

**SIMON FRASER UNIVERSITY
SUMMER SEMESTER 2008**

**EDUC 471-4
CURRICULUM DEVELOPMENT: THEORY AND
PRACTICE
(D100)**

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Thursday 8:30-12:20 Surrey Campus Room 5080

PREREQUISITE: 60 credit hours.

DESCRIPTION

The standards and accountability movement in education has largely resulted in the specification of educational outcomes by governmental and professional bodies. The role of textbook publishers, testing organizations, and education curriculum writers has also helped further define (and constrain) the work of teachers. In addition, the stated curriculum frequently obscures a “hidden” curriculum that works to maintain—or change—current social value systems. Finally, the way in which the curriculum is defined has an impact on the teaching methods teachers may use, and the ways in which students are able to access the various curricula. Understanding how these domains interact and are defined can help teachers both engage their students in—and move them beyond—the constrained curriculums, both explicit and hidden.

GOALS AND LEARNING OUTCOMES

This course will help current and future teachers find, understand, and critique the curriculum in our schools through analysis of current and historical events and theoretical dialogues. It will offer students the opportunity to explore the curriculum writing process and critically examine current issues in curricula and curriculum theory. Students will examine the personal, political, professional, and corporate interests involved in curriculum development, as well as the complex relationship between curriculum and teaching.

REQUIRED TEXTS

There are no required texts for this course, however, students will be reading, researching, and sharing relevant articles as needed.

ADDITIONAL RESOURCES

Problem Oriented Learning: <http://www.public-schools.net/pol/>

COURSE OVERVIEW

This course will use Problem Oriented/Based Learning (PoL /PBL) as an opportunity to learn about and reflect on issues in curriculum in British Columbia (and beyond).

GRADING Amt

Assignment 1 25% Research Portfolio Students are expected to bring in one research article

on curriculum each class meeting throughout the semester. The article should be kept in an online research journal that includes a short reflection

Assignment 2 35% Small group portfolios Students will be working in small groups throughout the semester. You should save artifacts of your work in the small group in a portfolio that you will share with the instructor at the end of the semester

Assignment 3 25% Group presentation Each small group will present the results of their work to the large group at the end of the class.

Assignment 4 5% Grade application Each student will be asked to apply for a grade and present evidence in support of that application, based on the Research Portfolio, Small Group Portfolios, and other relevant artifacts.

Assignment 5 10% Participation Attendance and participation in classroom discussions are an important part of collegial interaction. If you are required to miss part of a class meeting, it is important that you contact me before the class you miss. When possible, alternate assignments may be negotiated (for example, if you are required to miss class for an education related event, credit may be awarded for a brief report out from the event). This class is structured to help you engage with your colleagues in refining your beliefs and knowledge base regarding the topics we will cover. Without your active verbal and written participation, your opportunities for development will be limited. Attendance and class participation will account for 10% of the course grade.

Students in all Faculty of Education courses are encouraged to review policies pertaining to academic integrity available on the Undergraduate Programs website:

http://www.educ.sfu.ca/ugradprogs/student_resources/index.html