**University of Management and Technology**

**Course Outline**

**Course Code… ED 812. Course title Seminar on Curriculum & Instruction**

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

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

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

**Course Description:**

These seminars will be arranged in order to critically consider recent research trends in Curriculum and Instruction. Using individual studies and small group interactions this course will provide ample time and opportunities to scholars to enhance their critical understanding of the four basic components of education i.e., teacher, student, curriculum and school. Moreover, this course will provide in depth understanding of curriculum as the pathway through which the objectives of education are attained whereas instruction is how this curriculum (content) is communicated to the students. The assumption is that curriculum is essential for a teacher as well as a teacher educator to have an 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 will also cover the interrelationship and interdependence of curriculum and instruction as well as their contribution in the improvement of each other.

**Intended Learning Outcomes:**

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

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

1. Understand latest research trends in curriculum and instruction.
2. Comprehend and evaluate the historical of curriculum development and change in general and in Pakistani context in particular.
3. Review and evaluate the curriculum reforms that have taken place in Pakistan so far
4. Review and understand the critical issues, problems and trends in curriculum development and instruction across various school courses.
5. Describe the evaluation both in national and international context.
6. Evaluate the criteria for the selection instructional material and instructional technology.
7. Comprehend rhetoric and reality of uniform curriculum in Pakistan:

**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, seminar paper and seminar presentation.

**Grade Evaluation Criteria**

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

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| --- | --- |
| **Assessment** | **Marks** |
| Final Term | 30 |
| Seminar Papers | 30 |
| Seminar Presentations | 30 |
| Class Participation (Classroom Discussion) | 10 |
| Total | 100 |

**Recommended Books & Articles:**

Amir, A., & Muhammad, Y. (2019). *Competency based national curriculum for English language in pakistan: Provisions, practices and barriers*. Paper presented at the 7th International Conference on Education, University of Education, Lahore.

Gündüz, M. (2019). Curriculum studies in Turkey: a historical perspective, by Sümer Aktan. In: Taylor & Francis.

Hébert, C., Ibrahim, A., Ng-A-Fook, N., & Smith, B. (2019). Internationalizing Curriculum Studies: Histories, Environments, and Critiques. In *Internationalizing Curriculum Studies* (pp. 1-11): Springer.

Moore, A. (2015). *Understanding the School Curriculum: Theory, Politics and Principles*. Abingdon: Routledge.

Muhammad, Y. (2019). Pakistani national identity, curriculum reform and citizenship education textbooks: Understanding teachers’ perspectives. *Journal of Research & Reflections in Education, 13*(1), 103-122.

Muhammad, Y., & Brett, P. (2015). Beyond binary discourses? Pakistan studies textbooks and representations of cultural, national, and global Identity. *IARTEM e-Journal, 7*(3), 74-100.

Muhammad, Y., & Brett, P. (2019). Addressing social justice and cultural identity in pakistani education: A qualitative content analysis of curriculum policy. In *Education, ethnicity and equity in the multilingual asian context* (pp. 235-253). New York: Springer.

Roofe, C., & Bezzina, C. (2018). *Intercultural Studies of Curriculum*: Springer.

Torrance, H. (2018). The return to final paper examining in english national curriculum assessment and school examinations: Issues of validity, accountability and politics. *British Journal of Educational Studies, 66*(1), 3-27.

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

Course Code… ED 812...... Course title **Seminar on Curriculum & Instruction**

|  |  |  |
| --- | --- | --- |
|  **Week** |  **Course Contents**  | **Reference Chapter(s)** |
| 1 | What is seminar?What are the benefits of seminar method of teaching?How seminar paper is planned and written? | TBS |
| 2 | Ways of presentations and discussions | TBS |
| 3 | Needs and Importance of Curriculum | TBS |
| 4 | Contested History of Curriculum Development at School Level | TBS |
| 5 | Phil Contested History of Curriculum Development at Higher Education | TBS |
| 6 | Current Issues in Curriculum Development in Teaching of Languages (English and Urdu) | TBS |
| 7 | Current Issues in Curriculum Development in Teaching of Islamiyat, Social Studies and Pakistan Studies | TBS |
| 8 | Current Issues in Curriculum Development in Mathematics and Science Subjects  | TBS |
| 9 | Evaluation of Instruction Methods for Social Sciences and Mathematics | TBS |
| 10 | Criteria for the Selection Instructional Material and Instructional Technology | TBS |
| 11 | Uniform Curriculum in Pakistan: Rhetoric and Reality | TBS |
| 12 | Seminar by students  |  |
| 13 | Seminar by students  |  |
| 14 | Seminar by students  |  |
| 15 | Seminar by students  |  |
| 16 | **Final Term** |  |

Note= TBS: To be shared via resource person