**University of Management and Technology**

**Course Outline**

Course Code ED756 Course title Perspectives of Curriculum Development

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| --- | --- |
| Program | PhD Education |
| Credit Hours | 3 |
| Duration | 16 weeks |
| Prerequisites | NA |
| Resource Person | Dr. ……. |
| Counseling Timing(Room# ) |  |
| Contact | (042) 35212801, Ext. |

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

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

**Course Description:**

The curriculum is one of the four basic components of education, i.e., teacher, student, curriculum, and school. The curriculum is the pathway through which the objectives of education are attained, whereas instruction is how this curriculum (content) is communicated to the students. It is essential for a teacher as well as a teacher educator to have in-depth knowledge and understanding of the curriculum theory, design of the curriculum and procedures of developing and changing curriculum in both national and international perspectives. This course is aimed at dealing with all these things mentioned above. It also covers the interrelationship and interdependence of curriculum and instruction as well as their contribution to the improvement of each other.

**Learning Objectives:**

After successfully completing this course, the participants will be able to:

After studying this course, the students will be able to:

1. Understand basic concepts of curriculum and instruction.
2. Comprehend and evaluate the process of curriculum development and change in general and in the Pakistani context in particular.
3. Review and evaluate the curriculum reforms that have taken place in Pakistan so far
4. Understand and evaluate the basic principles, models, and approaches to the curriculum organization and design.
5. Review and understand the critical issues, problems, and trends in curriculum development and instruction.
6. Describe the process of curriculum evaluation both in the national and international context.
7. Evaluate the quality and worth of our local textbooks, curricula, and syllabi.
8. Design a research study in the area of the curriculum.

**Learning Methodology:**

The course will be taught using a variety of techniques and modes including online / on campus lectures, discussions, reading assignments, presentations, groups work, and research project.

**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 10%

Assignments 10%

Mid Term 20%

Attendance & Class Participation 05%

Term Project 15%

Presentations 10%

Final exam 30%

Total 100%

**Recommended Text Books:**

Oliva, P. F. (2009). *Developing the curriculum* (7th ed.). Boston: Pearson Education.

**Reference Books:**

Kelly, A.V. (1999). *The Curriculum: Theory and practice*. London: Paul Chapman

Marsh, C. (2008). *Key concepts for understanding curriculum* (4th ed.). London: Routledge.

Muhammad, Y. (2016). Understanding the “lossiness” of the liberal-democratic agenda of National Curriculum 2006 in Pakistan: Using (curriculum) policy to practice framework. https://www.researchgate.net/publication/306102894.

Muhammad, Y., & Brett, P. (2015). Beyond binary discourses? Pakistan studies textbooks and representations of cultural, national, and global Identity. IARTEM e-Journal (Special Issue Dec.), 74-100.

Posner, G. J. (2004). *Analyzing the curriculum* (3rd ed.). New York: McGraw-Hill

Rashid, M. (2000). *Allied material of curriculum development and instruction.* Islamabad: AIOU.

Schugurensky, D. (2002). The eight curricula of multicultural citizenship education. *Multicultural Education, 10* (1), 2-6.

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

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|  |  |  |
| --- | --- | --- |
| **Week** | **Course Contents** | **Reference Chapter(s)** |
| 1 | Curriculum and Instruction Defined | Chapter 1 |
| 2 | Principles of Curriculum Development | Chapter 2 |
| 3 | Curriculum Planning: A Multilevel, Multisector Process | Chapter 3 |
| 4 | Curriculum Planning: The Human Dimension | Chapter 4 |
| 5 | Models for Curriculum DevelopmentCurriculum Development Process in Pakistan | Chapter 5 |
| 6 | Philosophy and Aims of Education | Chapter 6 |
| 7 | Data-Driven Decision Making | Chapter 7 |
|  8 | **Mid Term Exam** |  |
| 9 | Curriculum Goals, Objectives and Instructional Goals and Objectives  | Chapter 8 & 10 |
| 10 | Selecting and Implementing Strategiesof Instruction  | Chapter 11 |
| 11 | Evaluating the Curriculum | Chapter 13 |
| 12 | Digital Curriculum  | Chapter 14 |
| 13 | Curriculum Development: Issues in CurriculumDevelopment | Chapter 15 |
| 14 | Constructive Alignment in Curriculum Development Evaluating curriculum documents on the basis of Constructive Alignment | TBS |
| 15 | Constructing Curriculum documents on the basis of Constructive Alignment Theory Tutorial on Constructing Curriculum documents | TBS |
| 16 | **Final Term Exam** |  |

 Note= TBS: To be shared via resource person