

Collateral Curriculum and University Culture

Oğuz CİNCİOĞLU

Abstract

Universities, having a significant place among other educational institutions, play an important role with their educational programs in educating individuals. However, their role in education is not limited with what their education programs offer. Culture that a higher education institution provides within its own boundaries, as it happens in all other institutions, has a reconstructive effect on educating the individuals. This study aims at providing a critical approach to the universities as one of the educational institutions with reference to ‘collateral curriculum’ concerning the assertion that each and every kind of activity and interaction whether being provided and/or experienced within the living space of an educational organization should be regarded as a part of education. In this study, first, having classified the curriculum types and identifying the place and the interrelation of collateral curriculum among the other curricula, and comparing it with the concept of ‘hidden curriculum’, the focus will be upon the interrelation between collateral curriculum and perception of university. Taking university as a mirror in which the ideas of a person about ‘perception of university’ actually reflects that person’s self-perception and peculiar characteristics, universities are categorized under three groups basing upon the approach of Takala’s and the colleagues’. The study is finalised by the discussion over the common features of each sub-titled university types and examine the university culture via collateral curriculum in that how these characteristics form or transform the individuals.

Key Words: *Hidden curriculum, collateral curriculum, university culture, managerial university types and characteristics.*

Tamamlayıcı Müfredat² ve Üniversite Kültürü

Oğuz CİNCİOĞLU

Özet

Eğitim kurumları içerisinde önemli bir yere sahip olan üniversiteler öğrencilerine sundukları eğitim programlarıyla bireylerin yetiştirilmelerinde önemli bir rol oynamaktadırlar. Bununla beraber üniversitelerin eğitimde oynadıkları rol sundukları eğitim programları ile sınırlı kalmamaktadır. Bir yükseköğretim kurumunun -diğer tüm kurumlarda olduğu üzere- kendi bünyesindeki etkinlik-etkileşim alanları içerisinde oluşturmuş olduğu yaşam kültürü bireylerin eğitiminde önemli bir yere sahiptir. Bu çalışma; üniversitenin bir eğitim kurumu olduğu gerçeğinden hareketle bir eğitim kurumunun yaşam alanı içerisindeki her türlü etkinlik ve etkileşimin verilen eğitimin bir parçası olduğu varsayımının üniversite bağlamındaki izdüşümlerine ‘tamamlayıcı müfredat’ kavramı altında eleştirel bir bakış açısı sağlamayı amaçlamaktadır. Çalışmada ilk olarak müfredat kavramına ilişkin sınıflandırmalar sunulacak; daha sonra ‘tamamlayıcı müfredat’ kavramının müfredat çeşitleri arasındaki yeri ve diğer müfredat türleri ile olan ilişkisi betimlenecektir. Özellikle ‘gizli müfredat’ kavramı ile karşılaştırılmasının ardından üniversite algısı ve tamamlayıcı müfredat arasındaki ilişki üzerine

² *Collateral Curriculum* kavramı bu çalışmada ‘tamamlayıcı müfredat’ olarak kabul edilmekle birlikte, kavram karşılığı olarak ‘bütünleyici müfredat’ da önerilmektedir.

yoğunlaşılacaktır. Üniversitenin aslında bir ayna olduğu ve üniversite algısının ve karakteristik betimlenmesinin gerçekte her insanın öz-algısını ve öz-karakteristiğini yansıttığı düşüncesiyle üniversiteler Takala ve meslektaşlarının yaklaşımı temelli olarak üç alt başlık altında gruplandırılacaktır. Çalışma her bir üniversite grubunun kendi içlerinde gösterdikleri ortak özelliklerin tartışılması ve bunun eylem-alandaki bireyi nasıl dönüştürdüğü ya da şekillendirdiğinden hareketle tamamlayıcı müfredat yoluyla oluşturulan üniversite kültürünün irdelenmesi ile sonlandırılacaktır.

