**University of Management and Technology**

**Course Outline**

Course Code ED210 Course Title **Curriculum Development**

|  |  |
| --- | --- |
| Program | BS Education |
| Credit Hours | 3 |
| Duration | 16 weeks |
| Prerequisites | NA |
| Resource Person |  |
| Counseling Timing | Wednesday to Friday11:00 am to 01:00 pm |
| Contact | almas.shoaib@umt.edu.pk |

**Chairman/Director signature………………………………….**

**Dean’s signature…………………………… Date………………………………………….**

**UMT Vision**

Our vision is Learning. It defines our existence, inspires all stakeholders associated with us, creates a powerful momentum inside, and responds to the challenges outside. It continues to evolve as present captures new realities and foresight unfolds new possibilities. All in an incessant attempt to help individuals and organizations discover their God-given potentials to achieve Ultimate Success actualizing the highest standards of efficiency, effectiveness, excellence, equity, trusteeship and sustainable development of global human society.

**UMT Mission**

Our mission is leading. We aspire to become a learning institution and evolve as the leading community for the purpose of integrated development of the society by actualizing strategic partnership with stakeholders, harnessing leadership, generating useful knowledge, fostering enduring values, and projecting sustainable technologies and practices.

**Dept. of Education Vision**

To become an internationally well-recognized research oriented platform for pre-service & in-service teacher education as well as leadership & management programs.

**Dept. of Education Mission**

Our mission is to contribute in developing knowledgeable, skilled and professional individuals who can contribute to the human development for a sustainable peaceful society for the present and future generations.

Program Educational Objectives

After completion of graduation, the graduates of the BS Education will be able to:

**PEO 1:** Apply the research based quality knowledge of core areas of education required for teaching, management, and learning to take a lead in competitive environment for an improved version of society based on equity and equality. **(Cognitive)**

**PEO 2:** effectively choose professional ethics, skills and competence to perform their job meeting the local and global standards to solve the problems **(Affective)**

**PEO 3:** lead the way in shaping and equipping students, schools and society for the future through creative problem-solving methods rooted in both modern and seminal educational theories and religious principles. **(Cognitive)**

**PEO 4:** effectively exhibit the hands-on skills of Information Communication Technology (ICT) in their classroom teaching and professional development through learning communities. **(Psychomotor)**

Program Learning Outcomes (in accordance with HEC, UMT 2.0 Policy and NACTE)

After successful completion of the program, the graduates will be able to:

|  |  |  |
| --- | --- | --- |
| PLO # | PLO Title | Description  |
| 1 | Subject Matter Knowledge | Evaluate the existing curriculum, content, theories, and practices related to education in local and global perspective to apply in their context. |
| 2 | Human Growth and Development | Relate teaching-learning with real-life examples considering the physical, psychological, social, and moral development of students to develop critical and creative thinking among students. |
| 3 | Knowledge of Ethical Values/social life skills | Exhibit the understanding of Islamic/Religious, ethical and professional values in their professional and social life to promote equity and equality for learning and development of the students’.  |
| 4 | Instructional Planning and Strategies | Apply and utilize academic planning skills in their specialized areas and content areas to improve students’ learning considering multiple factor e.g. content, curriculum, community, educational theories. |
| 5 | Students’ Assessment | Evaluate, select, and develop assessment strategies/tools/tests appropriate to measure students’ learning, considering curriculum requirements and learning objectives to improve both students’ and their own performance. |
| 6 | Learning Environment | Create a safe, conducive and inclusive learning environment supported by educational theories in the context of local and global needs and standards.  |
| 7 | Effective Communication, and use of Information and Communication Technologies | Use appropriate and effective academic communication skills and Integrate ICT and emerging technologies in their teaching. |
| 8 | Collaboration and Partnership | Improve teaching-learning scenario by developing relationship with colleagues, parents, community and local as well as global platforms/organizations. |
| 9 | Continuous Professional Development and Code of Conduct | Meet the required standards of professional and academic integrity by pursuing and searching opportunities for their professional growth and development. |
| 10 | Teaching of English as FL/SL | Teach English effectively in different contexts by using their knowledge of ELT pedagogy |

**Course Description:**

Curriculum development is intended to orient Students to the principles, processes, and procedures of curriculum design and development. Students will be informed about the objectives, selection of content, its scope and outcomes, teaching strategies, and design of instructional materials. This course will also include various factors that affect the process of curriculum development and implementation. Students will learn about traditional and progressive notions of curriculum monitoring, assessment, and evaluation as well as how these notions influence curriculum improvement efforts. This course gives Students the opportunity to develop an in-depth understanding of the central idea of curriculum. Furthermore, it will enable Students to plan and develop curricula to meet the needs of their students.

**Learning Objectives**

Students will be able to do the following:

1. Understand the concept of curriculum
2. Differentiate between different types of curricula
3. Gain awareness of curriculum design and development
4. Analyze the components of the curriculum development process

**Learning Methodology:**

Students are encouraged to not only know about curriculum, but to also act as curriculum planners and developers. A variety of teaching and learning approaches will be used throughout this course: lecture, group discussion, group work, peer learning, informational posters, and question-and-answer sessions. Discussion and reflection will help Students become familiar with the concept of curriculum; its elements, aims, and objectives; and the curriculum development process.

