The University of Southern Queensland

Course Specification

Description: The Theory and Practice of Curriculum Development

<table>
<thead>
<tr>
<th>Subject</th>
<th>Cat-Nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
<th>Campus</th>
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<tr>
<td>EDU</td>
<td>8213</td>
<td>18229</td>
<td>3, 2002</td>
<td>EXT</td>
<td>1.00</td>
<td>TW MBA</td>
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Academic Group: FOEDU
Academic Org: FOE002
HECS Band: 1
ASCED Code: 070303

STAFFING
Examiner: Dorothy Andrews
Moderator: Alison Mander

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.

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

- Conduct a contextual evaluation to establish the need for a modification to the instructional program with which they are currently working.
• Conduct an in depth input evaluation to establish the most appropriate means of structuring, presenting and assessing/evaluating the proposed instructional program.
• 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.
• Appreciate the role of academic and professional debate as it relates to the development of curricula.

**TOPICS**

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


**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

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>40</td>
</tr>
<tr>
<td>Directed Study</td>
<td>70</td>
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<td>Private Study</td>
<td>55</td>
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ASSESSMENT DETAILS

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks Out of</th>
<th>Wtg(%)</th>
<th>Required</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>2 PART ASSIGNMENT</td>
<td>100.00</td>
<td>50.00</td>
<td>Y</td>
<td>06 Jan 2003</td>
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<td>PROGRAM BASED ON ASSIGNMENT</td>
<td>100.00</td>
<td>50.00</td>
<td>Y</td>
<td>03 Feb 2003</td>
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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 receive one of the following letter grades: HD, A, B, C, F or I.
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. An assignment submitted after the due date without an approved extension by the course examiner will attract a penalty of 1% of assigned marks for each day or part of a day the assignment is late.
6. All assessment items must be attempted and submitted.