Anahtar Kelimeler: *Gizli müfredat, tamamlayıcı müfredat, üniversite kültürü, yönetsel üniversite türleri ve özellikleri.*

The Idea of Curriculum Types

There are many definitions and types of curriculum and in a rather general sense, educators accept curriculum as the clearly defined, planned, and written educational aims and goals in explicit behavioral terms (Wren, 1999). The very general definition of the curriculum accepts the idea that it is comprised of merely well-planned 'subject matter content'. For the scholars (traditionalist, perennialist and essentialist) who see curriculum as the 'cumulative tradition of organized knowledge', learner demands and/or needs are either ignored or underestimated at one hand; on the other hand curriculum is to be systematically determined and limited by the basic educative components provided solely by traditional academic studies. The idea of specialized knowledge to build up a curriculum directed the attention to the reference of the structures of disciplines. Thus, the basic concepts and ideas were the main pillars for the supporters of the idea as 'curriculum as disciplinary knowledge'. For a group of curricularists, actions as opposed to theories that are backed up by the disciplines should be taken for granted to formulate the curriculum and for those, curriculum was identified as 'an instructional plan'. In a similar vein, thanks to the technological improvements and its implications in curriculum planning, curriculum was also regarded as 'measured instructional outcomes (products)'. As a reflection of the protest movements starting from 1960's, for about two decades, school curriculum was referred to as 'cultural reproduction' to maintain the existing social order.

In the above paragraph, a rather brief traditional understanding of curriculum is summarized very succinctly with reference to Tanner and Tanner (2007) in that they made their classifications under the title of *Traditionalist Conceptions and Functions of Curriculum*. Glatthorn and his

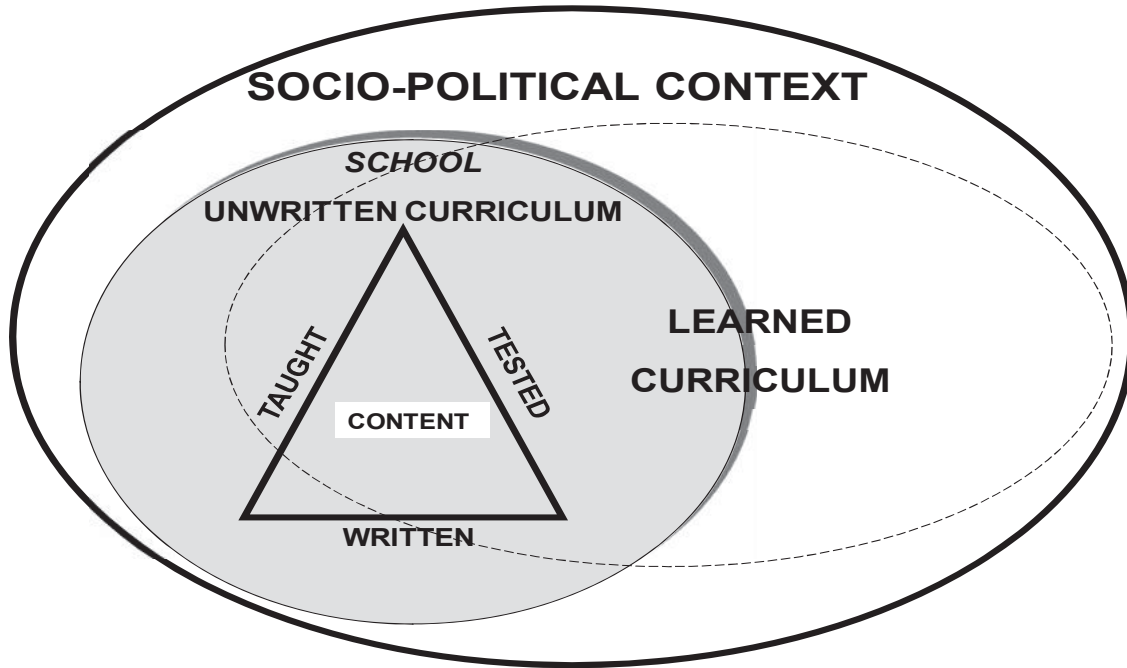
colleagues (2006) offer another grouping of the curriculum types with key distinctions as follows; *written curriculum*, a very specific and comprehensive one to ensure that the educational goals of the systems are being accomplished; *supported curriculum*, shaped by the resources allocated to support or deliver curriculum; *tested curriculum*, sets of learnings that are assessed in various tests; *taught curriculum*, the delivered curriculum, an observer would see in action; *recommended curriculum*, suggested by scholars, professional associations, and reform commissions; and *learned curriculum*, including all the changes in values, perceptions, and behavior that occur as a result of school experiences. Regarding the aims of this study, the learned curriculum will be discussed later on, as it leads to a broader scope in curriculum in concordance with the hidden and collateral curriculum.

