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Curriculum Theories Chart

Theory	Overview	Rationale for Using or Not Using in Interdisciplinary Instruction
Subject-centered curriculum theory	This is a curriculum theory divided into subject areas, and the flexibility for cross-curricular pursuit is minimal (Mitchell, 2016). Therefore, subjects are isolated. Memorization, knowledge and acquisition are emphasized based on each specified area of content. In this theory, instructions, direct strategies and teacher to student clarification play a huge role. The direct strategies used in subject-centered curriculum theory are student-teacher discussion, lectures, answers and questions (Prasad et al., 2018).	This theory assists students in recognizing bias hence being used in interdisciplinary instruction. Thus, it helps students to comprehend their preconceptions as well as the process involved. In subject-oriented curriculum theory, the framework assists students in critical thinking hence suitable in interdisciplinary instruction (Lindén et al., 2017).
Learner-centered curriculum theory	Learner-oriented curriculum theory revolves around the interests, needs and goals of students. This type of curriculum was due to the disinterest some students may have towards different ways of education. It recognizes that students are not similar but different. Hence, it is	Mostly, motivated students are the ones targeted leaving out the demotivated ones (Vedder, 2020). Thus, this theory is not recommendable in interdisciplinary instruction. Another reason is that this theory pressurizes the teachers to get material relevant to every students' needs, goals and

	necessary to standardize the curriculum. Students get empowered to structure their education according to their choices. The various instructional plans give a chance of selecting activities, learning and teaching experiences and assignments to be used (Hiim, 2017).	interests.
Problem-centered curriculum theory	This type of theory engages students more in that it encourages them to take a look at a problem and come up with the best solution. It was developed to make students participate more in problem-solving rather than just being educated theoretically (Vedder, 2020). Therefore, most students are directly involved in the learning process compared to just doing things their educators tell them to do. Involving learners directly in the learning process assists them in developing skills usable in the real world.	This theory can prepare students for the real world (Vedder, 2020). Therefore, it is usable in interdisciplinary instruction. Students are exposed to real-life problems making the skills acquired assistive after they are through with their studies.
Value-oriented curriculum theory	In this type of theory, the focus is on the students' behavioral patterns, attitudes and values. Meaning, the educator is concerned with the students' personality to better it (Prasad et al., 2018). This theory came through due to students' value deteriorating based on the earlier discussed theories (Lindén et al., 2017). Through improving students'	This type of theory is usable in interdisciplinary instruction because it aims at improving every students' personality. When a student's personality is improved, the entire society benefits since the student will know the value of things (Hiim, 2017).

	personalities it is easier to educate them on possessions value rather than riches only. There is also value in cherishing the little possessions one has.	
Content-oriented curriculum theory	This theory primarily dictates the content of the curriculum. Depending on the course, the educator chooses the contents they feel best fits what they want the learners to understand (Hiim, 2017). Also, content-oriented curriculum theory tends to be dictatorial. The educators choose for you rather than including you in the process involved in deciding the type of content they want you to consume.	In this theory, the student is not involved in choosing the type of content to be taught. Therefore, it is not recommendable to use it in interdisciplinary interactions. This may make most students lose interest quickly compared to all the other theories because they are not involved completely (Mitchell, 2016).

Reflection

All five curriculum theories are usable. However, it depends on the students and the educator. Having gone through all the five theories I identify with the problem-centered curriculum theory most (Mitchell, 2016). The reason being, most of the students currently in the world are taught based on their competence. If a student finds a solution to a problem it ends up benefiting them in the long run. In the past, students were taught theories and then lead to practical learning later on (Prasad et al., 2018). This, however, is an outdated fashion of both studying and being taught. Currently, most institutions base their curriculum on the latter. Besides, it is easy to monitor the students' progression compared to theory-based learning which most of the theories involved. This theory assists students in skill development needed in the real world. It also increases innovation, creativity and collaboration in the classroom. The major downside of this theory is, it does not focus on student-by-student learning styles.

Problem-centered curriculum theory is applicable in many different ways. For instance, after being taken through several examples by the educator, they then provide the students with problems relevant to the real world. The educator creates a problem that they have a solution to

and then presents the problem to the learners to see the different types of solutions they may have come up with collectively. From the solutions provided by the students, the educator examines and later educates the students based on reality. The best way of planning and guiding learning using this theory is by offering real situations that require real-time solutions (Mitchell, 2016). Therefore, most students end up taking things seriously which in turn becomes beneficial to them after they are through with studies and join the real world.

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