

Andrews University
Department of Teaching, Learning, & Curriculum
EDCI730 Curriculum Theory

Via Independent Study
3 credits

Spring Semester 2004

*Note: All times listed are Eastern Daylight Savings Time
of the United States of America*

Professor:

Larry D. Burton, Ph.D.

Class Time & Location:

Arranged

Office: Bell Hall, Room 211

Office Hours:

Online office hours, W 7:30-8:30 p.m.

Email, burton@andrews.edu

MSN Messenger, larrydaleburton@hotmail.com

Yahoo Messenger, drlarryburton@yahoo.com

Phone: 269.471.6674

Course Description:

"The examination of philosophical and theoretical underpinnings to educational issues with emphasis upon students' doctoral areas of emphasis. Includes student presentations of theoretical rationales in a seminar format." *A.U. Bulletin*

Required Textbooks

Beauchamp, George. (1975). *Curriculum Theory, 3rd Edition*. Wilmette, IL: The Kagg Press. (Professor will supply an electronic copy.)

Doll, William, E., Jr. (1993). *A Post-modern Perspective on Curriculum*. New York: Teachers College Press.

Marshall, J. Dan, James T. Sears, and William H. Schubert. (2000). *Turning Points in Curriculum: A Contemporary American Memoir*. Upper Saddle River, NJ: Merrill.

Required Core Program Books

Flinders, David J. and Stephen J. Thornton, editors. (1997). *The Curriculum Studies Reader*, New York: Routledge.

Wiles, Jon. (1999). *Curriculum Essentials, A Resource for Educators*, New York: Allyn and Bacon.

White, Ellen G.. (1952). *Education*, Mountain View, California: Pacific Press Publishing Association.

Required Technology Tools (can be in a computer lab)

Multimedia computer

Word processor software

Presentation software

Printer access

SED Conceptual Framework

The mission of the School of Education is to serve an international clientele, preparing educators for excellence in thinking, teaching, service and research. As companions in learning, students and faculty are committed to global Christian service. The mission is succinctly captured in the phrase “Educar Es Redimir” (to educate is to redeem) through the harmonious development of students for service. This mission is expressed through six knowledge bases that reflect the ideal development for all graduates of the School of Education. They are as follows:

- **World View (WV)** - addresses appreciation of the perspectives of others and development of a personal philosophy from which action and service arise.
- **Human Growth and Change (HGC)**- addresses principles of growth, development and learning, and the use of these principles to effect positive change.
- **Groups, Leaders, and Change (GLC)** - addresses principles of group behavior and the use of these principles to effect positive change for individuals and organizations.
- **Communication and Technology (CT)** - addresses oral, written, intrapersonal and interpersonal communication as the essence of human behavior and technology as it enables, supports, and enhances interaction and learning.
- **Research and Evaluation (RE)** - addresses valuing and conducting disciplined inquiry for decision-making.
- **Personal and Professional Growth (PPG)** - addresses commitment to holistic personal and professional growth.

Course Rationale

Much of educational practice through the years results more from tradition and folklore than from thoughtful consideration. Because of this education—even *Christian* education—is susceptible to the ephemeral, the faddish, the “quick fix.” So little seems truly lasting or effective. Even with technological savvy and the explosion of scientific knowledge, one wonders whether this generation of students is any wiser or more virtuous than past generations.

And yet, much has been written that is good. Research studies produce more and more findings, the technology has made knowledge acquisition easier, and civilization has the benefit of a bank of knowledge in all fields (including religion) that is unprecedented. Yet, something is awry in the way knowledge is produced, organized, and used in present-day society.

“If medicine were like education,” asserts one scholar, “some doctors would still be bleeding people with leeches.” In the field of education there is a tendency not to accumulate findings, not to synthesize and make sense out of research. On any given topic, one person says “x”; another person says “not x”; still another says “I don’t know (or care) anything about x.” We have hundreds and thousands of studies on an issue, but we haven’t been drawing them together toward an integrated, organized base of knowledge.

