

Intersession 2000

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

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Tuesdays & Thursdays 13:00-16:50

**PREREQUISITE**

60 credit hours

**COURSE DESCRIPTION**

It has been said that all teachers teach from theory whether we realize it or not. However, without rigorous examination of those theories (that is, the assumptions underlying our pedagogies), we are less able to adopt a critical stance toward the various packaged theories and curricula advocated by one agency or another. In this course we will explore several approaches to curriculum development and practice, paying particular attention to the ontological, epistemological, and ethical assumptions (the "hidden curriculum") underpinning each approach, as well as our respective orientations toward them. The textbook will serve primarily as a starting point for examining a wide range of world views currently informing both curriculum and pedagogy.

**OBJECTIVES**

- to cultivate a critical appreciation for curriculum theory and curriculum documents
- to foster the capacity for reflexive inquiry into one's theoretical framework and practices
- to nurture the ability to participate in productive large and small group dialogues
- to identify and begin to foster the development of skills necessary to construct curriculum

**EVALUATION**

Grading will be based on written assignments, a small group presentation, and class participation.

\*\* Please note: There is no final examination for this course.

**REQUIRED TEXT**

Kane, Jeffrey. (Ed.) (1999). Education, Information, and Transformation: Essays on learning and thinking. Upper Saddle River, NJ: Prentice-Hall. ISBN 0-13-520594-8.

Additional readings to be provided by instructors.