



**AFRICA CENTER
FOR STRATEGIC STUDIES**



Hidden Curriculum

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Impact through Insight

What do you see?

PERFECT CLASS



What of you think about this scenario?

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Hidden Curriculum Objectives

1. Describe hidden curriculum.
2. Distinguish between formal and informal curriculum.
3. Identify the sources of hidden curriculum.
4. Discuss the implications of hidden curriculum on your institution's educational processes.





Original Concept (1968)

1. The Hidden Curriculum

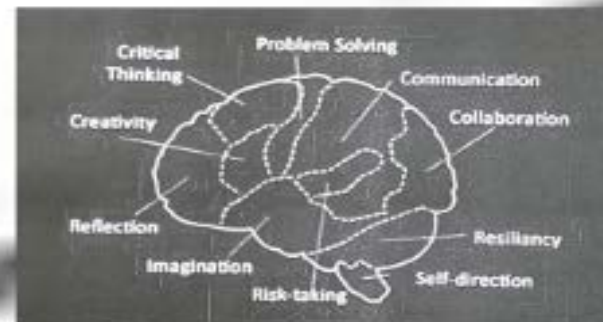
Coined by Philip Jackson in 1968

It is used by social scientists and educators to describe the informal systems of schools.

- The three Rs: Rules, Routines, and Regulations

The hidden curriculum is only one part of a huge system and we can only understand it through the context or the school setting. It is sometimes visible but most of the time obscure.

- Different schools have their own unique hidden curriculum.



What is a hidden curriculum?

A hidden curriculum is a side effect of an education, "lessons which are learned but not openly intended" such as the transmission of norms, values, and beliefs conveyed in the classroom and the social environment. Any learning experience may teach unintended lessons.

The "HIDDEN CURRICULUM" is a term to used to describe the unwritten social rules and expectations of behavior that we all seem to know, but were never taught (Bieber, 1994).

Bašić (2009) suggests the use of terminological concept that is contrary to or the least different from the public (official) curriculum that is perceived as scientifically based arrangement of the learning process.

Hidden Curriculum

Examples

- Raising your hand to speak
- Not speaking while others speak
- Being respectful to others
- How to work with others
- Turning in assignments when due
- Being on time to class



Socialization

The Hidden Curriculum

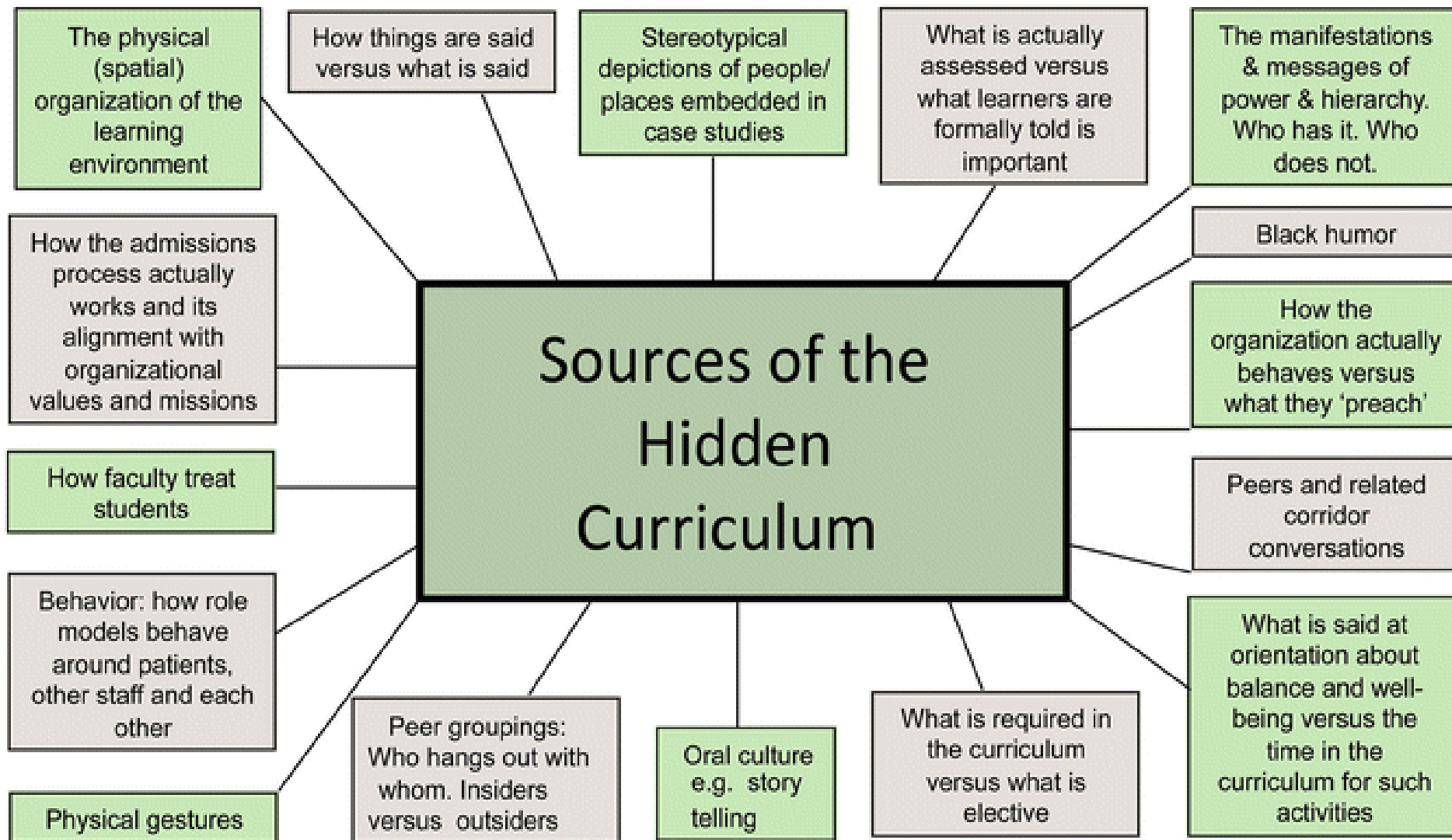
What are some social skills that students just seem to learn without being taught?



