The University of Southern Queensland

Course Specification

Description: Curriculum Theory

<table>
<thead>
<tr>
<th>Subject</th>
<th>Cat-Nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
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Academic Group: FOEDU
Academic Org: FOE002
HECS Band: 1
ASCED Code: 070303

STAFFING
Examiner: Dorothy Andrews
Moderator: Alison Mander

RATIONALE
Curriculum studies has attracted criticism for its failure to provide educators with a theoretical base from which educators can make continual analyses, re-evaluations and revisions of curriculum material in the light of new developments in such fields as information technology and the sociology of knowledge. Thinking about curriculum theory can become polarised around a number of dichotomous relationships - for example, subject-centred/concept-centred content; mean/end model of curriculum; education as life-long education; education as education for work, etc. This course examines traditional and contemporary approaches to curriculum theory, as well as some contemporary influences on curriculum theory. In the light of this, the role of curriculum theory in shaping and being shaped by education and training practices will be assessed.

SYNOPSIS
This course will review a broad spectrum of curriculum theory to curriculum ranging from behavioural to critical. It will require students to make assessments of implications of these theories for educational training. The emphasis will be on the relationship between theory and practice - how each informs the other and how each can be used to develop the other. Students will be introduced to various schools of thought in the area of curriculum theory. The impact of several major schools of thought on curriculum and curriculum change will be investigated. Finally, a theory of curriculum change will be critically analysed.

OBJECTIVES
On successful completion of this unit students will be able to:

- Explain the role of curriculum theory in informing educational practice.
• Critically analyse the contributions significant curriculum theories have made to curriculum change.
• Describe selected significant curriculum changes at the systems level and initially evaluate their effectiveness.
• Evaluate the potential of particular theories of curriculum to change society.

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
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<tbody>
<tr>
<td>1. The Theory-Practice Dilemma in Socio-Practical Contexts</td>
<td>16.00</td>
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<td>2. The Study of Curriculum Theory as a Fringe Issue: Its decline as a field of study.</td>
<td>16.00</td>
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<td>3. The Substantive Nature of Curriculum Theory: Curriculum theory and practice revisited.</td>
<td>16.00</td>
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<td>4. Major Curriculum Theories: The contribution of positivist's and reconceptual lists.</td>
<td>16.00</td>
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<td>5. Curriculum Theory and Curriculum Change: Some case studies.</td>
<td>16.00</td>
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<td>6. Strategies for Changing the Curriculum</td>
<td>20.00</td>
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TEXT and MATERIALS required to be PURCHASED or ACCESSED:

Books can be ordered by fax or telephone. For costs and further details use the 'Book Search' facility at http://bookshop.usq.edu.au by entering the author or title of the text.

No set text.

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.


STUDENT WORKLOAD REQUIREMENTS

ACTIVITY          HOURS
Assessment        40
Directed Study    75
Private Study     50

ASSESSMENT DETAILS

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks Out of</th>
<th>Wtg(%)</th>
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<tr>
<td>ASSIGNMENT 1 (2000 WORDS)</td>
<td>40.00</td>
<td>40.00</td>
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<td>(see note 1)</td>
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<tr>
<td>ASSIGNMENT 2 (3000-4000 WORDS)</td>
<td>60.00</td>
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</table>

NOTES:
1. Letter grades will be used in this course and will be displayed in the Notes Section.

OTHER REQUIREMENTS

1. When there is more than one marker for a single item of assessment, the distribution patterns and means for the different markers will be compared and marks adjusted if necessary.
2. Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.
3. Summative assessment items will be given a numerical score.
4. Course Grades will be calculated by aggregating the weighted result or numerical score for each summative assessment item. Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.
5. All assessment items must be attempted/submitted with a pass overall gained.