The purpose of this course is to step back from the immediate and examine, against a theoretical backdrop, the educational spectrum. Education – especially Christian education – needs this type of deliberative thought. As a result, hopefully, our collective knowledge of the education process and ways to improve it will be enhanced.

Course Requirements:

1. Participate in email discussions
2. Complete all required readings (assigned articles and texts).
3. Complete required individual activities (Reading Reflections, Philosophy Paper, Topic Summary, Theoretical Framework).
4. Complete required cooperative activities, as assigned (Jigsaws, Discussions, Visual Glossary, Paper Writing Partners, etc.).
5. Make a formal presentation of a complete draft of your theoretic framework at the TLC Mini-conference in Spring Semester 2004. This presentation can be virtual (ie, a slide show with recorded narrative, etc.). The TLC Mini-conference is sponsored by the Department of Teaching, Learning, and Curriculum.

Objectives:

The intended learning outcome of this course is that – by the time the course is completed – each student will (connections to SED Conceptual Framework) –

Articulate and defend with cogency a plan to investigate an educational topic in a way that (1) builds upon the student's personal philosophy, (2) adequately describes the domain of study, (3) situates the study within the milieu of current curriculum discourses, (4) identifies relevant knowledge bases which support the domain, and (5) sets forth a theoretical framework that supports the topic of investigation.

- Analyze philosophies of life, thought, and practice – whether one's own or another's – showing the relation between philosophy, theory, and practice (WV, HGC, GLC, RE, PPG);
- Explore, through readings and discussions, multiple perspectives and views of curriculum and curriculum work (GLC, WV, PPG).
- Define a domain of study related to your philosophy and statement of goals which is be related to, or may evolve into, future dissertation work (WV, RE);
- Examine, using the tools of bibliographic research, the relevant bodies of literature and theory that relate to and support your domain of study (HGC, GLC, RE);
- Develop a theoretical framework related to your domain of study and preparatory to the writing of the dissertation (RE, CT);
- Share and defend your theoretical framework with scholars, and critique the framework of others (RE, CT).

Pedagogy:

Teaching methods used in this class include the following:

Cooperative learning	Discussion
Invention	Lecture
Readings	Student presentations

How Curriculum Theory “Fits” with other doctoral studies:

Initial. One of the first broad approaches to study in an area of interest was the elective one-credit course Current trends and Issues (EDCI689). The purpose of this course was a basic familiarization with the process of library search and presentation of incipient ideas on a topic of interest.

Focused. Advanced Studies, EDCI756, goes much deeper into the study of a topic as you assemble a sizable body of literature in your sub-areas of interest, discuss this literature with colleagues, and determine from your study which possible topics warrant your attention in terms of dissertation research.

Topic. Having done extensive reading in your sub-areas, you should identify a possible topic upon which to focus for the dissertation. You may not know your exact title but you should have a definable topic in mind and be able to justify it on the basis of your readings in EDCI756.

Theoretic framework. A theoretic framework goes far beyond a collection of literature or research studies on a topic. Now that you have read widely, it is now time for synthesis and making connections in novel ways. In EDCI730 you will examine the inductive process of theory development that translates your literature review and your philosophical underpinnings into the construction of a conceptual framework that shows your distinctive contribution to the world of scholarship. The idea of original contribution to the knowledge base, incidentally is a defining characteristic of the Doctor of Philosophy degree. Moreover, your theoretical framework should provide you with a strong rationale for professional practice. This course will assist you as you develop this framework.

Research. Courses in research methodology and doctoral seminar provide tools for investigating your areas of interest. Your research methodologies should relate to your topic of interest both for the dissertation and for later research as a professional scholar. Advanced methodologies such as EDRM775 or EDCI887 may ask you to actually carry out a research study (possibly in collaboration with a faculty member) in a way that gives you actual research experience prior to the dissertation.

