

SIMON FRASER UNIVERSITY
EDUCATION 471-4
CURRICULUM DEVELOPMENT: THEORY AND PRACTICE
(N1.00)
(Cat #12393)

Spring Semester, 1993

(January 5–April 2)

Every 2 weeks starting Jan. 12

Location: Prince Rupert

First Nations Language Teacher Education Program

Instructor: M. Martin

Telephone: 291-3389

PREREQUISITE: 60 hours of credit

COURSE DESCRIPTION

This course will examine the theoretical underpinnings of various approaches to curriculum development. Five broad approaches to curriculum will be studied in preparation for a critical look at curriculum integration as presented in the Ministry of Education *Year 2000* document. The following aspects of curriculum will be considered through each of the approaches studied:

- a) the elements that constitute a curriculum
- b) the psychological bases for curriculum development
- c) the social and cultural forces affecting curriculum development
- d) the role of subject matter in curriculum development
- e) curriculum decision-making and organizing learning experiences
- f) curriculum implementation and evaluation
- g) curriculum leadership and teachers

Instruction in the course will work toward:

- a) exposing participants to the literature concerning the field of study;
- b) providing opportunities for participants to understand with confidence, accuracy and appropriate use of vocabulary the ideas pertaining to curriculum theory and development;
- c) encouraging in participants the ability to make sense of competing theoretical claims, to evaluate conflicting evidence, and to understand the relationship between research findings and practical application.

EXPECTATIONS

It is expected that students will: 1) be prepared for class by doing all assigned readings; 2) attend all classes and participate actively in discussions and activities; 3) do all written and oral assignments within the time frame requested.

ASSIGNMENTS

- 1) **Case Study (20%):** Participants will characterize a recent example of curriculum development having to do with First Nations' learners.
- 2) **Case Analysis (30%):** Participants will analyze their case studies in light of the readings and discussion of the course.
- 3) **Major Project (two parts, 2 X 25%):** Participants will develop a first draft of a 12-15 page paper which exemplifies how three different theoretical approaches to curriculum would be implemented in practice. The topic, which will be the same for each of the three approaches, would ideally be one related to teaching First Nations' students. The paper should conclude with a critical analysis of the apparent strengths and weaknesses of the three approaches chosen, especially in light of the First Nations' learner. Part One of the project will entail presenting the first draft orally to the class. Part Two will entail the final drafting of the paper on the basis of the critique provided by the class and the instructor.

READINGS

- 1) Deardon, R.F., Problems in Primary Education
- 2) Selected readings furnished by the instructor