

# **On Kliebard's Discussions About the Meaning of Curriculum Theory**

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This article aims to analyze critically on H. M. Kliebard's discussions about the meaning of curriculum theory. After explaining the themes, reasons, main items and structure of the research, Kliebard's discussions of the meaning of curriculum theory are divided into three sections, i.e. his conceptual analysis of curriculum theory, his explanation of the relationships between metaphor and theory, and his examples for curriculum theory. Then, six questions are added to the four core questions of "What to teach" mentioned by Kliebard, and an interpretation was made: In addition to paying attention to the political meanings behind the knowledge as the curriculum carrier, the students' background factors should be more appropriately incorporated into the teaching to ensure that the students can access to the curriculum knowledge smoothly. Finally, the conclusion points out that Kliebard's works on curriculum theory done by using theoretical method can be further studied, his works on curriculum history done by using historical method, also have some important items on curriculum theory to be further studied.

Keywords: H. M. Kliebard, curriculum theory, metaphor and theory, curriculum theory as metaphor.

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