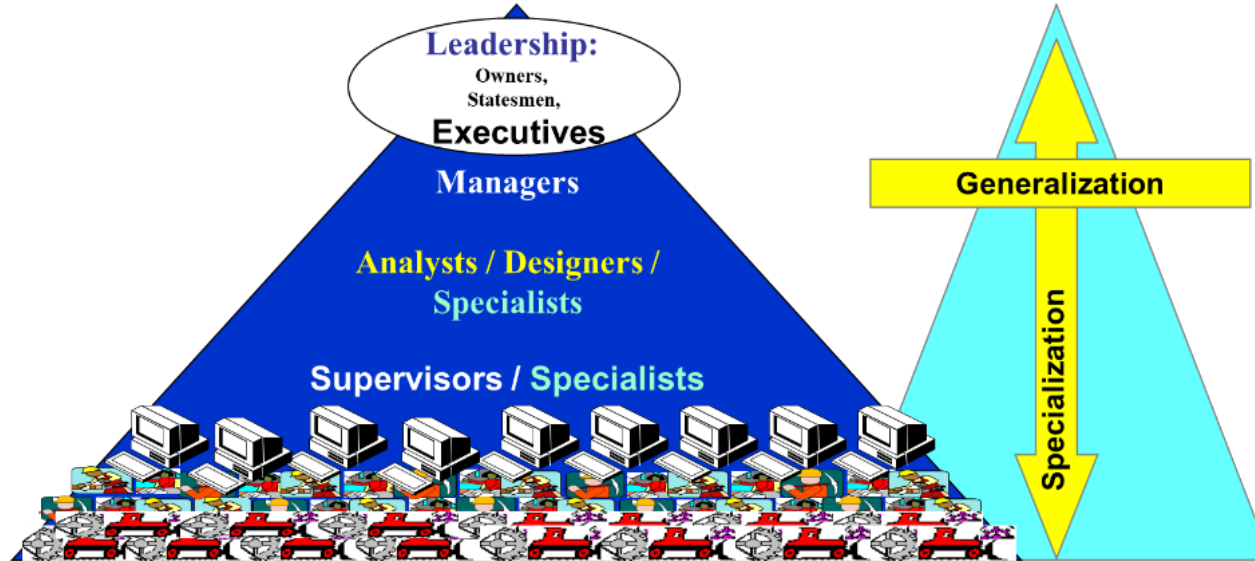

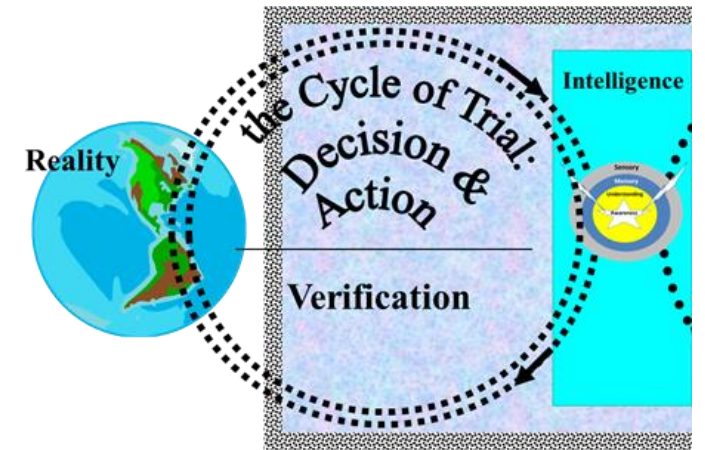Figure 7.3, **Social Pyramid / Work Force** in the Information Age

