

The University of Georgia
College of Education

Department of Educational Administration and Policy
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EDAP 7070 Curriculum Development and Evaluation

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Course Description:

Curriculum is the crux of education. After all, the function of school is teaching and learning. What the school intends for the students to learn is embodied in the curriculum. Curriculum development, then, should be the highest priority of schools. Effective, meaningful curriculum development, however, is no simple matter. This course is intended to introduce educators to the essential knowledge/skills that will enable them to work as active curriculum makers. After completing this course the student should be able to:

1. Apply principles of curriculum development, implementation, and evaluation.
2. Analyze organizational systems for the purpose of optimizing favorable conditions for curriculum development.
3. Evaluate various perspectives on curriculum assessment and evaluation.
4. Explain the interaction of basic curriculum development tasks.
5. Compare historic and contemporary approaches to curriculum development.
6. Interpret data for curriculum improvement.
7. Generate possible solutions to curriculum problems.
8. Develop a curriculum improvement plan.

Students should be aware, however, that due to the depth of the accumulated body of curriculum thought and the sophistication of curriculum development processes, this course is necessarily an introduction to the ways and means of curriculum planning.

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Required Readings:

Texts:

Allan A. Glatthorn. *Developing a Quality Curriculum*. Alexandria, VA: ASCD, 1994.

W. James Popham. *The Truth About Testing*. Alexandria, VA: ASCD, 2001.

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

Articles and Chapters:

Various articles and chapters will be made available to students for use in the course.

Assignments:

I. Curriculum Development as Participatory Problem-Solving (6-8 d.s. page paper)

Explain how and why curriculum development is best approached as an ongoing matter of solving curriculum and instruction-related problems that involves those who are most affected by curriculum decisions. **Generously cite Tyler and Dewey throughout the paper.** Papers will be evaluated on focus, coherence, and use of logic and evidence.

OR

Analyze a difficult curriculum question/problem with no simple answers such as those we debate in class. **Throughout the paper, course materials should be used to make connections to any topic selected.** Discuss both sides of the issue thoroughly, how it can be dealt with in school, how a curriculum making body should go about making a decision, who should be included in the process, etc. **Cite Tyler and other class materials thoroughly for evidence.**

II. Comparison of Historic and Contemporary Approaches to Curriculum Development (6-8 d.s. page paper)

Analyze and evaluate the historic and contemporary approaches to curriculum development exemplified by Tyler and Dewey, and by Glatthorn. What are the similarities and differences between the two? How can the two approaches effectively coexist? How does the increased testing/accountability prevalent today impact this? Papers will be evaluated on focus, coherence, and use of logic and evidence.

III. Political/Legislative Group Presentations (10 minute group presentation, 1-2 page executive summary)

Working collaboratively with a partner, research an assigned piece of legislation that has made a significant impact on curriculum. Look at the history of your piece, what were the intended effects, any unintended effects, impact on curriculum, effects remaining for education today, a thorough critique of the piece, keys points educators should know about this piece, and where it fits in the larger picture of this course. You will present a 10 minute presentation to the class and provide a 1-2 page executive summary that details the main points of your presentation (Plan on 27 copies).

IV. Evaluation Group Project

In small groups, design in broad outline an evaluation program for a school or school system. Include in your program consideration of each of the following:

- Tasks/procedures for evaluating student learning and program efficacy.
- Personnel involved and their respective responsibilities.
- Nature and collection of sources of evidence of student learning.
- Impact of evaluation results: interpretation, reporting, utilization of evidence of learning.
- Ways in which the evaluation program will function as an integral component of curriculum development
- Ways in which your program will comply or conflict with legislation in place on accountability

Draw from pertinent material from our readings on evaluation: Tyler, Scriven Kreitzer and Madaus, Eisner, Glatthorn, Popham, etc. This activity offers you an opportunity to synthesize approved practices from this literature.

Evaluation/Grading:

Evaluation will comprise formal and informal, formative and summative appraisals of student work. A final grade will be determined according to the following formula:

Class participation	20%
Each Paper	30%
Political Group Project	10%
Evaluation Group Project	10%

Students are expected to complete assigned readings, attend class sessions, participate in class discussions, and submit assignments on time.

Academic Honesty

Academic work in this course must meet the standards contained in *A Culture of Honesty*. Students are responsible for informing themselves about those standards before performing any academic work. The UGA Student Honor Code reads: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." *A Culture of Honesty*, the University's policy and procedures for handling cases of suspected dishonesty, can be found at www.uga.edu.ovpi.

Course Schedule:

Session 1	Introduction. Curriculum Issues.
Session 2	Selecting Educational Purposes. Tyler, Chapters 1 & 5.
Session 3	Selecting Educational Experiences. Tyler, Chap. 2.
Session 4	Organizing Educational Experiences. Tyler, Chap. 3.
Session 5	Evaluating Educational Experiences. Tyler, Chap. 4.
Session 6	Critique of the Tyler Rationale/ Curriculum Enactment. Kliebard/Hlebowitsh; Dewey, 1935. 1937
Session 7	Designing Curriculum. Glatthorn, Chap. 1,2,3
Session 8	Administering Curriculum. Glatthorn, Chap. 4,5,6. Assignment I Due.
Session 9	Implementing and Auditing Curriculum. Glatthorn, Chap. 7,8,9.
Session 10	Perspectives on Educational Evaluation. Kreitzer and Madaus; Eisner; Donsky; AERA; Ansary Assignment IV Due.

- Session 11 High-Stakes Testing – A Critique.
Popham, Chap. 1,2,3,4.
Assignment II Due
- Session 12 Work Session
- Session 13 Legislation and Curriculum - Hodgkinson (All)
Group Presentations
Conclusions

Schedule changes may be made as needed and announced in advance.