

EDUCATION 471-4

Curriculum Development: Theory and Application

Intersession 1977

Instructor: Malcolm Levin,  
Assoc. Prof. O.I.S.E.

The course will be geared to experienced teachers, administrators and consultants with an interest in developing new programs or changing existing ones in classroom and/or school settings. The emphasis will be on developing programs in operation in schools rather than designing them on paper. Themes to be discussed include the following: political and ideological aspects of program design; gaining and maintaining organization of learning activities; handling conflict in the setting; decision-making; assessment of learning activities; in-service staff development; and program evaluation.

As much as possible, we will make use of specific situations and problems of concern to members of the class. There is no formal text. The basic reading for the course consists of a collection of articles, excerpts from reports, etc., which will be distributed at the first class meeting, along with a list of supplemental references. Class activities may include a mix of lecture, discussion, audio-visual presentation and group problem-solving activities.

My professional experience in Education covers a span of 18 years during which time I have worked as a classroom teacher, university professor, researcher, supervisor of student teachers, writer of curriculum materials, curriculum and program evaluator and general consultant on problems in program development and evaluation. I have been teaching and doing research and development work at O.I.S.E. in Toronto since 1968, in the departments of Educational Administration, Curriculum and (most recently) History and Philosophy of Education. Before that I was involved in teacher training, research, and curriculum development at Harvard University. Before that I taught in public secondary schools for 5 years (grades 7-12).

Time: Monday and Wednesday 4:30 - 8:30 AQ 5014

ML:ca

Reference Books For Educ. 471-4

Barth, Roland, Open Education and the American School, New York, Agathon Press, 1972.

Cockburn, Ilze, The Open School: An Annotated Bibliography, Toronto, OISE, 1973.

Doll, Ronald, Curriculum Improvement (3rd Ed.), Allyn and Bacon, 1974.

Glatthorn, Allan. Alternatives in Education: Schools and Programs, Dodd, Mead and Co., 1975

Gross, N., Giacquinta, J. & Bernstein, M. Implementing Organizational Innovations: A Sociological Analysis of Planned Educational Change, Basic Books, 1971.

Havelock, Ronald G. The Change Agents Guide to Innovation in Education, Prentice Hall, 1973.

Hunt, David. Matching Models in Education, OISE Monograph Series #10, 1971.

Innovations in Learning and Processes of Educational Change", Special Issue of Interchange, Vol. 3/2, 1972 (Whole Issue).

Joyce Bruce. Alternative Models of Elementary Education, Ginn, 1969.

Joyce and Weil. Models of Teaching, Prentice-Hall, 1972.

King, A.J.C., et al. Semestering the Secondary School, Toronto OISE, 1975

Kirsh, S. and Simon, R. Life Options Catalogue, Alternative Learning Environments Project, OISE, 1975.

Laxer, Traub and Wayne. Student Social and Achievement Patterns,

Leithwood, Clipsham, Davies. Courses and Patterns of Student Choice,

Nyquist, E.B. and Hawes, G.R. (eds). Open Education: A Sourcebook for Parents and Teachers, Bantam Books, 1972.

Ryan, D. and Greenfield, T.B. The Class Size Question, Ministry of Education, OISE, 1975.

Sarason, S.B. The Culture of the School and the Problem of Change, Allyn and Bacon, 1971.

Smith, L., and Keith, P. Anatomy of Educational Innovation: An Organizational Analysis of an Elementary School, Toronto: Wiley, 1971.