Summer Semester 1999

EDUC 471 - 4
Curriculum Development:
Theory and Practice

E01.00

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PREREQUISITE

60 credit hours

DESCRIPTION OF COURSE;

This course will explore the theoretical complexity of the notion of curriculum theory and development to reveal the sense of unreliability of such documents and practices that are not based on sound theory. A curriculum is as good as the people who write them. Without a sound theoretical base a curriculum cannot have practical validity as such. Good practice is grounded in good theory. Various philosophies of education and their possible implementation in curriculums will be examined in the context of these remarks.

PURPOSE

It is hoped that students will become fully aware of the complexity of curriculum theory and development so that they can design their own personal curriculums that reflect a solid basis in theory.

EVALUATION

Grading will be based on written assignments and class participation.

REQUIRED READING

Barrow, Robin, Giving Teaching back to Teachers: A Critical Introduction to Curriculum Theory. Wheatsheaf, Barnes and Noble & The Althouse Press.

Kieran, Egan, Imagination in Teaching and Learning: The Middle School Years. The University of Chicago Press.