Figure 7.4, Life Dynamics Depicted in T

Automation in the Pursuit of Knowledge
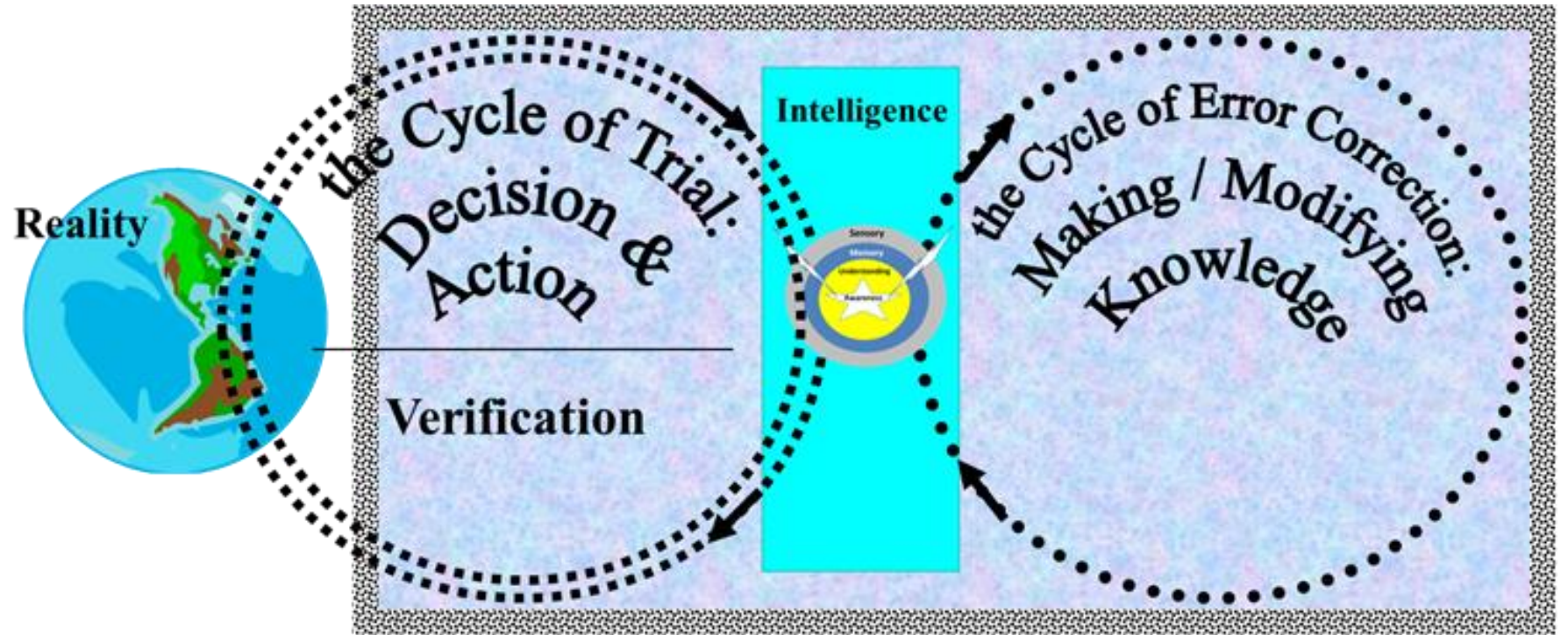
Figure 7.4, Life Dynamics Depicted in Three Intertwined Cycles