Judging by all the curriculum types as recapitulated above, 'What to teach' and 'through which academic channels to teach it' are the main concerns for the traditionalists. However, what they are lacking in their approach regarding all these curriculum understandings, excluding 'curriculum as cultural reproduction', is that they partly or completely undervalue or ignore the individual differences of learners (Merter:2002, p.52), and social, socio-economical and socio-political effects over curriculum processing.

Also, as Glatthorn, Boschee, and Whitehead (2006, p.6) point out, there is a major difference between the planned curriculum and actualized curriculum, which needs to be highlighted. In other words, there is discrepancy between what is intended and what is actually experienced. The traditionalist view focuses mainly upon the planned/intended curriculum and misses the

reflections or the processes of those planned curriculum in-action over the educated. Therefore, the actualized/experienced curriculum adds new dimensions to the understanding of the concept of curriculum. Much as the planned curriculum provides a education-provider-

dominant basis, the actualized/experienced curriculum necessitates to take ultimate goals and aims realized within the education environment into consideration and learning process is not thought to be limited with the classroom activities and lesson syllabi.



Tallerico, M. (under press-2012) Leading Curriculum Improvement: Fundamentals for School Principals.

Tallerico, in her categorizing the curriculum types, envisages the complicated interrelation of the education context and sheds light on the complexity by her illustration. Even though a school environment cannot come into existence without taught, tested, and written curriculum around a prescribed content, the learner experiences and learns about more than what is presented with content. Taking a person as a social being, the learner is affected by the unwritten curriculum, which is used in place of hidden curriculum, in the school environment and by the socio-political context that people experience in their lives. It was also to the attention of the curricularists that socio-political context has a significant effect not only on the individual but also on the school. The imposition of the higher order socio-political context over the school and the individual has been the main concern for the curricularists and thinkers who discuss and put forth ideas through hidden curriculum.

From a narrower perspective and as a starting point, the main focus of curriculum is on the effects of educative plans and steps as activated within the classroom so as to achieve the beforehand-determined aims and goals. Referring to Tallerico, it is acceptable to say that taught, tested and written curriculum basically copes with this issue. Hlebowitsh (1994) conceptualize this concern as the 'manifest effects of school'. Yet, "its impact doesn't end when students and teacher leave the classroom." (Mackay:2006, p.27). Schools do more than transferring information. A school's routines traditions inculcate values, especially commonly held social values in its traditional sense and it processes as a socializing agent for students (Wren, 1999). Thus, when the experiences learners have had during their education, it is when the actualized curriculum is seen on the stage, the reality of education announces that there is a body of both internal and external *other* variables to consider during the education process beyond the classroom teaching. It would

be meaningful and explanatory to articulate that “school curriculum includes both what is formally included as the subject matters to be learned- the formal curriculum- as well as the informal or hidden curriculum” (Sadovnik and et. al.:2001, p.293). When classifying education as formal and/or informal, educators concisely emphasize that whilst formal education includes a limited and controlled process through which learners gain intentional and previously planned behaviors, informal education brings about not only behaviors that formal education proposes but also educational attainments, personal gains which might be unexpected or even unacceptable (Martinson, 2003; Sadovnik and et. al.:2001; Uzunboylu and Hürsen, 2008; Wren, 1999).

