

SIMON FRASER UNIVERSITY
SUMMER SESSION 2009

EDUC 471-4
CURRICULUM DEVELOPMENT: THEORY AND PRACTICE
E100

COURSE OUTLINE

Summer Session, 2009

Mondays/Wednesdays 5:30p.m. - 9:20p.m.

Office hours: Mon. & Wed. 3:30 p.m. - 5 p.m.

Instructor: Kieran Egan

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AIMS

The course is designed to provide students with knowledge of philosophical, historical, and developmental influences on curriculum and instruction. We will analyze and criticize the major influences that have led to the development of the current curriculum and the dominant methods that are used to deliver it to students.

OUTLINE

We will begin by considering what curriculum is, and by examining the persistent conflicts which underlie claims about the proper forms of curriculum and instruction. We will consider the uses of curriculum and instructional methods in socializing and in educating over the previous century.

Readings will include essays on presuppositions, on socializing and educating, on progressive, radical, and traditional views of curriculum and instruction. We will read texts offering traditional liberal and radical perspectives, and consider alternatives.

Drawing on the readings of the previous section, we will examine major changes in the curriculum over the previous century. We will look also at recent contributions to our understanding of how children's thinking and their interests change, and consider how these should affect curriculum and instruction. For the final segment we will consider attempts to implement various theories, and will read E.D. Hirsch's Cultural Literacy, Howard Gardner's The Unschooled Mind, and K. Egan's An imaginative approach to teaching, looking both at the books themselves and also at the Internet websites that promote these ideas to teachers and policy makers.

TEXTS

1. Course reader, with various articles.
2. E. D. Hirsch, Jr. Cultural Literacy. Houghton Mifflin.
3. Howard Gardner. The Unschooled Mind. Basic Books.

4. Kieran Egan. An imaginative approach to teaching. Jossey-Bass.