**Mapping of CLOs to Program Learning Outcomes (PLOs):**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CLO’s/PLO’s** | **CLO 1** | **CLO 2** | **CLO 3** | **CLO 4** |
| PLO 1: Subject matter knowledge | ✔ | ✔ | - |  |
| PLO 2: Human Growth and Development |  |  |  |  |
| PLO 3: Knowledge of Professional and Ethical Values |  |  |  |  |
| PLO 4: Instructional Planning and Strategies | ✔ | ✔ |  |  |
| PLO 5: Students’ Assessment | ✔ | ✔ | ✔ | ✔ |
| PLO 6: Learning Environment |  | ✔ | ✔ |  |
| PLO 7: Effective Use of Information and Communication Technologies |  |  |  |  |
| PLO 8: Collaboration and Partnership |  |  |  |  |
| PLO 9: Continuous Professional Development and Code of Conduct |  |  |  | ✔ |

**Grade Evaluation Criteria**

Following is the criteria for the distribution of marks to evaluate final grade in a semester.

**Marks Evaluation Marks in percentage**

Quizzes 20%

Assignments 10%

Mid Term 25%

Presentations 5%

Final exam 40%

Total 100%

**Recommended Text Books:**

Ornstein, A. C.,& Hunkins, F. P. (2018). *Curriculum: Foundations, principles, and issues*. Pearson

Oliva, P. F. (2005). *Developing the curriculum* (7th Edit), Pearson.

**Reference Books:**

Alismail, H., McGuire, P. (2015). 21st Century Standards and Curriculum: Current Research and Practice. Journal of Education and Practice 6(6) pp. 150 – 154.

Boyelle, B. (2016). Curriculum Development. Sage. London.

Kelly, A. V. (1986). *Knowledge and curriculum planning*. Paul Chapman Pub.

Lawton, Denis. (1986). *School Curriculum Planning.* London: Hodder and Sloghten

Narayana, P.V.V.S, Krishna G. (2004). *Curriculum development and Management.* Discovery Publishing

Nicholls, Andrey and S. Howard Nicholls (1978). *Developing a Curriculum A Practical Guide* .Landon :Grag Allen & Unwin

Null, W. (2016). *Curriculum: From theory to practice*. Rowman & Littlefield.

Saylor ,J G ,W.M .Alexander and A.J Lowis (1981) *Curriculum Planning for Better Teaching and Learning* (4th ed) Tokho Holt Saunders Japan

Shahid S.M. *Curriculum Development and Instruction*

Smith ,B.O Stanly and J.H Shores (1950*) Fundamentals of Curriculum Development* Youkers on Hudson ,NY :World book Co

Taba, Hidla. *Curriculum Development. Theory and Practice*. New York

Zais, R. S. (1976). *Curriculum: Principles and foundations*. Ty Crowell Company.

**Calendar of Course contents to be covered during semester**

Course Code ED210 Course title Curriculum Development

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  **Week** | **Topics** |  **Reference Chapter(s)** | **Assignments & Tasks** | **CLOs** |
| 1. | Introduction to curriculum and Instruction  |  | Activity: KWL chart | 1 |
| 2.  | Types of Curriculum  |  | Assignment  | 1 |
| 3. | Foundations of Curriculum Development |  | Quiz 1 | 1,2 |
| 4. | Taxonomies of Educational objectives |  | Assignment | 2 |
|  5. | Curriculum planning |  | Class activity | 1 |
| 6 | Curriculum designs elements  |  | Assignment | 2  |
| 7 | Curriculum designs models |  | Quiz 2 | 2 |
| 8 | **Mid Term** |  |  |  |
| 9 | Curriculum Development and its models and Curriculum Development in Pakistan |  | Presentation | 2,3 |
| 10 | Educational Policies (1947, 1959, 1972-80, 1978)  |  | Assignment | 1,2 |
| 11 | Educational Policies (1992, 1998-2010, 2009, 2017)  |  | Quiz 3  | 3 |
| 12 | Curriculum Evaluation and Models |  | Presentation | 1,2 |
| 13 | Evaluating Instruction |  | Assignment | 3 |
| 14 | Curriculum Change and innovation SNC |  | Presentations | 3 |
| 15 | Future Trends in Curriculum / Issues in curriculum development |  |  | 4 |
| 16 | **Final**  |  |  |  |

**Mapping of CLOs to Direct Assessments**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CLOs▼** | Quiz 1 | Quiz 2 | Quiz 3 | Assignment | Presentation | Class Activity | Mid Exam | Final Exam |
| 1 | ✔ |  |  |  | ✔ |  | ✔ | ✔ |
| 2 |  | ✔ |  | ✔ | ✔ | ✔ | ✔ | ✔ |
| 3 |  |  | ✔ | ✔ |  | ✔ |  | ✔ |
| 4 |  |  |  | ✔ |  | ✔ |  | ✔ |