As a matter of fact, when the concept of ‘hidden curriculum’ was first used by Jackson in 1968, “... it embodied a new focus of understanding that went beyond traditional concerns over meeting behavioral objectives, covering content, keeping order, and raising test scores.”

Hidden Curriculum vs. Collateral Curriculum

Glatthorn and et. al. (2006, p.22) define hidden curriculum as “...aspects of schooling, other than intentional curriculum, that seem to produce changes in student values, perceptions, and behaviors” and make a connection with the learned curriculum and accept hidden curriculum as the “aspects of the learned curriculum out of the boundaries of the school’s intentional efforts”. Petrie (2004, p.19) describes it as “...anything that is learned, including all implicit values, beliefs, attitudes, and assumptions, in educational institutions that is not explicit in the official curriculum.” That is to say, students get exposed to and internalize unofficial rules both for survival and advancement at school as well and these experiences make students “... absorb not only knowledge but attitudes.” (Reisman:2006, p.9). Likewise, from the teacher’s and administrator’s perspective, hidden curriculum encourages teachers and administrators to gain a more complete picture of the school environment and helps recognizing active involvement in community issues (Wren, 1999). On the contrary, the lack of such noticing feeds institutional breakdowns or absence of adult support systems extensively, which results with *illicit practices of acquisition*, a school discourse full of unintended and non-recognized habits daily supported by school routines (Hemings, 2000). Also, for Horn (2003, p.298) hidden curriculum refers to “...a broad category

(Hlebowitsh, 1994). It also meant “...to move from a superficial understanding of...representations to the ability to uncover the hidden meanings and implications of those representations.” and “... to go beyond the surface messages...” (Horn:2003, pp.298-299). The new focus directed the attention onto the concept of hidden curriculum; the fresh and enlarged identifications of curriculum via hidden curriculum led to innovative operational planning over the curricula of educational institutions including universities. In that sense, the interrelation between/among the planned/intended curriculum, learned curriculum and hidden curriculum, which will leave its place to collateral curriculum in this study, proves essential to put forth the significance of collateral curriculum in the context of university education. For the next stage the concept and understanding of hidden curriculum will provide a mostly-clarified consensus and ease recognizing the idea of collateral curriculum.

that includes all of the unrecognized and sometimes unintended knowledge, values, and beliefs that are part of the learning process in schools and classrooms.” The socializing role of the educational institutions for its members is, hence, crucial factor that hidden curriculum points out. Hidden curriculum has a great amount of effect over the students’ integration to the society as much as formal education in some conditions (Tezcan, 2003). The operational realization of hidden curriculum occurs as interactions take place between teachers, administrators, and students across the day and throughout the year. For example, Anderson (2001, p.30) proclaims that “the role of instructors is also crucial because their implicit and explicit guidelines, prescriptions, and modeling create a hidden curriculum that socializes participants to the roles, first of students, and later of professional.”. Tanner and Tanner (2007, p.99) supports the same idea very generally and state that “...education must be a dynamic process of individual and social growth. Curriculum is the means and ends through which education is made instrumental.”. According to Anderson (2001,p.30) educators use the term, *hidden curriculum*, in three primary senses:

1) to mean a kind of *indoctrination* that attempts to maintain social privilege-or esoteric

knowledge and practices- and that is imposed together with the formal, taught curriculum

2) to refer to the subtle effects of the *setting* in which formal education occurs

3) to refer to the *unstated* rules necessary for successful completion of formal education studies.

In connection with the changing conceptions of curriculum throughout time, as Tanner & Tanner (2007:vii) mentions, “revealing how traditional concepts such as subject matter and course of study came to be rejected in favor of seeing curriculum as a process for transforming knowledge into the working power of intelligence. The concept of the hidden curriculum, which bears negative and even deleterious meaning, is replaced by the *collateral* curriculum through which so many enduring interests are developed as the teacher teaches by indirection as well as by direction.” There are a couple of reasons why there has necessarily occurred a differentiation between hidden curriculum and collateral curriculum. Those are the differences, majority of which are pointed out below, that help reformulate the understanding of curriculum in general and requires major changes on the operational level.

