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CE 642 Curriculum Theory, Development, and Selection

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Course

Prospectus

Professor of Christian Education

Spring 1999

Asbury Theological Seminary, Wilmore, KY 40390

Not Revised for 2001

CE 642 CURRICULUM THEORY, DEVELOPMENT, AND SELECTION

Explores the process of curriculum development and design, and principles for selecting curriculum to meet the needs of learners and of the church. Includes systematic evaluation of available curricula and development of criteria for curriculum selection for a comprehensive ministry in the local church.

COURSE OBJECTIVES

Students who complete the course with basic competency will:

1. Examine the role of the faith community as curriculum for faith development.
2. Understand the elements important in curriculum design.
3. Continue to formulate and refine their philosophy of education and understanding of human learning. These perspectives will be reflected in curriculum they develop.
4. Clearly articulate educational objectives for curriculum. Use the Bloom/Krathwohl taxonomies of educational objectives for both the cognitive and the affective domains to understand the learning tasks involved in Christian education and to identify the priority, high level objectives which must permeate the life of the church if they are to be accomplished.
5. Design and write curriculum materials which:
 - a) are appropriate for a particular age-group of learners -- their needs, interests, and developmental capabilities;
 - b) reflect the valuing of affective learning and awareness that life in the community of faith is the context of learning.
 - c) make possible the accomplishing of specified cognitive, affective, and behavioral objectives;
 - d) implement an instructional model that enhances the learning of persons with varied learning style preferences.
6. Evaluate Christian education curriculum critiquing the educational philosophy encouraged by the materials, their learner appropriateness, teacher usability, and doctrinal soundness.
7. Develop skills for helping lay volunteers to select and effectively use curriculum.
8. Be aware of vocational and avocational opportunities in the field of curriculum development.

ASSIGNMENTS

Reading

Complete reading assignments prior to the class session listed with each assignment. Bring to class notes on the reflection questions and be prepared to discuss the material.

Fashion Me a People: Curriculum in the Church by Maria Harris. (Read by February 23.)

Reflection Questions: What do you see as the most significant insights from Harris? How does Harris define education? How would you explain her concepts to your lay volunteer teachers?

How does Harris define curriculum?

What challenges will we face in our effort to shape the whole life of the church as the curriculum?

What will we gain if we succeed?

Goal Analysis by Robert Mager. (Read by March 4.)

Processing: Using Mager's instructions, prepare and bring to class objectives for a sample session.

Learning Styles by Marlene D. LeFever. (Read by March 16.)

If you have already read LeFever, read the *4 MAT System* by Bernice McCarthy.

Reflection Questions: What kind of learner are you?

Which learning styles are served best by the kind of teaching usually experienced by the learners for whom you are designing your curriculum materials?

Invest four hours in reading and research that expands your knowledge of teaching methodologies. (Read by March 18.)

On the due dates, submit a card indicating that you have completed the required reading.

Field Trip

The class will travel to Nashville TN to meet with curriculum designers and editors at the United Methodist Publishing House. The date will be announced later.

Teaching Demonstration

Select a creative teaching method appropriate for the age group for whom you are preparing curriculum resources. Prepare a 10 – 15 minute teaching segment using the method and involving the class in experiencing that method. Demonstrations will be scheduled for March 18 and 23.

Projects

Project 1: Design a four session unit of curriculum materials for the age-level of your choice which accomplishes course objectives four and five. The curriculum should include all the elements one would want to see in published materials designed for the intended audience, to accomplish the designated objectives.

Prepare a statement of rationale for your curriculum unit. The rationale should identify the understandings and commitments that have guided the curricular decisions.

Grading Criteria

1. Age level appropriateness of subject matter.
2. Clarity and significance of objectives.
3. Adequacy of session plans for accomplishing the objectives. **(Continued on next page.)**
4. Appropriateness of scope and sequence in the unit.
5. Effectiveness of learning model used.
6. Effectiveness and creativity of methodology.
7. Adequacy and clarity of teacher guidance.
8. Significance and workability of suggestions for facilitating affective and relational aspects of the learning experiences.

Due Dates

Throughout the course students will be asked to begin initial work on their curriculum project.

The assignments will relate to implementing concepts discussed in class. Initial work is to be

brought to class in shareable form. Class members will review and offer feedback.

