Description: Curriculum Theory

<table>
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<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>3, 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: Michele McGill
Moderator: Dorothy Andrews

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:

1. explain the role of curriculum theory in informing educational practice
2. critically analyse the contributions significant curriculum theories have made to curriculum change
3. describe selected significant curriculum changes at the systems level and initially evaluate their effectiveness
4. 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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<td>5. Curriculum theory and curriculum change: some case studies</td>
<td>16.00</td>
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<tr>
<td>6. Strategies for changing the curriculum</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>75.00</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>
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<tbody>
<tr>
<td>ASSIGNMENT (2500 WORDS)</td>
<td>40.00</td>
<td>40.00</td>
<td>07 Jan 2005</td>
</tr>
<tr>
<td>ASSIGNMENT (3000-4000 WORDS)</td>
<td>60.00</td>
<td>60.00</td>
<td>04 Feb 2005</td>
</tr>
</tbody>
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**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
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. In accordance with the University's assignment extension policy (Regulation 5.6.1), the examiner may grant an extension of the due date of an assignment in extenuating circumstances.

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

5. The Faculty will NOT accept submission of assignments by facsimile.

6. 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.

7. 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.

8. 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.

9. 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).

10. 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.

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

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

13. 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.