

EDF 5500
Curriculum Development, Theory and Practice
Mt. Vernon, Fall 2001

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Unit Theme: Master Educator as Creator of Effective Educational Environments: Integrating Students, Subjects, Strategies and Societies.

Rationale and Goals:

This graduate seminar is designed to prepare reflective teachers, curriculum planners, administrators, counselors and educational leaders who demonstrate knowledge, skills and dispositions of curriculum development and refinement.

Educators as curriculum planners and implementers have been concerned with a set of basic questions including what knowledge is most worth having? What educational purposes should the school strive to attain? What educational content and experiences can be provided that facilitates attainment of these purposes? How can these essential experiences be effectively organized, implemented and assessed?

Objectives: The course is designed to prepare educators as instructional leaders who demonstrate understanding of and capability to:

1. Base curricular decision on research, applied theory, informed practice, state mandated goals and recommendations of the learned societies;
2. Develop collaboratively learning environments that support instructional improvement by incorporating best practice;
3. Design curricula in consideration of the philosophical, sociological and historic foundations, democratic values and the community's current and emerging needs;
4. Align curricular goals and objectives with the state mandated instructional goals and desired outcomes;
5. Articulate with others, curriculum and instruction strategies appropriate for diverse teaching and learning styles and specific student needs based on gender, ethnicity, culture, social class and exceptionalities;
6. Use appropriate staffing patterns, student grouping plans, scheduling formats and facilities

- design processes to support various teaching strategies and achieve the desired outcomes;
7. Conduct curricular needs assessment by collecting data on student's achievement, on staff and school environment, on family, community and school district values, expectations and priorities;
 8. Analyze and interpret educational data, issues and trends outlining possible actions for curriculum refinement and their implications;
 9. Synthesize knowledge gained from published research on curricular, instructional and legal issues and apply the knowledge to design a curriculum proposal to meet the educational needs of the community;
 10. Assess plan, implement and evaluate curricula and instructional programs.

Instructional Model:

The primary method of instruction will be the seminar approach. You will be responsible for careful reading of the textual materials without which the informed discussion cannot take place. I shall be your resource person and as such, may resort to extended elaboration of issues and topics in the form of lectures. Seminar approach entails democratically oriented, self-directed discussion in small group/large group formats. Dialogue with class participants, individual and group activities and presentations, and planning and problem-solving exercises will also be used as instructional strategies.

Learning Model:

This graduate seminar will primarily use the constructivist information processing model of learning. You will be expected to learn the knowledge and skills of curriculum development through reflective interaction with data, text, and other participants in the course. Through reflective thinking and problem-solving you will construct your own model for curriculum development.

Course Outline:

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| Session One.
October 5, 2001 | <ol style="list-style-type: none">1. Introduction and Orientation to the course2. Delineation of tasks: Formation of Committees3. Definitions: Education, Curriculum, Instruction4. Bases and criteria for curriculum Development and Refinement5. Four Curriculum Approaches |
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Reading Assignment: Chapter 1 of the text

Activities: "I Believe": Write a five-minute presentation on personal beliefs you hold about schooling and education

Reflective Activities: Visit the following four sites, or any other relevant sites, on the internet and select two research articles from any two sites of your choice for a two-page

critical review to be included in your reflective journal.

- a. <http://www.oxy.edu/apa/apa.html>
- b. <http://watarts.uwaterloo.ca.so/phil/cpselle/sites.html>
- c. <http://www-personal.monash.edu.au/~dey/phil/>
- d. <http://www.siu.edu/~deweyctr/siu>

- * **Application Activity:** Interview two teachers in your school about their curricular goals and how they are aligned with the State Goals 1-30 for their classes. Ask about the process used to ensure alignment.

Session Two. Foundations of Curriculum, Social, Historical, Philosophical and
October 6, 2001 Psychological

Reading Assignment: Chapter 2 of the text

- a. Social Forces, past and present
- b. Changing world of work and curricular implications

Reflective Activity: Identify ten contemporary social forces that influence school curriculum. Write a short reflective essay on how recent changes in your school/community demand new emphases in your curriculum.

Application Activity:

- * 1. Describe your school facility in regard to material and human resources and how it reflects the social milieu.
- * 2. Conduct an online search using CYFERNET for recent literature on one of the social forces impacting on curriculum at your level of education or in your discipline.

Session Three. Moral/Cognitive Development, Learning Styles
October 6, 2001

Reading Assignment: Chapters 3 and 4 of the text
Theories of Human Development and Curriculum
Piaget's Model of Cognitive Development
Erikson's Model of Psychosocial Development
Kohlberg's Model of Moral Development
Skinner's Behavioral Learning
Gardner's Multiple Intelligences

Reflective Activity: Write a short essay on the advantages and challenges of using learning styles and/or multiple intelligences to design learning activities for your students. How have you used this model to deal with diversity of talent in your classes?

