

بُعد "التكلفة" في نموذج بناء المنهج لفوشاي ، مع التطبيق على المناهج السعودية  
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The Cost Dimension in Foshay's Matrix: The Case of Saudi Arabian  
Curriculum  
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**Abstract:** (first paragraph)

Arthur W. Foshay's Matrix<sup>1</sup> offers a broad conception of the curriculum that comprises a range of meanings often ignored among educators and curriculum planners. According to Goldstein<sup>2</sup>, Foshay Matrix reiterates Tyler's Rational<sup>3</sup> and Bloom's Taxonomies<sup>4</sup> because it is an authentic attempt to organize a disruptive field. Davis<sup>5</sup> asserts that the Curriculum Matrix merits continuing efforts to elucidate and expand its meanings. This paper is an attempt to explicate and expand some meanings of one aspect of the Matrix's dimension, the cost, in the case of Saudi Arabian schooling. The paper argues that Foshay's Matrix can help us extend our understanding of curriculum reform. By considering the cost as an important aspect of curriculum practice, curriculum reform and decisions can be improved.

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<sup>1</sup> Arthur W. Foshay, *The curriculum: Purpose, Substance, Practice*. (New York, NY: Teachers College Press, 2000)

<sup>2</sup> Lisa, S. Goldstein, "Echoes and Departures: Foshay's Curriculum Matrix and Trends in the Field of Curriculum Theory," Paper presented at the Annual Meeting of *the American Educational Research Association* (San Diego, CA, April 13-17, 1998).

<sup>3</sup> Ralph W. Tyler, *Basic Principles of Curriculum and Instruction* (Chicago, IL: University of Chicago Press, 1969).

<sup>4</sup> Benjamin Bloom, *Taxonomy of Educational Objectives: Cognitive Domain*. (New York, NY : Longman, 1984).

<sup>5</sup> O. L. Davis, Jr. See the forward section of Foshay's Book: *The curriculum: Purpose, Substance, Practice*.