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>
<th>Campus</th>
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<td>24891</td>
<td>2, 2003</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
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 course 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>
<th>Weighting (%)</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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<tr>
<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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<tr>
<td>3. The substantive nature of Curriculum Theory: Curriculum Theory and Practice revisited</td>
<td>16.00</td>
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<tr>
<td>4. Major Curriculum Theories: The contribution of positivist's and reconceptual lists</td>
<td>16.00</td>
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<tr>
<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

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

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<tr>
<th>Description</th>
<th>Marks Out of</th>
<th>Wtg(%)</th>
<th>Required</th>
<th>Due Date</th>
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<tr>
<td>ASSIGNMENT (2500 WORDS)</td>
<td>40.00</td>
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<td>08 Sep 2003</td>
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<tr>
<td>ASSIGNMENT (3000-4000 WORDS)</td>
<td>60.00</td>
<td>60.00</td>
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<td>03 Nov 2003</td>
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</table>

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 (or at least a grade of C-) for each assessment item.

3. Penalties for late submission of required work:
   If students submit assignments after the due date without prior approval then a penalty of 20% of the total marks available for the assignment will apply for each week late.

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 available weighted marks for the summative assessment items.

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 (or grades) 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/SECARIAT/calendar/Part5/ or in the printed version of the current USQ Handbook.

ASSESSMENT NOTES

1 Students must retain a copy of each item submitted for assessment. This must be produced within five days if required by the Examiner.

2 The examiner may grant an extension of the due date of an assignment in extenuating circumstances.

3 The Faculty will normally only accept assessments that have been written, typed or printed on paper-based media.

4 When there is more than one marker for a single item of assessment, the distributed patterns and means for the different markers will be compared and marks adjusted if necessary.

5 When there is more than one marker for a single item of assessment, the distributed patterns and means for the different markers will be compared and marks adjusted if necessary.

6 All assessment items must be attempted/submitted with a pass overall gained.