Your thoughts?

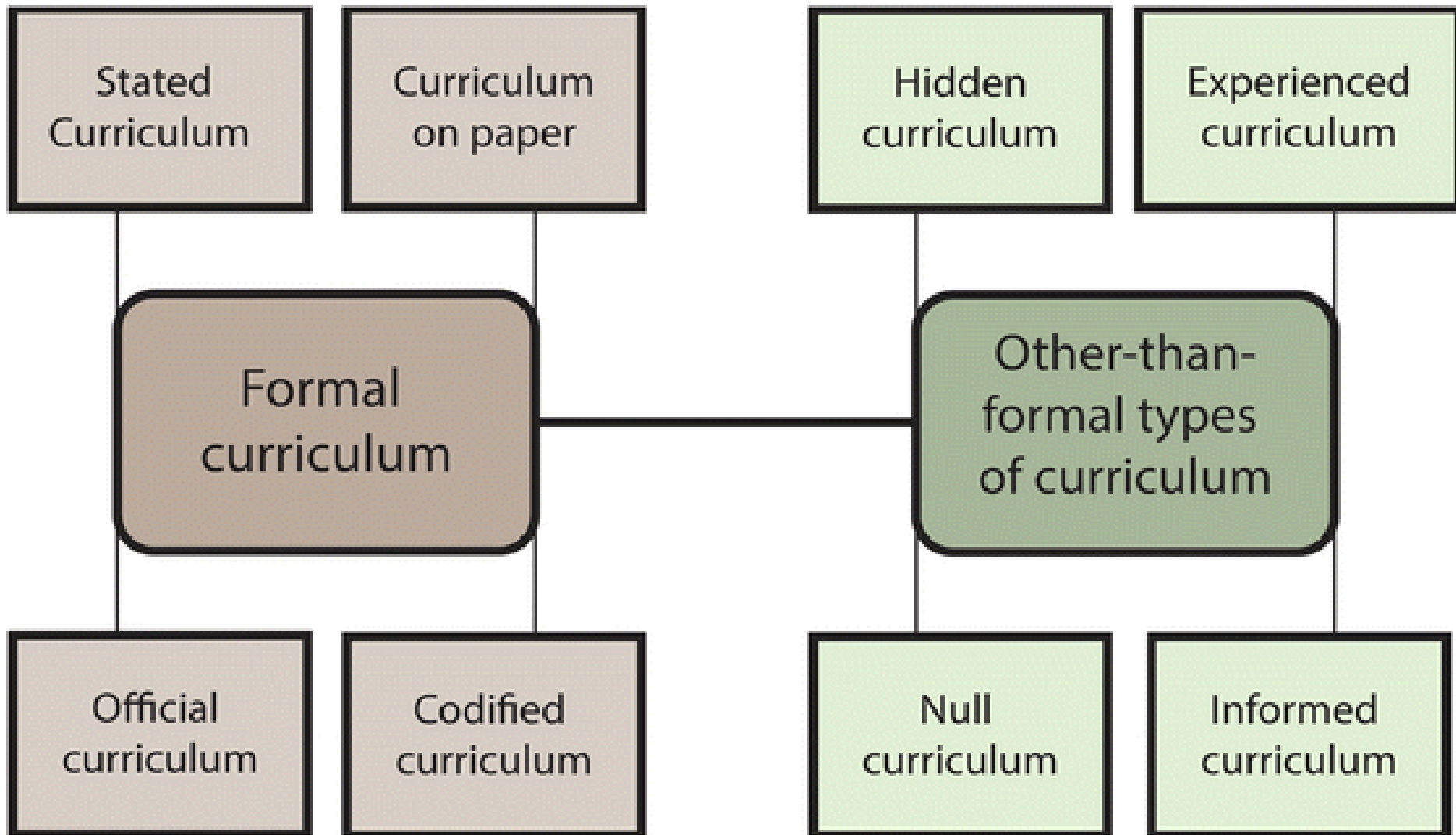


Sources of Hidden Curriculum



| | Expected behaviors | Actions, skills | Responsibility | Dress |
|--------------------------------|--|--|---|--------------------------------------|
| Classroom | Be quiet, sit still, listen | Do your work, organize yourself and supplies | Do what you're told and follow the teacher's lead | Wear what everyone else is wearing |
| Church place of worship | Be really quiet; no talking or laughing | Fold hands, bow head, say prayers | Do as the others are doing | More formal |
| Music recital | Sit still and listen, or pretend to listen | Clap at the end, smile, congratulate sibling | None really (unless you're performing) | More formal than in place of worship |

Formal and Informal Curriculum



The Negative Hidden Curriculum

The negative hidden curriculum is also evident in the behavior of staff members who manifest their disinterest in or hostility to the welfare of the students and the institution through their interactions with students, faculty members, or other staff members.

Hidden Curriculum

The 'implicit demands' that are found in every learning institution in which students have to find out about and respond to in order to survive within it (Snyder, 1971). They are lessons which are learned but not openly taught.

The Negative Hidden Curriculum

Faculty members who are late for class or teach beyond the scheduled class end. There are faculty members who do this regularly.

Message: Your time (students) is not as important as my time (faculty member); schedules are simply suggested parameters – if there are things I need to do before class.



The Negative Hidden Curriculum

Faculty members who are unorganized, disorganized, or apparently (sometimes truly, though I believe rarely) unprepared.

Message: Full engagement in my commitment as a faculty member to your education is not a significant priority for me; sloppy and incomplete preparation is not a disqualification for the profession.