Application Activity:

- * 1. Discuss with your committee ways of applying appropriate psychological foundations knowledge as you develop your curriculum proposal.
- * 2. Check the Internet site for Harvard Project Zero (<http://pzweb.harvard.edu>) to gather information relevant to your current or proposed curriculum planning activities.

Session Four. Historical Evolution of Curriculum Designs, Criteria of Content
October 26, 2001 Selection and alignment with appropriate instructional strategies

Reading Assignment: Chapter 5 and 6 of the text

Nature of Knowledge
Knowledge as Structured Disciplines/School Subjects
Traditional Organization of Subject-Matter
Integrated Thematic Units
Activities-based Curriculum
Core Interdisciplinary Curriculum
Curriculum for Self-Growth in the Information Age

Reflective Activity: Critically evaluate the prevailing curriculum design in your district/school. What steps would you propose to refine it?

Application Activity:

- *1. Examine a set of instructional materials in the discipline/level that you teach to determine the perception of knowledge upon which the materials are based. What materials would you recommend for implementing your proposed curriculum?
- *2. Visit the web site for the National teacher's organization (NCTE, NCTM, etc.) to locate their preferred standards for student learning and use them in developing your curriculum proposal.
- *3. Alignment of Curriculum and Instruction with state and national content area standards.

Session Five and Six. Principles of Curriculum Development, Implementation and
October 27, 2001 Evaluation

Reading Assignment: Chapter 7 of the text, and a National Report on Education of your choice

- a. Graded Curriculum: Aims, Goals, Objectives
- b. Taxonomies and Curriculum Planning
- c. Implementation of Curriculum: Scope, Sequence, Master Scheduling, Staffing and Technology
- d. Continuous Assessment of Curriculum: Instructional Materials and Resources

Group Reflective Activity: Each group to select a national report on education (A Nation at Risk, A Nation of Readers, Goals 2000, Third International Math and Science Study, Education for the 21st Century) and present a critical assessment of the report.

Application Activity:

- *1. Preparing Elementary Children for a Global Society: Integrating Foreign Languages into the Elementary Curriculum
Review the case study in Chapter 7 of the text and how can the model presented be implemented in your district?

- *2. Visit the web site of the Council on Basic Education for a core elementary curriculum or the National Clearinghouse for Bilingual Education (<http://www.ncbe.gwu.edu>) to gather information and resources on designing an effective elementary program for limited English proficiency students.

Session Seven. Education for Transescents and Early Adolescents

November 30, 2001

Reading Assignments: Chapter 8 of the text

- a. Developmental tasks for the upper elementary and middle level learners
- b. Curricular Goals for Middle level education strategies for articulation between, and among educators at proximate stages

Reflective Activity: Critically review the 1995 report of the Carnegie Council on Adolescent Development and its recommendations for educating young adolescents for a changing world.

- * **Application Activity:** Drawing from materials in Chapter 8, develop a short questionnaire or set of interview questions that you could use while designing your curriculum proposal. Visit the web sites of the Center for Adolescents Study, National Middle School Association, Middle Level Leadership Center or the KidLink to gather recent information on designing/refining middle level curricula.

Videotape: Interdisciplinary Team Organization, review and critique

Session Eight. Education for the Middle Adolescents and Young Adults

December 1, 2001

Reading Assignments: Chapter 9 and 10 of the text

- a. The Quest for Self-Identity
- b. Comprehensive High School
High School Reform: James B. Conant (1960), Ernest Boyer (1983), Theodore Sizer (1992),
- c. Depth and Breadth of Curriculum, Hidden Curriculum
- d. The College-bound and work centered curriculum

Reflective Activity: Critique the case study on Horizonte, the Utah alternative high school

Application Activity: Collaborative Proposal for a refined curriculum

A small committee of 4-5 students will be formed to work jointly on analyzing a real curriculum problem, issue or topic of relevance to them. The group is to prepare a paper describing the curriculum problem, analyzing its causes, developing an alternative curriculum and suggesting ways to implement the proposed curriculum. I will share with you samples of proposals developed by graduate students enrolled in the course in previous semesters. The proposals will be evaluated using the following scale:

Curriculum problem described fully	5 points
Data to support existence of the problem	5
Causes listed and explained	5
History of school district interventions explained	5
Description of the proposed solution	5

Steps proposed to implement	10
Presentation to the large group	<u>15</u>
	50 Total

Session Nine. Presentation of Committee Reports
December 1, 2001

You are encouraged to use recent instructional and presentation technology to share your proposal with the class.

GRADING:

1.	Participation and Attendance	20 points
2.	Presentations and Reports	10 points
3.	Reflective Journal	20 points
4.	Curriculum Proposal	50 points
		100 points

References and Knowledge-base:

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