

EDUL 6021 - Principles of Curriculum Evaluation

Course Syllabus

Instructor:

C. Thomas Holmes
Department of Workforce Education, Leadership and Social Foundations
Program of Educational Leadership
122 River's Crossing Athens, GA 30602-4809
542-0913 or Fax 542-4054
ctholmes@uga.edu

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

Required Readings:

The following readings contain the basic content of this course.

Book:

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

Articles: (Course Packet)

Terence J. Crooks. (1988). The impact of classroom evaluation practices on students. *Review of Educational Research*, 58(4), 438-481.

Ellior W. Eisner. (1983). Educational connoisseurship and criticism: Their form and functions in educational evaluation. In G.F. Madaus, Michael S. Scriven, and Daniel L. Stufflebeam (Eds.) *Evaluation models: Viewpoints on educational and human services evaluation* (pp. 335-347). Boston: Kluwer-Nijhoff Publishing.

Amelia Kreitzer & George F. Madaus. (1995). The test driven curriculum. In Daniel Tanner & James W. Keefe (Eds.). *Curriculum issues and the new century* (pp. 23-37): Reston, VA: National Association for Secondary School Principals.

Michael Scriven. (1973). Goal-free evaluation. In E.R. House, (Ed.). *School Evaluation: The politics and process* (pp319-328). Berkeley, CA: McCutchan Publishing Corp.

Course Description:

This course is intended to introduce educators to the rudiments of curriculum evaluation. This course involves students in an examination of fundamental principles of curriculum evaluation for K-12 school settings. After completing this course the students should be able to:

1. Explain procedures for evaluating learning experiences.
2. Explain best practices for classroom evaluation.
3. Evaluate various perspectives on educational evaluations.
4. Develop procedures for identifying and resolving curriculum problems.
5. Evaluate the Tyler rationale.

Students should be aware, however, that due to the depth and breadth 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.

Grading Scheme:

This course, like all others in this program, is graded "S/U".

If you look in the grade book, you will see 4 rows. They are headed, "Module 1," "Module 2," "Module 4," "Project" and "Grade to Date." The first four rows will contain either a "1" or be blank. A "1" signifies that you have turned in an acceptable module or project.

The "grade to date" row will either have an "S" or an "I". To earn an "S" you must have turned in all the modules and the projects.

Course Evaluations:

At the end of the semester, students will evaluate the course by completing a college-wide evaluation.