Although both concepts of hidden and collateral curriculum direct the attention from intentional/planned curriculum to actualized/experienced/learned curriculum and pointed to the relationship between the latent and manifest dimensions of schooling, there are certain dissimilarities between the two:

a. Hidden curriculum as a concept has been widely used by radical commentators or social reconstructionists for they put their concentrate on the implicit as opposed to explicit goals or aims of the educational institution, whereas progressive-experimentalist used the term collateral curriculum to support the idea of concomitant learning (offered by Kilpatrick in 1923) and to provide a conscious stance in that the ideas can be tested through experiences.

b. Hidden curriculum usually reminds people of a politicized approach in education, such as cultural oppression, antidemocratic social control, and maintaining *statu quo*. Collateral curriculum, on the other hand, has a pedagogic-educational based approach. While putting

debate, many of the scholars have focused on the effects of hidden curriculum on particularly unintended behavior exposition, thus by prioritizing this side of hidden curriculum they concomitantly put their efforts to associate it with the informal and antidemocratic power relations, social inequalities and destruction, and teaching approaches (Hemmings:2000, Martinson:2003, Apple & Beane:2007). “...radical commentators in curriculum have taken the idea of the hidden curriculum and have used it to politicize their analysis of public schools with a *priori* argument of cultural and economic oppression... and antidemocratic social control.” (Hlebowitsh:1994, p.340).

c. Hidden curriculum is mainly perceived with a reference to ‘malevolence’ and ‘ill will’ of the one who have the power over society. Takala, Hawk, and Rammos (2001, p.291) take the ‘hidden curriculum’ as opposed to explicit curriculum in a presumable connection with the concepts of “...power, authority, control, obedience, hierarchy and related behaviors.” but collateral curriculum signifies a positive issue and progressive construction.

d. Hidden curriculum is related with the latent dimension of schooling. However, collateral curriculum refers to the manifest effects of schooling. So, hidden curriculum is the unwritten curriculum, but collateral curriculum is open to be announced and used to the benefit of learners.

e. Hidden curriculum interprets theory as critique and there is an ideological tendency to evaluate the system. Still, collateral curriculum considers theory as practice and experiencing, so they position the curriculum type within pedagogy.

f. Hidden curriculum in education is needed because it functions to maintain the social stratification, but collateral curriculum reveals valuative factors and holds challenges respecting the ideas and in close contact with the inter-relation/action/dependence of all the parts as the constituents of curriculum.

g. The implicit goals, aims or messages are irrelevant to the teachers and administrators, mainly because they either ignore or not informed about these concerns, yet for the collateral curriculum supporters, there is to be a conscious effort to uncover and use it for the educational purposes.

h. Hidden curriculum is comprised of the unintended and unconsciously exposed conditions, which might result in either beneficial or distractive ways. The conditions that hidden curriculum consists of are irrelevant and out of attention to the teachers' and administrators' approach to teaching. However, collateral curriculum aims to absorb any variables and open them to be shared through an individual's experiencing or learning circumstances. Thus, there is intention and consciousness that enables stepping forward to realize and actualize the positive/constructive conditions. Collateral curriculum seeks to analyze the maintaining conditions, so that negative aspects are analyzed to be corrected, positive aspects are supported and improved.

i. Collateral curriculum does not, on the contrary to hidden curriculum, bring about accidental

The Function of Collateral Curriculum at University Culture

The concept of an open society is based on the idea that even with imperfect information and knowledge people can still act...since no one is in possession of the actual truth, it seems better to at least distribute responsibility along with information so individuals can seek their own truths. Standing in the way of this are long-standing traditions, such as the very important one found in higher education.

