SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY
SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: CURRICULUM DEVELOPMENT - (CLASSROOM DELIVERY)

CODE NO.: ED 232 SEMESTER: 1993W

PROGRAM: TEACHERS OF ADULTS

AUTHOR: Jean Doan/rs

DATE: JANUARY 1993 PREVIOUS OUTLINE DATED: JANUARY 1992

APPROVED: T. Oksiakiev DATE Dec. 20/92
I. PHILOSOPHY/GOALS:

This course will develop the participants' ability to plan and organize the learning involved in programs and courses aimed at adult learners. An approach to curriculum development will be presented which provides a balance between the experimental and the systematic methods. After becoming familiar with curriculum development principles and concepts, participants will undertake a practical project to develop a curriculum appropriate to their own teaching style and the needs of their students.

II. STUDENTS PERFORMANCE OBJECTIVES:

Upon completion of the course, participants will be able to:

1. Explain the concepts of curriculum development.

2. Describe the contexts in which curriculum development occurs and the issues related to them.

3. Identify their own perspective on curriculum and understand how this affects their teaching style.

4. Design a curriculum for their own situation using the skills and methodology learned throughout the course.

5. Share attitudes and beliefs about the importance of the stated concepts and incorporate these into a personal value structure.

6. Demonstrate a positive self-concept based on self recognized competence in developing and designing curriculum for use in a specific teaching/learning situation.

III. TOPICS TO BE COVERED:

- Principles of Curriculum Development
- Perspectives on Curriculum
- Stages in Curriculum Development
- Elements of Curriculum Development
- Setting Goals and Objectives
- Organizing the Content
- Facilitating the Learning Environment
- Evaluation
- Preparing a Course Outline
IV. STUDENT LEARNING ACTIVITIES

1.0 PRINCIPLES OF CURRICULUM DEVELOPMENT
   1.0.1 Brainstorm definitions of terms: curriculum development, design, planning, program.
   1.0.2 Teacher presentation on principles involved in curriculum development.
   1.0.3 Participate in class discussion.

2.0 PERSPECTIVES ON CURRICULUM
   2.0.1 Listen to teacher presentation on overview of historical perspectives.
   2.0.2 Complete an inventory to determine their unique perspective.
   2.0.3 Group discussion and sharing of ideas on various perspectives presented.

3.0 STAGES IN CURRICULUM DEVELOPMENT
   3.0.1 Teacher presentation on role of stakeholders and their impact on curriculum.
   3.0.2 Group discussion on topic.
   3.0.3 Presentation on developing rationales.
   3.0.4 Practice writing a rationale for your course.

4.0 ELEMENTS OF CURRICULUM DESIGN
   4.0.1 Listen to teacher presentation on the benefits of designing a curriculum to meet student needs.
   4.0.2 Practice writing a plan for your course.
   4.0.3 Group discussion/exercise on course design.

5.0 SETTING GOALS AND OBJECTIVES
   5.0.1 Teacher presentation on definitions.
   5.0.2 Group exercise: writing goal statements.
   5.0.3 Practice writing objectives for your course.
   5.0.4 Group sharing of work.

6.0 ORGANIZING THE CONTENT
   6.0.1 Listen to teacher presentation on competency based VS traditional learning.
   6.0.2 Participate in group discussion on topic.
   6.0.3 Practice developing topics for course, using discussed principles.

7.0 FACILITATING THE LEARNING ENVIRONMENT
   7.0.1 Teacher presentation on teaching and learning styles.
   7.0.2 Brainstorm in groups on role of teacher.
   7.0.3 Group discussion on active VS passive learning.
   7.0.4 Teacher presentation on pacing & sequencing.
   7.0.5 Practice developing a set of learning activities for your course to incorporate principles discussed.
   7.0.7 Share experiences as learners and teachers.

RESOURCES

Text: Teachers as Curriculum Planners Part Overhead,
Supplementary handouts

Text: Part II Overhead
Supplementary handouts
Questionnaire from "Teachers of Adults" Module 3

Text, Chapter 10 Handouts Overhead

Text, Chapter 11 Handouts Overhead

Text, Chapter 12 Handouts overhead

Text, Chapter 13 Handouts Supplementary readings

Text, Chapter 14 & 15 Supplementary readings
8.0 HOW WILL YOU EVALUATE?
8.1 Brainstorm various evaluation techniques, their strengths, and weaknesses.
8.2 Group discussion on appropriateness of evaluation instruments.
8.3 Practice developing a set of criteria to evaluate your students.

9.0 PREPARING A COURSE OUTLINE
9.1 Review and discuss standard course outline package as a group.
9.3 Begin drafting an outline for your course.

10.0 REVIEW AND FOLLOW UP FROM TEST
10.1 Participate in group discussion of results of test and hand in all assignments. Any general questions/comments on overall course will be taken up at this time.

V. METHOD OF EVALUATION*

A final grade will be derived as follows:

Presentation to group 30%
Curriculum Plan for a course 30%
Attendance/Participation 20%

Results of Test on knowledge, attitudes and beliefs gained during course with regards to incorporating this into own personal value structure 20%

TOTAL 100%

*Other - to be discussed with instructor

FINAL ASSIGNMENT - 30%
For an actual teaching situation, develop a course outline. This outline should contain the components described in the Standard Course Outline Guide approved for use at Sault College.