Dissertation. The doctoral dissertation is the culmination of one’s entire doctoral educational experience. The integrity of the dissertation, however, is no better than the integrity of the theoretic framework upon which it rests. In a sense, this framework is the backbone of the dissertation and helps provide not only internal consistency but a type of “external validity” in connecting what you are doing to the wider world of scholarship.

Evaluation:

Grades will be based on the following scale and assignment weighting.

A: 93-100% A-:90-92% B+:87-89% B:83-86% B-:80-82%

The course assignments contribute to the total grade as indicated:

Participation Via Email	10%
Reading Reflections	10%
Philosophy Statement [P]*	10%
Topic Summary [P]	20%
TLC Mini-conference Presentation [P]	10%
Theoretical Framework [P]	40%

*[P] indicates an assignment that when completed would be suitable for inclusion in your professional portfolio.

Work should be submitted on time in order to receive maximum credit. The course is structured so that it will all assignments are to be completed by the end of the summer. Deferred grades are to be avoided. Professor reserves the right to use quality of participation in determining grades on the border. Promptness at all appointments is assumed.

Special Needs Accommodations

If because of a disability, you require assistance or reasonable accommodations to complete assigned work, speak with me after class or during my office hours. I will work with you on making this course, class activities, and exercises accessible for your full involvement. Support services for students with disabilities is available through Student Services or Karen Tilstra, (471-6205) Student Success Advisor.

Further Note

All students in this course are expected to read and be familiar with this syllabus. The syllabus has been prepared to assist you in understanding the scope of this course along with the type of instruction. Care has been taken in preparing this syllabus and it has been purposefully worded openly. However there may be times when the syllabus will need to be changed as necessary and appropriate. Any changes will be announced in class as far in advance as practicable.

Academic Honesty

Morally and spiritually, Andrews University is dedicated to scholastic integrity. Consequently, both students and faculty are required to maintain high, ethical Christian levels of honesty. You are encouraged to support the atmosphere of academic integrity by avoiding acts of academic dishonesty and discouraging such acts in others. Participation in any of the following activities will qualify the student for disciplinary action as specified in the Student Bulletin.

Cheating: Using or attempting to use unauthorized materials, information, or study aids to gain an unfair grade advantage over other students in any academic exercise.

Plagiarism: Representing another's words or ideas as one's own in any academic exercise.

Multiple Submissions: Submitting the same assignment in two or more courses without obtaining the prior permission of the respective instructors.

Fabrication: Falsifying or inventing information or citations in an academic exercise.

Misrepresentation: Presenting false excuses or using deception to receive a higher grade or to avoid fulfilling the requirements of an assignment or course.

Course Knowledge Base/Bibliography

- Beauchamp, George. (1975). *Curriculum Theory, 3rd Edition*. Wilmette, IL: The Kagg Press.
- de Alba, A., Gonzalez-Gaudiano, E. Lankshear, C., & Peters, M. (2000). *Curriculum in the Postmodern Condition*. New York: Peter Lang.
- Doll, William, E., Jr. (1993). *A Post-modern Perspective on Curriculum*. New York: Teachers College Press.
- Flinders, David J. and Stephen J. Thornton, editors. (1997). *The Curriculum Studies Reader*, New York: Routledge.
- Marshall, J. Dan, James T. Sears, and William H. Schubert. (2000). *Turning Points in Curriculum: A Contemporary American Memoir*. Upper Saddle River, NJ: Merrill.
- Ornstein, A.C., Behar-Horenstein, L.S., Pajak, E.F. (2003). *Contemporary Issues in Curriculum, 3rd edition*. Boston: Allyn and Bacon.
- Pinar, W.F., ed. (1988). *Contemporary Curriculum Discourses*. Scottsdale, AZ: Gorsuch Scarisbrick, Publishers.
- Reynolds, W.M. (1989). *Reading Curriculum Theory*. New York: Peter Lang.
- Wiles, Jon. (1999). *Curriculum Essentials, A Resource for Educators*, New York: Allyn and Bacon.
- White, Ellen G.. (1952). *Education*, Mountain View, California: Pacific Press Publishing Association.