The Negative Hidden Curriculum

Faculty members who teach from the same notes in the same way every year. Your boilerplate scripts are out there.

Message: Doing it the same way works...every time. I don't need to invest time rethinking.



The Negative Hidden Curriculum

Faculty members who play to factions of students in the classroom.

Message: Fair play does not matter, even as an aspiration.

Faculty members who physically present themselves in class inappropriately.

Message: Personal care and hygiene



The Negative Hidden Curriculum

Faculty members who are not publicly accountable for their errors in class or “create” knowledge.
(MSU principle)

Message: Honesty does not matter when you can get away with avoiding it.

Faculty members who become intimately involved with students.

Message: Professional boundaries are made to be pushed and crossed.



Hidden Curriculum

Hidden curriculum can be found everywhere around us and every day it conveys hidden messages to attendees of the military schools about values, viewpoints, and principles.

In practice, hidden curriculum may not be hidden because it consists of routine activities and accepted norms of behavior.

Teaching the Hidden Curriculum

SOLVE Strategy

| | | |
|----------|----------|---|
| S | Seek | Seek to understand all aspects of the Hidden Curriculum |
| O | Observe | Observe what people are doing and NOT doing |
| L | Listen | Listen to what people are saying and NOT saying |
| V | Vocalize | Vocalize...ask questions, check for understanding |
| E | Educate | Educate...teach and learn Knowledge is power! |

Discussion Questions

1. What is hidden curriculum?
2. Identify aspects of the hidden curriculum from your academic experience as a student or faculty member?
3. Do you think the hidden curriculum can be manipulated or exploited by teachers? Students? Administrators? Why or why not?
4. To what degree does the hidden curriculum at your institution influence NCO or officer education and behavior?

