Hidden Curriculum

Tony R Mullis, Ph.D.
What do you see?
What of you think about this scenario?

You will never need to be creative, you just need to follow instructions. Now BE QUIET!!!!
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.
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

- The physical (spatial) organization of the learning environment
- How things are said versus what is said
- Stereotypical depictions of people/places embedded in case studies
- What is actually assessed versus what learners are formally told is important
- The manifestations & messages of power & hierarchy. Who has it. Who does not.
- How the admissions process actually works and its alignment with organizational values and missions
- How faculty treat students
- Behavior: how role models behave around patients, other staff and each other
- Peer groupings: Who hangs out with whom. Insiders versus outsiders
- Oral culture e.g. story telling
- What is required in the curriculum versus what is elective
- What is said at orientation about balance and well-being versus the time in the curriculum for such activities
- Black humor
- How the organization actually behaves versus what they 'preach'
- Peers and related corridor conversations

AFRICA CENTER FOR STRATEGIC STUDIES
<table>
<thead>
<tr>
<th>Event</th>
<th>Expected behaviors</th>
<th>Actions, skills</th>
<th>Responsibility</th>
<th>Dress</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classroom</strong></td>
<td>Be quiet, sit still, listen</td>
<td>Do your work, organize yourself and supplies</td>
<td>Do what you’re told and follow the teacher’s lead</td>
<td>Wear what everyone else is wearing</td>
</tr>
<tr>
<td><strong>Church place of worship</strong></td>
<td>Be really quiet; no talking or laughing</td>
<td>Fold hands, bow head, say prayers</td>
<td>Do as the others are doing</td>
<td>More formal</td>
</tr>
<tr>
<td><strong>Music recital</strong></td>
<td>Sit still and listen, or pretend to listen</td>
<td>Clap at the end, smile, congratulate sibling</td>
<td>None really (unless you’re performing)</td>
<td>More formal than in place of worship</td>
</tr>
</tbody>
</table>
Formal and Informal Curriculum

- Stated Curriculum
- Curriculum on paper
- Hidden curriculum
- Experienced curriculum

Formal curriculum
- Official curriculum
- Codified curriculum

Other-than-formal types of curriculum
- Null curriculum
- Informed 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.
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

<table>
<thead>
<tr>
<th>S</th>
<th>Seek</th>
<th>Seek to understand all aspects of the Hidden Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>Observe</td>
<td>Observe what people are doing and <strong>NOT</strong> doing</td>
</tr>
<tr>
<td>L</td>
<td>Listen</td>
<td>Listen to what people are saying and <strong>NOT</strong> saying</td>
</tr>
<tr>
<td>V</td>
<td>Vocalize</td>
<td>Vocalize...ask questions, check for understanding</td>
</tr>
<tr>
<td>E</td>
<td>Educate</td>
<td>Educate...teach and learn Knowledge is power!</td>
</tr>
</tbody>
</table>

Myles, 2004, with permission
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?
References


https://prezi.com/_k5sorxstyum/hidden-curriculum-and-the-informal-system/
References


https://www.s-cool.co.uk/a-level/sociology/functions-of-education/revise-it/the-hidden-curriculum
THE HIDDEN CURRICULUM: PRACTICAL SOLUTIONS FOR UNDERSTANDING RULES FOR SOCIAL SITUATIONS

Brenda Smith Myles, Ph.D.

January 19, 2018

IMPLICIT LEARNING
- Social Skills
- Communication
- Daily Living Skills

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

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

YES! OBVIOUS

WHY DID THE CHICKEN CROSS THE ROAD?
- MAMA HAD TO NEST. THIS!

IMPACT OF HIDDEN CURRICULUM IN SCHOOL
- IN COMMUNITY
- STARTING VS. GETTING TO KNOW SOMEONE
- I HAVE TO WASH MY HAIR

IMPACT WITH LEGAL SYSTEM
- ASD ADULTS GET ARRESTED AFTER STOPPED BY POLICE

TRICKERY DECEPT
- PARENTS CAN DO THIS!
- IF YOU STOP AFTER WARNING, IT WILL BE OK

FAIR
- WHAT EVERYONE GETS WHAT THEY NEED

HONESTY MAY NOT BE THE BEST POLICY
- BUBBLES A GOOD NAME FOR A HAMSTER

ONE-DAY METHOD
- PARENTS... 365!
- TEACHERS... 180!
- TEACH WHEN THINGS COME UP

THE HIDDEN CURRICULUM IS PRESENT IN ALL ENVIRONMENTS
- LATE IS NEVER TOO LATE TO LEARN

THE GOAL OF SOCIAL SKILLS IS TO MAKE OTHERS FEEL GOOD ABOUT THEMSELVES, NOT YOU.

WE ALL DO THEM
- WE CAN'T EXPECT ASD KIDS TO BE BETTER THAN WE ARE

HIDDEN CURRICULUM OF PASSING GAS

FULL POTENTIAL

WE NEED TO HELP OUR ASD STUDENTS TO REACH THEIR

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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

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.