First draft of objectives – March 11.

First draft of rationale, session 1, and outlines of sessions 2-4 – March 25.

Completed curriculum unit – May 13.

Project 2a: Evaluate two sets of Christian education instructional materials for one age-level. Select materials from your denominational source (if your denomination has curriculum materials) and comparable materials from another publisher. The evaluation will be based on the materials for one quarter and information pieces that give a broad overview of the total curriculum.

Using the Sunday School Curriculum Guide from David C. Cook, and the criteria you add, evaluate your selected materials. In a paper of not more than 4 pages, summarize the findings of your evaluation. Submit your Curriculum Guide work sheets with the paper. **Due:** April 20.

Grading Criteria

1. Grasp of important Biblical/theological issues.
2. Identification of key educational concerns.
3. Significance of evaluation relating to learner needs.
4. Insightfulness of evaluation relating to teacher needs.

OR

Project 2b: Select 2 publishers of Christian education resources. If possible, one should be your denominational publisher. Identify the full line of resources produced by each publisher for a given age-level. Discover the intended use and focus of each resource. Describe a full curriculum for the age-level, using resources from each publisher (one curriculum for each publisher).

Evaluate and compare the two sets of resources. How well do each publisher's resources complement one another to make an effective curriculum for the age-level? Are there resources missing that are needed in the curriculum designed for your selected age-level? What are the strengths and weaknesses of the resources offered by each publisher?

Suggested procedures: Call the 2 publishers and request catalogues, brochures, and any samples they could send to help you see and understand their full offerings for the age-level you specify. A list of curriculum source phone numbers is on the reserve shelf in the library in the CE 605 box. Many suppliers have 800 numbers. After reviewing the materials you receive, gain more information on the items through a telephone interview with someone at the publishing house. Or, if a church in the area is using the resources, examine samples of what they are using and talk with the CE leader about the use and focus of the materials. You might be able to see the resources and get further information on them from a local Christian bookstore. After learning what you can about the resources, put together your two full curriculum designs.

Write a 4 page paper in which you present your two curriculum designs, each using the resources from one of the publishers. Briefly explain the purpose of each component and its importance to the learners. If the publisher does not provide some items you consider essential for ministry to the age-level, identify the additional resources you would need to find to complete your curriculum. Include your evaluation and comparison of the resources offered by each publisher. **Due:** April 20.

Grading Criteria

- Awareness of learner needs
- Insightfulness of evaluation
- Adequacy of the full curriculum design (X 2)

**All Projects are to be typed and double spaced.
Inclusive language is to be used in all writing and in class
discussions.**

Clearly display your SPO number on the front of all work submitted.

GRADING

The grade will be based on the average of grades for the evaluation paper, and the curriculum unit. The grading for the curriculum unit gives it double weighting.

Class attendance, the completion of assigned reading, and the doing of daily work assignments are expected. Failure to complete these expectations or unexplained absences from class will influence the final grade.

COURSE SCHEDULE

February 9 – Introduction and Definitions
February 11 – The History of Christian Education Curriculum
February 16 – Work Day (No Class)
February 18 - The Process of Curriculum Design
February 23 - Basic Beliefs and Curriculum I
February 25 - Basic Beliefs and Curriculum II
March 2 - The Big Picture and the Unplanned Curriculum

March 4 - Objectives

March 9 - Influencing the Affective and Evaluating Learning

March 11 - Scope and Sequence

Due: Goals for your unit.

First draft of objectives for the unit

March 16 - Learning Styles and Teaching Models

March 18 – Teaching Methods I

March 23 – Teaching Methods II

March 25 - Writing Words that Work for the Editor, Teacher, and Learner

Due: First draft of rationale, session 1, and outline of sessions 2 - 4

March 30 – April 1 - Individual Conferences

April 13 - Format and Design

April 15 – Field Trip (No Class)

April 20 - Distinctive Curriculum

Due: Curriculum Evaluation

April 22 – Open Agenda

April 27 – 29 – Project presentations and Discussion

May 4 - Local Church Curriculum Selection

May 6 – Local Church Curriculum Planning, and Evaluation

May 11 - Curriculum Change and People Change

May 13 - Wrap Up

Due: Final draft of curriculum

May 17 – 21 – Individual Conferences