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THE HIDDEN CURRICULUM:

PRACTICAL SOLUTIONS FOR UNDERSTANDING RULES FOR SOCIAL SITUATIONS

Brenda Smith Myles, PhD

January 19, 2018



WE **MUST** THINK differently



WE UNDERSTAND MORE NOW, SO WE CANNOT DO WHAT WE DID **yesterday**

PUT IN THE TIME

IF YOU PUT IN THE TIME, THE WORK, PUT IN THE EFFORT YOU WILL REAP THE **BENEFITS**

HAVE WE PUT IN THE **time**? **NOT YET**

NT CHILDREN PLAY WITH PEER MORE THAN ASD CHILDREN

OVER HALF OF ASD STUDENTS NOT INVITED TO INTERACT WITH PEERS

NEST does this!

IMPACT LEARNING

- SOCIAL SKILLS
- COMMUNICATION
- DAILY LIVING SKILLS

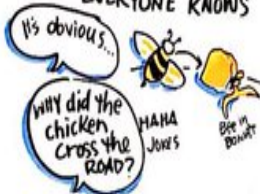
TYPICAL SCHOOL instruction DOES NOT PROVIDE PURPOSEFUL PRACTICE.

WHAT DO WE DO?

- TEACH SKILLS TO LIVE INDEPENDENTLY
- JOB
- RELATIONSHIPS

WHEN DID YOU LAST USE **ALGEBRA**?

HIDDEN Curriculum
• SKILLS NOT TAUGHT BUT EVERYONE KNOWS



DIFFERS BY:

- AGE
- WHO YOU ARE WITH
- CULTURE
- GENDER



• WE NEED TO TEACH unwritten **RULES**

• THE HIDDEN CURRICULUM IS PRESENT IN ALL environments

• MORE expectations than RULES

IMPACT OF HIDDEN Curriculum IN SCHOOL.

IN COMMUNITY



IMPACT WITH LEGAL SYSTEM

• ASD ADULT drove away after stopped by police

• DRIVING 15 MILES OVER SPEED LIMIT (interest in espionage!)

TRICKERY DECEIT

• PARENTS CAN DO THIS! 55% MAY allow for violence.

• IF YOU STOP, AFTER 1 WARNING, IT WILL BE OK.

• DOES THIS APPLY AT WORK? YES!

• WHEN SOMEONE IS GETTING IN TROUBLE, DON'T ASK THE TEACHER something

• WHEN YOU ARE TAKING A SHOWER IN GROUP SETTING, DON'T MAKE EYE CONTACT!

• SNEAK A PEEK (WITHOUT GETTING CAUGHT) ... OK!

• WE ALL DO THEM WE CAN'T EXPECT ASD KIDS TO BE better THAN WE ARE.

HIDDEN curriculum OF PASSING GAS



FAIR means that EVERYONE gets what they **NEED**.



ANY QUESTIONS? IS BUBBLES A GOOD NAME FOR A HAMSTER?

HONESTY MAY NOT BE THE BEST POLICY



CAN YOU PASS SOME? WOMEN YES MEN NO



HOW'S IT GOING?

WE NEED TO TEACH URINAL BEHAVIOR FOR SAFETY.

4 Capital?

WHEN WAS THE LAST TIME YOU NEEDED THESE?

WE NEED TO HELP OUR ASD STUDENTS TO REACH THEIR FULL POTENTIAL!



drawn by @sternknezel

Functionalist Theory

Education serves the needs of society by preparing students for later roles, or functions, in society.

Informal system: Latent Function (hidden and unintended function)

Examples of principles which are taught but is not part of formal education:

- Values
- Culture
- Behaviour

Interactionist Theory

Studies the dynamics of the classroom, the interactions between students and teachers, and how those affect everyday life

- Value climate
- School climate
- Class learning climate

Results in labelling by teachers

- Self-fulfilling prophecy



Conflict Theory



Executive elite school
Advanced professional school
Middle class school
Working class school

Each type of school trains and socializes its students into future jobs and roles in society.

The social control function of the hidden curriculum reproduces the social class of students.

- Promotes the acceptance of a social destiny without promoting rational and reflective consideration

Educational system reinforces and perpetuates social inequalities arising from differences in class, gender, race, and ethnicity.

- The type of work and work-related activities that students engaged in