

**Semester: 96-1 Regular**

**EDUC 471 - 4 Curriculum Development: Theory and Practice**

**Location: Kamloops (Dec. 4-8; Jan 8-12; Jan 13-17)**

**Section: D1.00**

Instructor: S. Tilley

Office:

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**PREREQUISITE**

60 credit hours

**COURSE DESCRIPTION**

This course will explore the various understandings of what constitutes curriculum and the impact such understandings have on classroom practices. It will critically examine the theoretical underpinnings of various approaches to curriculum development. Different means of developing curricula, within the schooling context, will be considered.

Course content will include a focus on :

- a) the history of curriculum development
- b) the role of subject matter, students, teachers, resources in curriculum development
- c) the social and cultural forces affecting curriculum development
- d) the classed, raced and gendered nature of curriculum, curriculum development, and decision-making.
- e) curriculum implementation and evaluation

During the 4-hour classes students will participate in a variety of activities including the following: critiquing assigned readings; writing in-class assignments; interacting in small groups and whole class forums; responding to lectures and presentations. In order to fully participate in these activities students must attend classes with assigned readings completed.

**REQUIREMENTS**

1) Assigned In-class writings (20%): During the course, students will be asked periodically to write responses to assigned readings and classroom discussions.

2) Theory-practice assignment (20%): Before the end of the first week of classes students will be asked to write a description and analysis of some aspect of curriculum they experienced during their school placements. They will be expected to integrate into their analysis the knowledge developed during the first week of classes. In future classes, students will discuss the issues central to these papers.

3) Curriculum Project (60%): In consultation with the instructor, students will develop and complete individual curriculum projects. Central to the projects will be a focus on First Nations education. Within the context of the project students will articulate their theoretical understandings as they develop curriculum to be implemented in classrooms. Drafts of this project will be discussed in class over the duration of the course.

\*\*\* Further discussion of the project will take place the first week of classes.

**REQUIRED READINGS**

- \* Selected readings, as distinct from a set text, will be purchased by students.
- \* Eisner, E.W. (1994) The Educational Imagination (Third Edition)

**RESERVE BOOK**

- \* Mangan, J.A. (Ed.). (1993). The Imperial Curriculum: Racial Images and Education in the British Colonial Experience. London: Routledge

Education 471-4: Curriculum Development: Theory and Practice

(December 4-8)

(January 8-12; 13-17)

Location: Kamloops

Instructor: Susan Tilley

(604) 291-3389

**PREREQUISITE:** 60 hours of credit

### **COURSE DESCRIPTION**

The course will explore the conflicting understandings of what constitutes curriculum and the impact such understandings have on classroom practices. It will critically examine the theoretical underpinnings of various approaches to curriculum development. Different means of developing curricula, within the schooling context, will be considered. Practical considerations will be examined within theoretical frameworks.

Course content will include a focus on :

- a) the history of curriculum development
- b) the role of subject matter, students, teachers, resources in curriculum development
- c) the social and cultural forces affecting curriculum development
- d) the classed, raced and gendered nature of curriculum, curriculum development, and decision-making.
- e) curriculum implementation and evaluation

Students are expected to: 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) Assigned In-class writings (10%): Students will be asked periodically throughout the course to write responses to assigned readings and classroom discussions.

2) Theory-practice assignment (20%): Before the end of the first week of classes students will be asked to write a description/analysis of some aspect of

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curriculum they experienced during their school placements. They will be expected to integrate into their analysis the knowledge developed during the first week of classes. In future classes students will discuss the issues central to these papers.

3) Curriculum Project (70%): In consultation with the instructor, students will develop and complete individual curriculum projects. Central to the projects will be a focus on First Nations education. Within the context of the project students will articulate their theoretical understandings as they develop curriculum to be used in classrooms.

\*\*\* Further discussion of the project will take place the first week of classes.

Required Text:

Eisner, E.W. (1994) The Educational Imagination (Third Edition)

Selected readings assigned by the instructor

Reserve Books

Mangan, J.A. (Ed.). (1993). The imperial curriculum: Racial images and education in the British colonial experience. London: Routledge

*Educational Imagination*

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