

SIMON FRASER UNIVERSITY SUMMER SEMESTER 2006

EDUC 471-4 CURRICULUM DEVELOPMENT: THEORY AND PRACTICE (E01.00)

Dr. Susan O'Neill

Office: EDB 8665 Phone: 291-4348

email: sao@sfu.ca

Thursday 5:30-9:20 pm EDB 8620B

PREREQUISITE: 60 credit hours.

COURSE DESCRIPTION

This course will provide students with the opportunity to explore the complexity of curriculum theory and development. Effective teaching practice is grounded in sound theory. Teachers need to be aware of the theoretical complexity inherent in any curriculum so that they can make informed decisions about their teaching practice. The course readings and discussions will examine the historical and contemporary trends in curriculum development, including lifelong learning, student centered learning, increased professionalism in teaching, inclusion, diversity, and problem-based learning. In addition to analyzing the application of these trends, students will gain a comprehensive knowledge and understanding of the key principles of curriculum development, approaches to curriculum planning, social influences on core curriculum content, different methods of identifying educational needs, and of evaluating educational outcomes. By the end of the course, students should gain a critical understanding of the key terms used in curriculum planning, the role of teachers and other stakeholders, and the theoretical and practical issues that will assist teachers in making informed choices about new and existing curriculum initiatives.

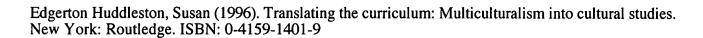
ASSIGNMENTS

Students will be required to prepare a brief (single page) summary of selected readings (together worth 20% of the final grade). Students will also undertake one presentation each and lead a group discussion on a topic that is related to the course readings (worth 20% of the final grade). Students will also be required to submit one major paper (10-15 double-spaced pages) on a topic relevant to the course and agreed in consultation with the course instructor (40% of the final grade), and to give a brief presentation based on their ideas for the major paper to the class (20% of the final grade).

REQUIRED READING

Reynolds, W. M. & Webber, J. A. (eds.) (2004). Expanding curriculum theory: Dis/positions and lines of flight. Mahwah, NJ: Lawrence Erlbaum Associates.

ISBN: 0-8058-4665-4



Return to Education's Undergraduate 2006-2 Course Outlines Main Page.