SUMMER SESSION, 1985

Tuesdays and Thursdays,
8:30 - 12:20

INSTRUCTOR: D. Hopkins

LOCATION: MPX 9511

SITE 1985: TEACHER AS RESEARCHER - Training Session

The "teacher researcher training session" will focus on specific skills associated with the teacher researcher concept. In particular the training session will involve exposition practice and feedback on the following :

1. Defining Problems for Teacher Research

2. Gathering Data on Classroom Behaviour

3. Analysing Classroom Research Data

Participants in the training session will be expected to engage in role play, simulated teaching situations and the gathering and analysis of data relevant to classroom research.

Resource

Hopkins, David (1985) A Teachers Guide to Classroom Research Philadelphia: OUP

Summer Session, 1985   Dr David Hopkins

ED471 - Curriculum Development : Theory and Practice

Rationale

The curriculum occupies a pivotal place in education, standing as it does between the constituent disciplines of education and the practice of teaching. Consequently, the study of the curriculum provides rich opportunities for linking educational theory to educational practice. The realisation of these opportunities is problematic, however, because as the area of "curriculum" is relatively new, its territory is insecure, and the field is characterised by debate and conflicting theoretical positions. It is important for teachers to understand the nature of this debate for only thus will they be able to effectively utilise, develop and evaluate curriculum within their school situation. The module reflects the debate on the

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curriculum and, by utilising the concept of curriculum research and linking
it to the art of teaching, provides a way (for a teacher) through the
debate that is theoretically challenging and professionally relevant.

Aims

(i)   to provide an overview of the field of curriculum theory
      development, implementation and evaluation

(ii) to enhance students' ability to engage in curriculum development
      in their own school setting.

Content

1. Curriculum Theory: an overview of the various philosophical, theoretical
    and ideological approaches to curriculum studies eg classical humanism,
    progressivism, reconstructionism.

2. Social and Psychological Bases of the Curriculum: an analysis of the
    psychological foundations of curriculum studies, in particular the work of
    Bruner, and the dialectic existing between the curriculum and its social
    context, eg the work of Marx, Mannheim, Gramsci, Berger and Luckman, and
    Apple.

3. Curriculum Research and the Art of Teaching: an analysis of the relationship
    between curriculum and teaching, and a discussion of the ways in which
    these concepts enable teachers to utilise and evaluate curriculum and their
    own teaching.

4. Models of Curriculum Development: an analysis of various curriculum
    development models, eg the Tyler rationale, the behavioural objectives
    model, the process model, cultural analysis.

5. Formulation and Producation of Curriculum: a discussion of the stages
    and processes involved in producing curriculum; a critique of the practical
    application of various models; and an analysis of a number of centrally
    produced curricula, eg MACOS.

6 & 7 School-based Curriculum Development: case studies of curriculum innovation
       at the school level will be discussed and their effectiveness analysed.

Teaching Method

The teaching method for the course will be a combination of seminar/ lecture, group discussions, and the presentation and producation of case material. Students will be expected to prepare a mini case study on the utilisation of a curriculum in a specific school context, and by so doing will utilise the groups' individual and common experience.

Assignments

(i) A short critical essay on an aspect of curriculum theory/ development (1500 words)

(ii) A curriculum project that reflects a student's teaching interest and relates practice to relevant and useful theory, eg an analysis of pedagogical strategies implicit in "Man: A Course of Study". (equivalent to 2500 words)

Texts

Stenhouse, Lawrence (1975) An Introduction to Curriculum Research and Development London: Heinemann Educational Books

Rudduck, Jean and Hopkins, David (1985) Research as a Basis for Teaching London: Heinemann Educational Books

TD471 Curriculum Development

Resource Books for Library

Apple. M (1979) Ideology and the Curriculum. London. RKP

Bruner. J (1966) Towards a Theory of Instruction. Belknap. Harvard

Eisner. E (1979) The Educational Imagination. New York. Macmillan.

Fullan. M (1982) The Meaning of Educational Change. Toronto:OISE Press

Hamilton. D et al (1977) Beyond the Numbers Game. London. Macmillan

Hopkins. D and Wideen. M (1984) Alternative Perspectives on School Improvement. Lewes:Falmer Press

Joyce. B and Weil. M (1980) Models of Teaching. Second Edition. New York. Prentice Hall

Lawton. D (1983) Curriculum Studies and Educational Planning. London. Hodder and Stoughton.

Lee. V and Zeldin. D (1982) Planning in the Curriculum. London. Hodder and Stoughton.

Pinar. W (1975) Curriculum Theorizing: the Reconceptualists. Berkeley. McCutchan.

Rudduck. J and Hopkins. D (1985) Research as a Basis for Teaching. London, HEB

Stenhouse. L (1975) An Introduction to Curriculum Research and Development. London, HEB

Stenhouse. L (1980) Curriculum Research and Development in Action. London. HEB

Tyler. R (1949) Basic Principles of Curriculum and Instruction. Chicago. University of Chicago Press