(Takala et al.:2001, p.291)

One of the components forming the education system is schools. School functions as a bridge which reflects the educational change over society or social change over education (Oğuz, 2002). Learning, whether at a personal - or institutional level- is a concept which is beyond solely gathering information. It also refers to a change that enables to perform or act differently which one could or did not perform beforehand accordingly. It is important that the change that learning is meaningfully included indicates presumably unending positive effects on an individual's development in line with the interests and attitudes, which is believed to be an important indicator as a change agent of the society. Thus, universities, like any other educational institutions, do have a tendency for a sustainable change; moreover, most of the time they directly pioneer the change, which ultimately reflects the continual improvisation in the education field. They, ideally, renew themselves in light of scientific developments and social insights. This process of innovation necessitates that both systems under use at universities and the executives and the

learning. It derives from a planned curriculum that engages students in emergent learning situations.

Comparison between hidden curriculum and collateral curriculum leads to the level of awareness of a broader understanding of curriculum. Additionally, clarifying the characteristics and having a consensus over the descriptions are mainly concerned with the fact that the compromised definitions are not only significant but vital for conceptual and operational progress. Hence, a direction from hidden curriculum to collateral curriculum makes a change in the minds first and later in the activities. Having announced the differences and dissimilarities of both concepts, below are presented the functioning of collateral curriculum at a university culture.

participants of these systems have a self-renewal progression. As the presence of a university calls for a mutual relation with the society, the transformation of an individual brings with it behavioral changes which affect the various fields of the society.

Since the universities keep their systems open to change and ready to adapt themselves due to innovative improvements, this renewing process also means individuals as the users, organic parts, of the university systems refresh and upload themselves as well. Because the universities interact with the society and they in-/directly affect the members of society, the presence (entity-assets) of a university by all means indicates itself as the source of behavior change of individuals. For the individuals to gain the intended behaviors and to keep themselves away from the unintended behaviors through either formal or informal education process, is in deep relation to the university's internalized own culture and the opportunities that this university culture provides. The internalized and wide-spread community culture along with the

opportunities provided by university so as to be open to productive/innovative ideas are in close relation with the learners' gaining desirable behaviors at the optimum level and not developing unwanted behaviors as they benefit from the university education in formal or informal ways.

Various activities performed at universities provide the individuals with opportunities to develop themselves, thus they definitely contribute to the self-development of the participants. In their book, Uzunboylu and Hürsen (2008, p.4) mention about education functions named by Toprakçı under 4 sub-headings of Societal, Social, Economic, and Developing the Individual. While questioning the fact that to what extent universities, as educational institutions, contribute to these

functions, it requires special attention to take notice of the other factors which affect the individual beside the formal education. At that point, the perception over these functions, whether announced in theory or actualized, gains importance. Wren (1999, p.593) makes a distinction between institutional culture and climate: the first indicates the values and symbols affecting organizational climate, whereas the second implies students' and educators' perceptions of the school environment and urges that educators that there is a need "... to become cognizant of the almost imperceptible yet powerful influence of institutional culture/climate." Aytaç's (1999) classification of educational understandings with their characteristics below presents important clues on how to realize the university culture and climate:

Education Models in Constant Progression

Criteria	Traditional-Modernist	Information Society
Teacher Role	* knows everything, an expert in the field,	*Teacher as a guide, advisor / mentor transforms information/knowledge
Learner Role	*Listener, passive, studies individually	*Active, open to cooperation, a team member
Administrator Role	*Administrative Leader	*Administrative and educationalist leader
Learning Approach/Method	*Learning in the classroom	*Conducting personal researches
Learning Type/Preference	*Individual study	*Team-work
The Quality of Learning	*Learning what you are taught	*Varied outcomes
Education Programs	*Standard Education Programs	*Constantly Changing Education Programs
Staff Development	*In-service training	*Organizational Learning/Learning Organizations
Success Criteria /Indicators	*Transferring the information	*The ability to identify the concepts in memory multi-dimensionally

(Tufan Aytaç, 1999:75; translated and adapted by Cincioğlu, 2011)

Takala, Hawk and Rammos (2001, p.297) suggest three approaches to university education and management:

Firstly, universities can be considered as untouchable, ultimately independent sanctuaries of pure sciences, which should be isolated from forces of change in surrounding society. This is a traditional approach.