The Knowledge Cycle
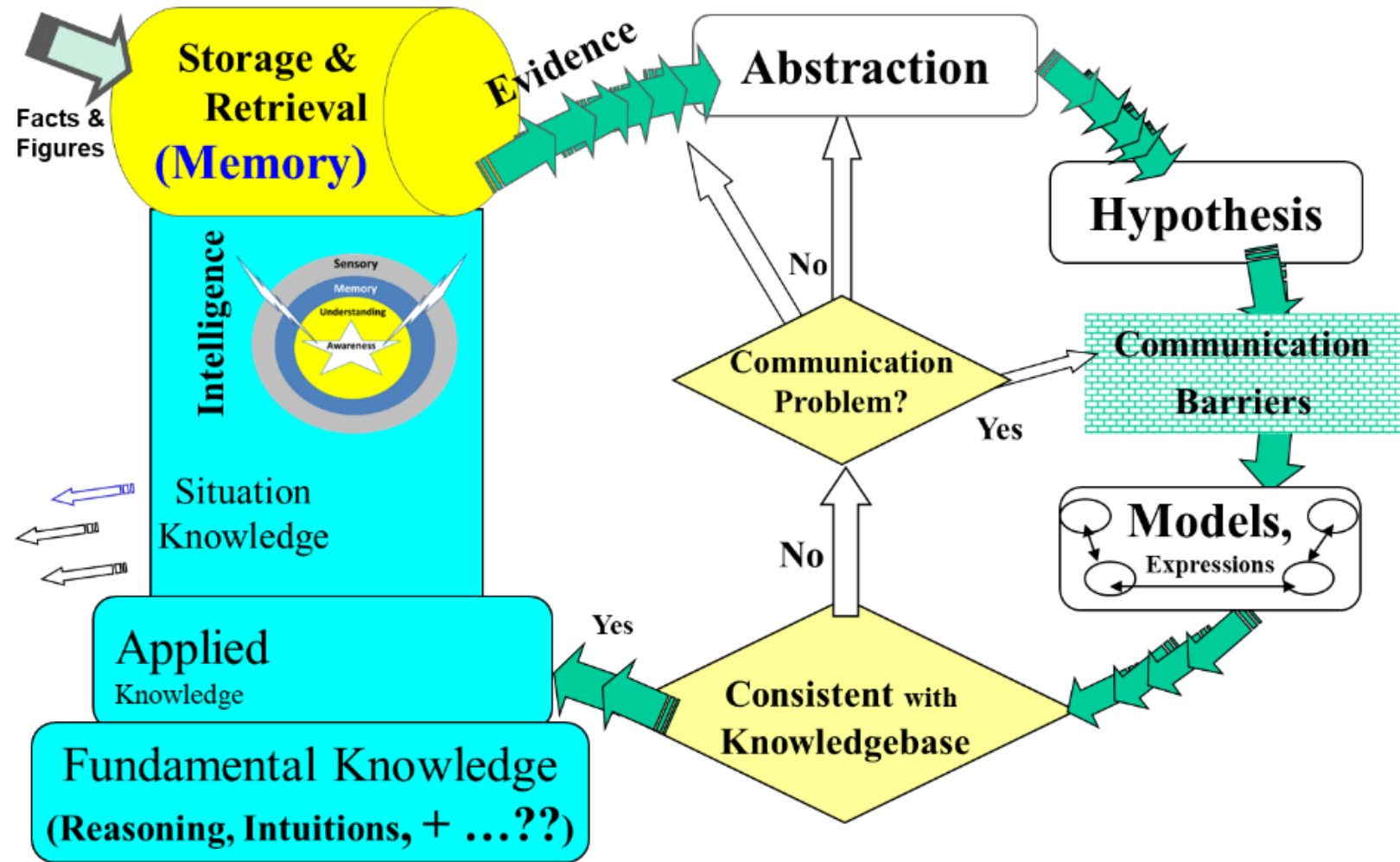
Figure 7.5, The Knowledge Cycle

Decision-Making Needs:
General Knowledge
Critical Thinking, Problem Solving
Power of Analysis,
Talent and Skills of Design

