

Spring Semester 2001

EDUC 471 - 4
Curriculum Development:
Theory and Practice
E01.00

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Thursday 16:30-20:20 in EDB 8651/2

PREREQUISITE

60 credit hours

COURSE DESCRIPTION

This course will examine the theoretical underpinnings of various approaches to curriculum development. Beginning with Eisner and Vallance's characterization of conflicting conceptions of curriculum, the course will look at three broad approaches to curriculum development. Each of these approaches will be considered according to how it conceives of the following aspects of curriculum:

- a) constitutive elements of a curriculum
- b) psychological bases for curriculum development
- c) social and cultural forces affecting curriculum development
- d) role of subject-matter in curriculum development
- e) curriculum decision-making and organizing learning experiences
- f) curriculum implementation and evaluation
- g) curriculum leadership and teachers

Instruction in the course will work towards the following three purposes: 1) to expose participants thoroughly to the literature in this field of study, 2) to provide opportunities for participants to grasp the substantive ideas with confidence, accuracy, and appropriate use of analytical language, and 3) to engender in participants the ability to make sense of competing theoretical claims, to evaluate conflicting evidence, and to understand the relationship between research findings and practical application.

EXPECTATIONS

Participants are expected to attend all seminars and keep a journal throughout the course. In addition, participants are expected vigorously to take part in small and large group discussions around topics and issues deriving from the extensive readings. Exercises will be used to frame these discussion activities and participants will be expected to have studied assiduously the relevant readings before the seminar. Students will also be expected to engage in practical curriculum planning assignment designed to prepare them for the rigours of the 405 practicum situation.

READINGS

Boomer, G., Lester, H., Onore, C., & Cook, J. (1992). Negotiating the Curriculum: Educating for the 21st century. London, UK: The Falmer Press.

Grundy, S. (1987). Curriculum: Product or praxis? London, UK: The Falmer Press.

Miller, J.P., & Seller, W. (1990). Curriculum: Perspectives and practice. Toronto: Copp Clark Pitman Ltd.