Secondly, universities can be considered as business units of an industrial organization. This is a modern (mechanistic/industrial) approach. Thirdly, universities can be viewed as active institutions within an open global networked information society.

Regarding those approaches, it seems crucial to note that different rationale and premises undergird each sub-grouping. Accordingly, the reflections of the components that each sub-group is characterized vary and lead to a differentiated processes of operations and outcomes during education and the very fundamental characteristics of these three extremist approaches are given and then shared in a table below:

The Traditionalists in a Closed System consider academic freedom as a principle to be strictly kept; hierarchy and titles are highly respected; education is in no way comparable to commercial organizations/businesses, furthermore the interaction with the industry is seen as a threat to the independent studies; there is no high quality outcomes but 'highly educated' graduates; students are not intellectually mature enough to make decisions for themselves, so self-development is underestimated or totally ignored; the tradition gives little importance to networking among universities, and this decreases the amount of accessible learning opportunities.

The Modernist in s Semi-Closed System regard a university as an ordinary business locations, accept students as the customers, and education by itself is a service, therefore they apply business managerial approaches and concepts such as Total Quality, Business Process Reenginerring; monitoring and controlling the process is signified; a very fast adaptation to the innovative ideas and systems in education is prioritized; close contact with the other businesses is pursued and in the same vein, networking with the other universities is important especially for the students' improvements; the problem for this system is the bureaucracy which takes a lot of time and accountability is a complex process.

The Postmodernists in an Open System mainly concerns about individualistic learning process, so university culture puts emphasis on learning and university as an organization provides the learners with an educational environment including various learning opportunities; human/social interaction in this understanding

minimizes formal and bureaucratic approach; through guidance and counseling the content is determined in parallel with the learner's selection; external partners are accepted as co-learners and networking among universities is because of the fact that the enriched learning environment can only be accessible with encountering different other local learning environments; traditional approaches or accreditation forms are not only needless but also destructive and restricts the learning alternatives; they consider themselves as the change agents, yet managerial procedures might seem chaotic.

Three Approaches to University Education and Management

Attitude	Traditionalist	Modernist	Postmodernist
System view	*University as a closed system	*University as a semi-closed, adaptive system	*University as an open, generative and interactive system
Environment	*Irrelevant	*Stable, predictable, linear change	*Turbulent, non-predictable change
Focus Paradigm	*Authority Tradition	*Processes & structures Mass production-oriented	*Knowledge creation and sharing Learning process
Content	*Emphasis on basic knowledge and pure research	*Emphasis on customers' expectations	*As negotiated and agreed by the co-learners from multiple choices
Values	*Academic freedom	*Accountability, efficiency, quality, 'command and control'	*Learning, attention to individuals, team- and active interaction, access to reality - 'sense based work and response'
Tools	*Hierarchical management, Bureaucracy	*BPR, TQM, audits, evaluations, quality control	*Knowledge management used minimally and flexibly, Deep faith in human interaction - Empathy
Networking	*Based on traditional relations and occasional opportunities	*Aimed mainly at recruitment and based on formal recognition systems	*Very essential, aimed at building an open and flexible learning environment
Outcome	*Well-rounded, highly educated graduates	*Graduates who comply with the customers' expectations	*Diverse, customizable, holistic learning environments
Accreditation	*A harmless external element, almost ignored	*A complicated, quality-based process	*Traditional forms considered harmful, impeding, changes and development. New forms needed based on stakeholder interaction restricting the learner. Replaced by trust.

