Description: Curriculum Theory and 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>5213</td>
<td>34770</td>
<td>2, 2004</td>
<td>EXT</td>
<td>1.00</td>
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Academic group: FOEDU
Academic org: FOE002
Student contribution band: 1
ASCED code: 070303

STAFFING
Examiner: Dorothy Andrews
Moderator: Michele McGill

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:

1. conduct a contextual evaluation to establish the need for a modification to the instructional program with which they are currently working
2. conduct an in depth input evaluation to establish the most appropriate means of structuring, presenting and assessing/evaluating the proposed instructional program
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
4. 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:**

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).


**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>
<td>40.00</td>
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<tr>
<td>Directed Study</td>
<td>70.00</td>
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<tr>
<td>Private Study</td>
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ASSESSMENT DETAILS

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks out of</th>
<th>Wtg(%)</th>
<th>Due date</th>
</tr>
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<tbody>
<tr>
<td>2-PART ASSIGNMENT</td>
<td>100.00</td>
<td>50.00</td>
<td>27 Aug 2004</td>
</tr>
<tr>
<td>PROGRAM BASED ON ASSIGNMENT</td>
<td>100.00</td>
<td>50.00</td>
<td>01 Nov 2004</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 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 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.

ASSESSMENT NOTES

1 The due date for an assignment is the date by which a student must despatch the assignment to the USQ. The onus is on the student to provide proof of the despatch date, if requested by the Examiner.

2 Students must retain a copy of each item submitted for assessment. This must be produced within twenty-four (24) hours of receipt of request being made by the Examiner. The student must retain this copy until the grade for this course has been finalised.

3 The Examiner may grant an extension of the due date of an assignment in extenuating circumstances.

4 In the event that a due date for an assignment falls on a local public holiday in their area, such as a Show holiday, the due date for the assignment will be the next working day. Students are to note on the assignment cover the date of the public holiday for the Examiner's convenience.

5 Students who have undertaken all of the required assessments in a course but who have failed to meet some of the specified objectives of a course within the normally prescribed time may be awarded the temporary grade: IM (Incomplete - Make up). An IM grade will only be awarded when, in the opinion of the Examiner, a student will be able to achieve the remaining objectives of the course after a period of non-directed personal study.

6 Students who, for medical, family/personal, or employment-related reasons, are unable to complete an assignment or to sit for an examination at the scheduled time may apply to defer an assessment in a course. Such a request must be accompanied by appropriate supporting documentation. One of the following temporary grades may be awarded IDS (Incomplete - Deferred Examination); IDM (Incomplete -
Deferred Make-up); IDB (Incomplete - Both Deferred Examination and Deferred Make-up).

7 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.

8 The Faculty will normally only accept assessments that have been written, typed or printed on paper-based media. The Faculty will NOT accept submission of assignments by facsimile. Students who do not have regular access to postal services or who are otherwise disadvantaged by these regulations may be given special consideration. They should contact the Examiner of the course to negotiate such special arrangements.

9 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.

10 All assessment items must be submitted with a pass overall gained.

11 Summative assessment items will receive a numerical score. Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.

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.