



The University of Southern Queensland

## Course specification

The current and official versions of the course specifications are available on the web at  
<<http://www.usq.edu.au/coursespecification/current>>.  
Please consult the web for updates that may occur during the year.

### Description: Curriculum Theory and Development

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
EDU	5213	86752	1, 2009	EXT	1.00	Toowoomba

<b>Academic group:</b>	FOEDU
<b>Academic org:</b>	FOE002
<b>Student contribution band:</b>	National Priority Teaching
<b>ASCED code:</b>	070303

### STAFFING

Examiner: Michele McGill  
Moderator: Dorothy Andrews

### OTHER REQUISITES

State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: <http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html>

### RATIONALE

At all levels of education and training the roles of the instructor/ teacher include input into the development of the courses for which they have some responsibility. Effective development of curricula requires a sound understanding of the elements of curriculum design, the sources from which they are drawn and the processes involved in the analysis of sources and the manipulation of elements. Those involved in this development need to have detailed knowledge and well developed skills that relate to the issues focusing on the selection, modification and development of courses and their components.

### SYNOPSIS

This course focuses on the development of skills, knowledge and attitudes which are involved in the process of curriculum development. It is assumed that students will have above working knowledge of curriculum development. The course involves an analysis of a context into which a course is to be introduced as well as an extensive review of the literature relating to the most appropriate objectives, content, strategies and assessment /evaluation techniques to be incorporated into the proposed program. The actual exercise selected as the practical basis of the course may involve the modification of existing materials, the selection of the most appropriate materials from among competing packages or the development of an entirely new curriculum from first principles. NOTE: Minimum enrolment numbers apply to this offering. Should enrolments not reach the minimum number required for on-campus study, students may be transferred to the EXT or WEB offering and advised of this change before semester commences.

## OBJECTIVES

The course objectives define the student learning outcomes for a course. The assessment item(s) that may be used to assess student achievement of an objective are shown in parenthesis. On successful completion of this course students will be able to:

1. conduct a contextual evaluation to establish the need for a modification to the instructional program with which they are currently working (Assignment 1)
2. conduct an in depth input evaluation to establish the most appropriate means of structuring, presenting and assessing/evaluating the proposed instructional program (Assignment 1)
3. develop a program based on the context and input evaluations which displays a knowledge of the importance of each element of curriculum design and the relationships between the elements (Assignment 2)
4. appreciate the role of academic and professional debate as it relates to the development of curricula. (Assignment 2)

## TOPICS

	Description	Weighting (%)
1.	The implications of the theory of curriculum development for the instructor	20.00
2.	Models of and models for curriculum development	16.00
3.	The roles and sources of statements of purpose in the instructional plan	16.00
4.	Content: Its sources, structure and organisation as influences on an instructional plan	16.00
5.	Teaching strategies; their derivation and their influence on instructional design	16.00
6.	Collecting and organising data for the purposes of assessment and evaluation	16.00

## TEXT and MATERIALS required to be PURCHASED or ACCESSED

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at <http://bookshop.usq.edu.au> click 'Semester', then enter your 'Course Code' (no spaces).

Smith, DL & Lovat, TJ 2003, *Curriculum action on reflection*, 4th edn, Social Science Press, Tuggerah, NSW.

## REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Whether you are on, or off campus, the USQ Library is an excellent source of information <http://www.usq.edu.au/library>. The gateway to education resources is here: <http://www.usq.edu.au/library/faculties/education/default.htm>

Brady, L & Kennedy, K 2003, *Curriculum construction*, 2nd edn, Prentice Hall, Frenchs Forest, NSW.

Brady, L & Kennedy, K 2005, *Celebrating student achievement, assessment and reporting*, 2nd edn, Pearson, Frenchs Forest, NSW.

Darling-Hammond, L 1997, *The right to learn: a blueprint for creating schools that work*, Jossey-Bass Publishers, San Francisco.

Eggen, PD & Kauchak, DP 2006, *Strategies for teachers, teaching content and thinking skills*, 5th edn, Allyn & Bacon, Boston.

Glatthorn, AA Boschee, F and Whitehead, BM 2006, *Curriculum Leadership Development and Implementation*, Sage Publications, Thousand Oaks, California.

Joyce, B & Weil, M with E Calhoun 2004, *Models of teaching*, 7th edn, Allyn & Bacon, Boston.

Marsh, C & Willis, G 2003, *Curriculum: alternative approaches, ongoing issues*, 3rd edn, Prentice Hall, Upper Saddle River NJ.

Newmann & Associates (eds.) 1996, *Authentic achievement: restructuring schools for intellectual quality*, Jossey-Bass Publishers, San Francisco, CA.

Ornstein, AC & Behar, LS (eds) 2007, *Contemporary issues in curriculum*, 4th edn, Allyn & Bacon, Boston.

## STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessments	40.00
Directed Study	70.00
Private Study	55.00

## ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date
2-PART ASSIGNMENT (1)	50.00	50.00	03 Apr 2009 (see note 1)
PROGRAM BASED ON ASSIGNMENT(2)	50.00	50.00	12 Jun 2009

### NOTES

1. APA style is the referencing system required in this course. Students should use APA style in their assignments to format details of the information sources they have cited in

their work. The USQ library provides advice on how to format information sources using this system. [http://www.usq.edu.au/library/help/ehelp/ref\\_guides/apastyle/default.htm](http://www.usq.edu.au/library/help/ehelp/ref_guides/apastyle/default.htm)

## **IMPORTANT ASSESSMENT INFORMATION**

- 1 Attendance requirements:  
There are no attendance requirements for this course. However, it is the students' responsibility to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.
- 2 Requirements for students to complete each assessment item satisfactorily:  
To complete each of the assessment items satisfactorily, students must obtain at least 50% of the marks available for each assessment item.
- 3 Penalties for late submission of required work:  
If students submit assignments after the due date without (prior) approval of the examiner then a penalty of 5% of the total marks gained by the student for the assignment may apply for each working day late up to ten working days at which time a mark of zero may be recorded. No assignments will be accepted after model answers have been posted.
- 4 Requirements for student to be awarded a passing grade in the course:  
To be assured of receiving a passing grade a student must achieve at least 50% of the total weighted marks available for the course.
- 5 Method used to combine assessment results to attain final grade:  
The final grades for students will be assigned on the basis of the weighted aggregate of the marks obtained for each of the summative assessment items in the course.
- 6 Examination information:  
There is no examination in this course.
- 7 Examination period when Deferred/Supplementary examinations will be held:  
There will be no Deferred or Supplementary examinations in this course.
- 8 University Regulations:  
Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL <http://www.usq.edu.au/corporateservices/calendar/part5.htm> or in the current USQ Handbook.

## **OTHER REQUIREMENTS**

- 1 Students will require access to e-mail and Internet access to USQConnect for this course.
  - 2 Students are to use a recognised referencing system as specified by the course examiner.
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