Table 1 Description of stakeholder attitudes (applied from Rammos, 1999)

(Takala, Hawk, and Rammos, 2001:299)

Conclusion and Further Notes

Education must be a dynamic process of individual and social growth. (Tanner & Tanner: 2007, p.99) From Dewey's definition of education, the authors propose the definition of curriculum as *that reconstruction of knowledge and experience that enables the learner to grow in exercising intelligent control of subsequent knowledge and experience*. In this definition the

...virtually every institution of society has a curriculum: the family, church, business, industry, library, museum, newspaper, and radio and television stations (including the commercials that teach people to want what they do not need). Aside from the miseducative function of some of these institutions, and aside from the fact that most such institutions do not ordinarily use the

They also make a distinction between any other institutions and educational institutions. For them (Ibid.) "...only the school, college, and university are concertedly responsible for the systematic reconstruction of the necessary knowledge paradigms and skills. This orchestral function of the school encompasses a program of systematic instruction and evaluation unmatched by any other institution."

The concept of 'hidden curriculum' provides a ready basis for the educationalists in portraying the school as covertly operating an implicit curriculum, through which the real power and social controls in the dominant society are exercised. However, as universities are widely accepted as the academic places where every idea and thought are quested and discussed, then the hidden perspective of the universities makes the transition complicated and difficult to absorb. Therefore, approaching the complicated conditions from a collateral curriculum perspective, not ignoring the positive attributes of the hidden curriculum but taking them into consideration, will be the solution to refreshed norms and accepted chains of rules in a free environment. Nevertheless, it is open to discussion that critical thinkers on the subject miss the fact that no society would allow the schools to function in opposition to the ideals and institutions of society. Universities, at that point, are a image to defend the idea that if there is a need to change due to recognizable conditions and necessities, then it is universities that advocate and present reasoning for the inevitable change. So, universities bridge

concept of curriculum is generative, not passive or inert as in a published course of study. Thus, while the hidden curriculum pacifies the student, because s/he gets exposed to in an environment; on the other hand collateral curriculum keeps alternatives open.

As Daniel and Laurel Tanner discuss the *Changing Conceptions of Curriculum*, they (2007, p.98) contend that

concept *curriculum* to denote the nature of their operations, the school (and the college and university) performs a constellation of educative functions that is not matched by any other institution. Chief among these is the systematic organization and interpretation of the culture's knowledge and skills needed for the growth of the rising generation.

between the society with their needs and demands and intellectual and academic studies that reformulates the future.

Collateral curriculum has an inspiring nuance especially when compared to hidden curriculum, because the concept of collateral curriculum encompasses far richer and more inclusive meanings than hidden curriculum. Thinking of the influential effects of school and college life on students beyond the formal course work, universities as learning communities cannot be separated from the formal course work as far as intellectual and social growth of the learner are concerned. Apparently, it appears to be more productive to use the term collateral curriculum rather than hidden curriculum if educators are to give a free rein to the fullest positive potential of education.

Similarly, neither extra-class nor outdoor activities should be considered as outside the curriculum. As mentioned earlier, such activities can apply influential persuasions on the learner. When the curriculum is planned so as to correlate such activities with those more directly connected with the formal course of the study, the possibilities for realizing the desired learning outcomes of the curriculum will be enhanced enormously.

As mentioned, the concept of hidden curriculum has been widely used by education critics to describe mainly unintended and negative outcomes from school settings. On the other hand, collateral curriculum has been used to

explain intended and positive outcomes that are provided for implicitly rather than as an explicit part of the curriculum. The issue necessitates a broadening of the conception of school curriculum to cover all of the learning experiences provided by the school.

It can be inferred that collateral curriculum develops, as opposed to the hidden curriculum which dictates, a hypothetical area for opportunities and insightful ideas to prove learners as participants with intended behavior improvement occasions in real-world settings.

Last but not the least, principally, putting an eye on a university's administrative and operational infra-/structures, its approach to education

systematization, shortly how it runs, it would be possible to perceive the shared culture and institutional synergy, ultimately open to the use to the benefit of all the participants. It should be seriously taken into account that no approach can prove to be ultimately better than the other, but thorough understanding of the approach, internalizing and experiencing the university culture (the approach in-action) eases and enriches the university life of any individual; prevents misunderstandings and disagreements. It is the administrators' (and teachers') responsibility to uncover the fruitful components and values so as to make investments on individuals, and it is individuals' responsibility to make benefit from and use all of the conditions to their own advantages.

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