

Minnesota State University Moorhead

ED 632: Curriculum, Instruction, and Learning Theory

A. COURSE DESCRIPTION

Credits: 4

Lecture Hours/Week: 4

Lab Hours/Week: 0

OJT Hours/Week: *.*

Prerequisites: None

Corequisites: None

MnTC Goals: None

This course investigates curricular decision-making and program evaluation strategies as they affect the educational program. Problem solving skills are presented through theory and simulation.

B. COURSE EFFECTIVE DATES: 02/26/1996 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Provides school leaders with the ability to understand major curriculum design models
2. Interpret school district curricula, initiate needs analyses, plan and implement with staff a framework for instruction
3. Align curriculum with anticipated outcomes
4. Monitor social and technological developments as they affect curriculum, and adjust content as needs and conditions change.
5. Familiarize teachers and administrators with foundations of curriculum development and assessment at national, state, and local levels
6. Emphasis is given to providing knowledge and skills pertaining to student learning, pedagogy, and effective school and classroom leadership
7. Engage in collaborative group exercises designed to emulate a school/community initiative for the development and implementation of a curriculum and assessment plan to enhance student learning.

D. LEARNING OUTCOMES (General)

1. Position teaching and learning at the focal point of schools
2. Educational leaders are responsible for ensuring that decisions about curriculum, instructional strategies (including instructional technology), assessment, and professional development are based on sound research, best practice, school and district data, and other contextual information and that observation and collaboration are used to design meaningful and effective experiences that improve student achievement.
3. Capitalize on diversity to create a school culture that promotes respect and success for all students.
4. All members of the school community should have confidence in the integrity of the decision-making process for school improvement and the appropriateness of that process, thus ensuring dignity and respect for all
5. Identify, clarify, and address barriers to student learning and communicate the importance of developing learning strategies for diverse populations
6. Educational leaders will be learners who model and encourage life-long learning
7. Establishment of a culture of high expectations for themselves, their students, and their staff
8. Ability to assess the culture and climate on a regular basis
9. Understand the importance of supervision and be able and willing to evaluate teacher and staff performance using a variety of supervisory models

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted