

Jean Doan/rs
1993W

ED 232
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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:

DEAN

DATE

K. Dehasario

Dec. 20/92



COURSE NAME: CURRICULUM DEVELOPMENT - (CLASSROOM DELIVERY)

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**
 - 1.1 Brainstorm definitions of terms: curriculum development, design, planning, program.
 - 1.2 Teacher presentation on principles involved in curriculum development.
 - 1.3 Participate in class discussion.

- 2.0 **PERSPECTIVES ON CURRICULUM**
 - 2.1 Listen to teacher presentation on overview of historical perspectives.
 - 2.2 Complete an inventory to determine their unique perspective.
 - 2.3 Group discussion and sharing of ideas on various perspectives presented.

- 3.0 **STAGES IN CURRICULUM DEVELOPMENT**
 - 3.1 Teacher presentation on role of stakeholders and their impact on curriculum.
 - 3.2 Group discussion on topic.
 - 3.3 Presentation on developing rationales.
 - 3.4 Practice writing a rationale for your course.

- 4.0 **ELEMENTS OF CURRICULUM DESIGN**
 - 4.1 Listen to teacher presentation on the benefits of designing a curriculum to meet student needs.
 - 4.2 Practice writing a plan for your course.
 - 4.3 Group discussion/exercise on course design.

- 5.0 **SETTING GOALS AND OBJECTIVES**
 - 5.1 Teacher presentation on definitions.
 - 5.2 Group exercise: writing goal statements.
 - 5.3 Practice writing objectives for your course.
 - 5.4 Group sharing of work.

- 6.0 **ORGANIZING THE CONTENT**
 - 6.1 Listen to teacher presentation on competency based VS traditional learning.
 - 6.2 Participate in group discussion on topic.
 - 6.3 Practice developing topics for course, using discussed principles.

- 7.0 **FACILITATING THE LEARNING ENVIRONMENT**
 - 7.1 Teacher presentation on teaching and learning styles.
 - 7.2 Brainstorm in groups on role of teacher
 - 7.3 Group discussion on active VS passive learning.
 - 7.4 Teacher presentation on pacing & sequencing.
 - 7.5 Practice developing a set of learning activities for your course to incorporate principles discussed.
 - 7.7 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.
- 9.2 Group discussion on appropriateness of evaluation instruments.
- 8.3 Practice developing a set of criteria to evaluate your students.

Examples of evaluation instruments
 Overhead
 Supplementary readings

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.

Handout:
 Standard guide to preparing course outline

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

Assignments and course outlines are due at this class

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

Allen, Daught W. and Eli Seifman. The Teacher's Handbook, Scott, Foresman and Co. Illinois. 1971.

Banathy Bela. H. Systems Design of Education, Educational Technology Publications, New Jersey, 1991

Bloom, Allan. The Closing of the American Mind, Simon & Schuster, 1987

Brandt, Ronald S. Content of the Curriculum, 1988 ASCD Yearbook, Larboe Printing Co. 1988.

Bruner, Jerome S. The Process of Education, Howard University Press-Cambridge, 1966.

Crary. Ryland W. Humanizing the School, Curriculum Development and Theory Pub. Alfred A. Knopf Inc. New York. Random House of Canada, Toronto, 1969

Frye, Northrop. The Educated Imagination

Geis, George L. Rogers, Joy Notai Anastasia and Pascal, Charles E. Teaching and Learning. McGill University, Montreal 1977.

Giroux, Henry A., Penna, Anthony N., Pinai, William F., Curriculum and Instruction, McCutcheon Publishing co. Berkely California, 1981.

- Glasser, William. M. D. Schools without Failure. Harper and Row, New York 1969
- Gronlund, Norman E. Stating Objectives for Classroom Instruction, Macmillan Publishing Co., New York, 1978
- Miller, John P. The Educational Spectrum. Longman, New York and London, 1983.
- Pinar, William F. and Grumet, Madeline R. Toward a Poor Curriculum, Kendell/Hunt Publishing Co. Dubuque, Iowa, 1976.
- Postman, Neil. Teaching as a Conserving Activity, Delacorte Press, New York, 1979
- Tyler Ralh 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
- Cain, Renate N. Cain, Geoffrey Making Connections - Teaching and The Human Brain, Public Ass. Supervision and Curriculum Development 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
 pub. American Association for Vocational Instructional Materials,
 University of Georgia G.A. 30602 1986.
 (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