

**GOVERNORS STATE UNIVERSITY  
COLLEGE of EDUCATION/DIVISION of EDUCATION**

**COURSE SYLLABUS**

**Course Title:** Curriculum Development and Learning Theories

**Course Number:** EDAD 601

**Credit Hours:** 3.0

**Instructor:** David Blood, Ed.D.



**Catalog Description:**

Analyzes the basic determinants of curriculum; factors influencing design, current trends, and school reforms, including experimental programs and practices. Theories and methods of learning and models of teaching in the classroom will be emphasized, as they relate to sociological and cultural factors of all children and minority children from different social and ethnic backgrounds. Special education programs are included. Methods are outlined for evaluating the effectiveness of curricula and programs.

**Prerequisites:**

*Graduate status; 12 hours of professional education; open to educational administration majors only.*

**Instructional Objectives:**

Upon completion of the course, the student should be able to:

1. Interpret the critical principles of curriculum development, including models of curriculum design, philosophical and historical factors related to curriculum, sociological and psychological factors related to curriculum, cultural factors and design concerns.
2. Appraise a curriculum document in terms of curriculum development principles.
3. Develop a curriculum project at the appropriate level of interest.

**Evaluation:**

- |  |     |
|--|-----|
| A. Curriculum analysis (written paper)   | 20% |
| The student will critically examine a curriculum document to determine if all the necessary components are present. Additionally, each component will be compared to curriculum theory discussed in class and in the text. |     |
| B. Class Journal   | 10% |
| C. Midterm   | 35% |

- D. Curriculum document 35%  
Working in small groups, the students will develop a curriculum document. The document will contain an introduction, a philosophy statement, a summary of the area to be served, major goals, learner objectives, sample content, a scope and sequence chart of content and/or objectives, and sample of evaluation processes. The content will be macro in nature.

### Tentative Outline

#### **Topic and Activities**

Definitions of curriculum  
Macro and Micro curriculum  
Parts of curriculum  
Steps in curriculum development  
The role of socio-cultural factors  
The role of learning theories

Needs analysis: who and what  
Maslow remembered  
Socio-cultural factors  
Delphi process to determine curriculum needs

Philosophy of education  
Survey of students philosophy  
Definitions  
Developing a school or district philosophy  
Relationship to curriculum  
Write a general curriculum philosophy statement in class

Goals and Objectives  
Definitions  
Instructional vs task objectives  
Why objectives  
Types of objectives  
Relation to needs analysis  
Bloom's taxonomy  
Small group development of objectives in all three domains, and at least three levels of Bloom  
Review state outcome statements and Stanford objectives

Content and content organization  
Scope, sequence, continuity, and integration  
Model of curriculum components (Chicago chart)  
Small group write sample scope and sequence for a subject or integrate 2 subjects at a grade level

Learning theory and learning experiences  
Nature of knowledge  
Some learning theories  
Theory into practice  
Computer assisted instruction  
Small group choose a method/activity and justify its use

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**Evaluation**  
**Of curriculum**  
**Of learners**  
**The role of formative and summative testing**  
**Norm-referenced and criterion tests**

**Review parts of a curriculum**  
**Philosophy, goals, objectives, content methods/activities, evaluation**  
**Small group analysis of curriculum document**  
**Evaluation assignment A**

**Midterm**  
**Evaluation assignment C**

**The role of the Board, upper level administrators, building administrators, and teachers in development and implementation of curriculum**

**Curriculum designs**  
**Subject-centered, learner-centered**  
**Problem-centered**

**Curriculum theorists**  
**Taba, Bruner, Goodlad, Tanner, Tyler and Dewey**

**Evaluation assignment B & D**

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**082395**  
**Rev. 121895**  
**010697**  
**081497**  
**043099**  
**081799**