

CURRICULUM DEVELOPMENT: THEORY AND PRACTICE

THE PROFESSOR: Maurice Gibbons

SPRING '85: Tuesdays 4:30-8:30

Location: On Campus

PRE READING: Students can pick up the pre-reading package from the undergraduate desk after December 10. It should be read before the first class.

THE FORMAT: The basic format of class meetings will be Presentation ... Workshop Application... Teamwork Assignment... Student Presentations.

THE TEXTS: Participants should be prepared to pay \$15.00 for the reproduction of current material.

THE ASSIGNMENTS: Students are expected to be present, on time and prepared. Readings will be assigned for most sessions and ten minute weekly quizzes will sometimes be given on their essentials. Individuals will develop a class curriculum unit for actual use following a systematic process, and will work with a team of four or five others to develop a larger scale curriculum applying the same process. Students will keep a working journal to track the development of their curriculum. In anticipation, students may wish to consider the most promising and ambitious new developments they might pursue. These two assignments will be conducted as negotiated learning contracts.

THE COURSE: The focus of the course will be on the following topics:

- \* What is curriculum? What is the range of choices? What processes are involved?
- \* What is the role of the teacher: user, chooser or developer? Can developers develop curriculum without developing themselves? What program of development can developers follow?
- \* How can we make systematic, strategic curriculum decisions? How can we analyze the situation we're in to derive appropriate goals and purposes?
- \* How can we generate new ideas, ideas about how to achieve the goals in powerful ways? What are the basic paradigms of education?
- \* What content should be selected and how should it be organized into sequences?
- \* What activities should be selected for high impact teaching? What are the sources of instructional power? How should learning activities be organized?
- \* How can new programs be implemented effectively? How can they be improved in use? How can we determine how effective a new program is?
- \* What do we do if we fail? If we are successful? How do we build themes of improvement throughout our professional lives?

As you can see, the course follows the developmental stages students will be pursuing in their individual and group projects. The course concludes with demonstrations and celebration of student accomplishments.

