

Intercession 2001

EDUC 471 - 4
Curriculum Development:
Theory and Practice
D01.00

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Tuesday & Thursday 8:30-12:20 in EDB 7500B

PREREQUISITE

60 credit hours

COURSE DESCRIPTION

It has been said that all teachers teach from theory whether we realise it or not. Likewise, all curriculum is underpinned by a variety of foundational assumptions. However, without awareness of these theories and assumptions, we are less able to make wise decisions regarding either the various packaged theories and curricula advocated by one agency or another among which we may be required to choose, or the development of new curricula. In this course, we will explore several approaches to curriculum development, paying particular attention to our own frameworks of understanding both curriculum and the various approaches to developing curriculum, and to the assumptions underpinning existing curricula.

OBJECTIVES

- to clarify the concept 'curriculum'
- to develop the capacity for reflexive inquiry regarding curriculum
- to identify various approaches to curriculum
- to begin to develop the skills necessary both to assess existing curricula, and to develop new curricula
- to engage in constructive small and large group dialogues regarding contemporary issues in curriculum development

EVALUATION

Assessment will be based on weekly written assignments, a major paper, and a small group presentation.

** Please note, there is no final examination for this course.

REQUIRED TEXTS

Kohl, Herbert. (1994). *"I won't learn from you": And other thoughts on creative maladjustment*. NY: The New Press. ISBN 1-56584-096-8.

Kozol, Jonathan. (2001). *Ordinary Resurrections: Children in the years of hope*. NY: Crown Publishers. ISBN 0-517-70000-X.

Additional readings may be recommended/provided by the instructor.