Actions Need Specialized Knowledge & Skills

Figure 7.6, Required Knowledge/Skill -Base In the 21st Century

Decision-Making Needs:
General Knowledge
Critical Thinking, Problem Solving
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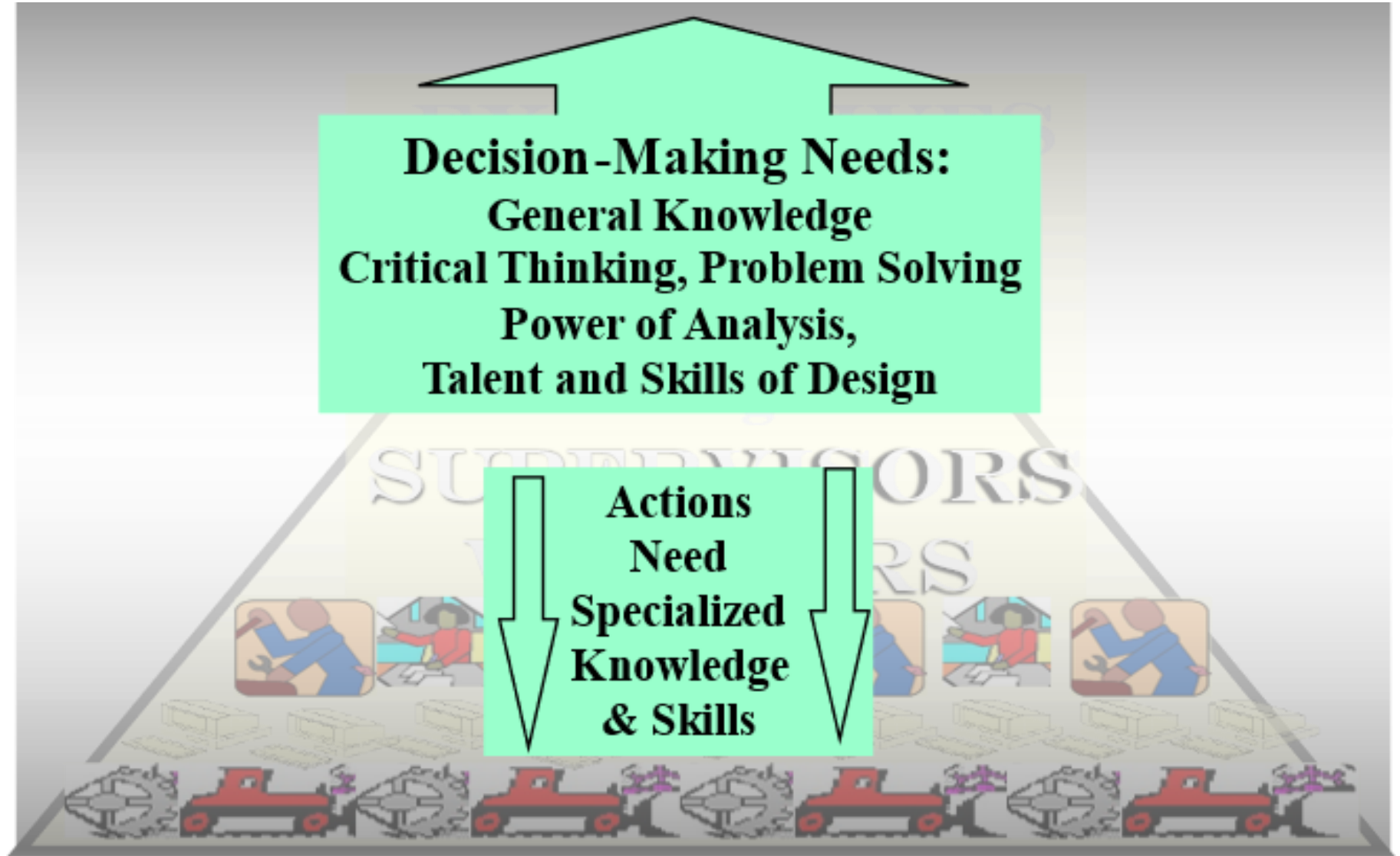Talent and Skills of Design

Actions Need Specialized Knowledge & Skills

Figure 7.6, Required Knowledge/Skill-Base In the 21st Century

Specialized Knowledge & Skills

Prerequisites often observed voluntarily

Shallow excursion into some, often unrelated, knowledge area

General Education

Ethics

Civics

Figure 7.7.
The Present Curriculum: Disjoined, Repetitive, and Imbalance