

Education 471-4 Curriculum Development: Theory and Practice

FALL, 1983

INSTRUCTOR: Maurice Gibbons

Thursdays, 6:30 - 10:30

LOCATION: DOWNTOWN CENTRE

Education 471 is essentially a how-to-do-it course in program development. Students will learn how to examine the school or business context so they can make rational decisions about what their instructional program should be designed to achieve. Then they will learn how to create an appropriate model of instruction for achieving the purposes they identified. They will learn to set goals, select suitable content and design effective learning activities. Finally they will find out how to evaluate the success of their program and improve it. All theoretical considerations will be related to the practical issues involved in the process of strategic program planning and implementation.

Students will be assigned preparatory readings for most class sessions. In addition, they will design and implement three programs of their own determination and design: one for their own development of personal expertise in a field of their choice; one for the setting in which they are working, or a negotiated alternative; and one designed with a small team of other students in the class. The purpose of these programs is the practical application of the course content to important activities in the students' lives.

TEXTBOOKS:

Eisner, Elliot W. The Educational Imagination: On the Design and Evaluation of School Programs. New York: MacMillan, 1979.

Johnson, David W. & Johnson, Frank P. Joining Together: Group Theory and Skills. Englewood Cliffs (N.J.): Prentice-Hall, 1975.

Tyler, Ralph. Basic Principles of Curriculum and Instruction. Chicago: The University of Chicago Press, 1969.