PRESENTATION - 30%
This may be an individual or group (not more than 3) presentation. The topics for the presentation are to be taken from the text "Teachers as Curriculum Planners" and may be a complete chapter overview or an issue related to curriculum which interests the student and can be linked in some way to the text.

Suggested topics include:
The Idea of Curriculum Planning
Lessons: Cycles and Rhythms Learning from Being a Learner Learning from being a Teacher Learning from being a subject matter Understanding Stakeholders Teacher-Proofing Content Personal Philosophy
All presentations are expected to describe the issues from the students’ personal experience as well as readings/research. An acceptable alternative to the presentation would be a detailed journal of the student’s experience throughout the course both as a learner and a teacher, using the chapter on Journal Keeping. (text p. 34) as a guide

VI. RESOURCE MATERIALS

REQUIRED TEXT:
F. Michael Connelly and D. Jean Clandinin, Teachers as Curriculum Planners, publisher O.I.S.E., 1988 (available on Campus Bookstore)

REFERENCE MATERIAL - BOOKS:
Floyd G. Robinson, John A. Ross, Floyd White, Curriculum Development for Effective Instruction, 1985
W. Pinai, M. Grumet, Towards a Poor Curriculum, 1976
H.A. Giroux, A.N. Penna, W. Pinai, Curriculum and Instruction, 1981
R.S. Brandt, ed. Content of the Curriculum, 1988

ARTICLES: To be determined

BIBLIOGRAPHY
Bloom, Allan. The Closing of the American Mind, Sinion & Schuster, 1987
Frye, Northrop. The Educated Imagination


Tyler Ralph W. *Basic Principles of Curriculum and Instruction*, University of Chicago Press, Chicago, 1949

Marzano, Robert J. *A Different Kind of Classroom*, Association for Supervision and Curriculum Development 1250 N. Pitt St. Alexandria VA 22314, 1992


Perrone, Vito (ed) *Expanding Student Assessment*, ibid, 1991

**PERIODICALS** (available in Sault College Library)

Lifelong Learning
Learning
Educational leadership
Educational Technology
Community/Junior College: Quarterly of Research and Practice
Canadian Studies Bulletin
College Canada
Change
Ontario college Newsletter
Instructional Innovator
Journal of Instructional Development
Organizational Behaviour Teaching Review
Tech Trends: for leaders in Education and Training

**STUDENT WORKBOOKS**

Professional Teacher Education Series
modules A-6, B-2, K-2, N-4, N-5, N-6
(available at Human Resources office)

**ADDITIONAL BIBLIOGRAPHY AVAILABLE ON REQUEST**
Planned Schedule

Week 1

**Introduction to Course**
- What is curriculum Anyway?
- Definition of terms
- Review course outline, expectations, text required

Assignment: Read Part 1 of text "Teachers as Curriculum Planners"

Week 2

**Perspectives on Curriculum**
- Review readings - comments/questions
- Overview of historical perspectives
- Understanding influences on curriculum
- The Curriculum Spectrum

Assignment: Read Part II "Teachers as Curriculum Planners"
- How do these ideas help you to understand curriculum?
- Handouts as supplementary readings

Week 3

**Stages in Curriculum Development**
- stakeholders and their roles
- conducting needs assessments
- rationale for curriculum

Presentation #1

Assignment: Read chapter 10, "Teachers as Curriculum Planners"
- Handouts as supplementary readings
- Write a rationale for year course

Week 4

**Elements of Curriculum Design**
- benefits of planning
- systems design

Presentation #2

Assignment: Read chapter 11, "Teachers as Curriculum Planners"
- Handouts as supplementary readings.

Week 5

**Setting Goals and Objectives**
- Definition of terms
- Review readings - questions/comments
- Practice writing goals and objectives
- Linking goals and objectives

Presentation #3

Assignment: Read Ch. 12, "Teachers as Curriculum Planners"
- Supplementary Reading : handouts
- Write a goal statement and set of objectives for your course
Week 6  **Organizing the Content**
- Review readings - questions/comments
- Choosing the topics
- Competency-Based learning
- The hidden curriculum
Presentation #4

Assignment: Read Ch. 13, "Teachers as Curriculum Planners"
Supplementary readings
List topics to be covered in your course

Week 7  **Facilitating the Learning Environment**
- Review readings - comments/questions
- Role of teacher
- Pacing and Sequence
- Active VS Passive Learning
Presentation #5

Assignment: Read ch. 14, 15 "Teachers as Curriculum Planners"
Supplementary readings
Develop a set of learning activities/resources for your course

Week 8  **How Will You Evaluate?**
- Review readings - comments/questions
- Determining types of evaluation and appropriate assessment instruments
Presentation #6

Assignment: Supplementary readings
Develop a set of evaluation criteria for your course

Week 9  **Guest Speaker**
To be determined

Week 10 **Presentations 7, 8, 9,**

Week 11 **Putting It all Together**
- Preparing a Course Outline

Assignment: Hand in draft course outline for review
Prepare for test

Week 12 **Presentations 10, 11, 12**

Week 13 **Presentation 13, 14**

Week 14 **Test**

Week 15 **Review, discussion of test results**
All assignments due