

Summer Semester 1998

EDUC 471 - 4
Curriculum Development:
Theory and Practice
D01.00

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PREREQUISITE

60 credit hours

COURSE DESCRIPTION

This course will be divided into two main parts. During the first part we will study the most defensible articulation of traditional curriculum development, using Pratt's book. The main objective will be to develop an understanding of the interrelations among educational objectives, students' diverse needs, instructional activities, contexts and resources, and evaluation. In addition to in-class activities, each student will develop a short curriculum on a topic negotiated with the instructor.

In the second part of the course we will critique the foundation that underlay traditional curriculum development. The purpose of this critique is not to out-and-out reject Pratt's model, but to focus our attention of its internal and external inconsistencies. Based on readings, our critique will focus on:

- 1) the historical basis of traditional notions of curriculum, and their contemporary inappropriateness;
- 2) the outdated theories of learning that underpin traditional curriculum design;
- 3) the social and political forces at play in curriculum development;
- 4) the dynamics of social class, race, and gender in curriculum;
- 5) the problems of implementation, especially the confusion about the profession of teaching.

REQUIREMENTS

1) **In-class work and participation (20%):** Active engagement is crucial to understanding throughout this course. Students are expected to not only help their own understanding, but to assist each other also. Students are expected to have studied the assigned reading prior to class. With a variety of in-class assignments, we will begin to think through the issues they present. These activities will include peer critique of curriculum units.

2) **Curriculum Project (40%):** Student will develop a curriculum unit similar to Pratt's Appendix D, on a topic negotiated with the instructor, comprising between 10 and 20 hours of instructional time. This project is due at the beginning of the 7th class.

3) **Curriculum Critique (40%):** Students will revise their curriculum unit (if possible) based upon the critique of the second part of the course. In addition, students will submit a paper explaining their revisions. This project is due at the beginning of the last class.

REQUIRED READINGS

Pratt, D. (1993). Curriculum Planning: A Handbook for Professionals. Toronto: Harcourt Brace. (ISBN 0-15-501098)
Selected readings, available in the Centre for Educational Technology (CET).

RESERVE BOOKS

Boomer, G., Lester, H., Onore, C., & Cook, J. (1992). Negotiating the curriculum: Educating for the 21st Century. London: The Falmer Press.

Grundy, S. (1987). Curriculum: Product or Praxis? London: The Falmer Press.

Illich, I (1971). Deschooling Society. New York: Harrow.

Miller, J.P., & Seller, W. (1990). Curriculum: Perspectives and Practice. Toronto: Copp Clark Pitman Ltd.

Reiser, R.A. (1996). Instructional planning : a guide for teachers. Boston : Allyn and Bacon.

Crawley, M. (1995). Schoolyard Bullies : Messing with B.C.'s Education System. Victoria, B.C. : Orca Book Publishers.