

Course Title: **Curriculum Practices**

Course No. Ed 521

Level: M. Ed.

Semester: Second

Nature of course: Theoretical

Credit Hours: 3

Teaching Hours: 48

1. Course Description

This is a core course designed for M. Ed. programme. This course aims to equip students with deeper knowledge and understanding of various conceptions of curriculum, theoretical base for managing curriculum development, standards movement of curriculum, as well as models of curriculum development. Besides, this course aims at providing theoretical knowledge regarding curriculum dissemination and implementation as well as curriculum dissemination and implementation practices in Nepal.

2. General Objectives

The general objectives of this course are as follows:

- To provide in-depth knowledge on definitional issues of curriculum.
- To familiarize students with curriculum management and development process.
- To acquaint students with the standard based curriculum.
- To enable the students in analyzing various curriculum development models.
- To acquaint students with different models of curriculum dissemination.
- To familiarize students with the curriculum dissemination and implementation practices in Nepal.

3. Specific Objectives and Contents

Specific Objectives	
<ul style="list-style-type: none">• Critically examine the definitional issues of curriculum.• Define curriculum as a system• Illustrate the model of curriculum as a system.	Unit I: Conceptualizing Curriculum 1.1 Definitional issues of curriculum 1.1.1 Curriculum as subjects and subject matter 1.1.2 Curriculum as experiences 1.1.3 Curriculum as objectives 1.1.4 Curriculum as a plan 1.2 System view of curriculum 1.2.1 Curriculum as a system 1.2.2 Model of the curriculum as a system
<ul style="list-style-type: none">• Explain the foundations of curriculum planning.• Describe the process of managing curriculum development.• Critically examine the classification of goals and objectives.• Exemplify each aspect of needs	Unit II: Managing Curriculum Development 2.1 Foundations of curriculum planning 2.1.1 Social forces 2.1.2 Treatment of knowledge 2.1.3 Human growth and development 2.1.4 Learning as a process 2.1.5 Technology

<p>assessment.</p> <ul style="list-style-type: none"> • Illustrate each stage of curriculum management plans. 	<p>2.2 Managing curriculum development</p> <p>2.2.1 Establishing a philosophy</p> <p>2.2.2 Formulating goals</p> <p>2.2.3 Classifying goals and objectives</p> <p>2.2.4 Using objectives to order learning</p> <p>2.2.5 Assessing needs and aspects of needs assessment</p> <p>2.2.6 Stages of curriculum management plans - Analysis stage, Design stage, Implementation stage, and Evaluation stage</p>
<ul style="list-style-type: none"> • Define standards-based curriculum and describe its origin, importance, and advantages and disadvantages • Explain the roles played by standards in teaching-learning-assessment process • Explain how standards work in school. • Describe the process of managing standards-based education. • Explain the role of technology in standards-based curriculum • Illustrate the process of balancing standards- based curriculum. 	<p>Unit III: The Standards-Based Curriculum</p> <p>3.1 Concept, origin, importance, and advantages and disadvantages of standards-based education</p> <p>3.2 Roles played by standards in teaching-learning-assessment process</p> <p>3.3 How standards works in school</p> <p>3.4 Managing standards-based education</p> <p>3.5 Role of technology</p> <p>3.6 Balancing standards- based curriculum</p>
<ul style="list-style-type: none"> • Define model and show the continuum of curriculum model • Critically examine the rational, cyclical, and dynamic models of curriculum development. 	<p>Unit IV: Curriculum Development Models</p> <p>4.1 Concept of model</p> <p>4.2 Continuum of curriculum model</p> <p>4.3 Representative curriculum models</p> <p>4.3.1 Rational models</p> <ul style="list-style-type: none"> • Ralph Tyler model • Hilda Taba model • Strengths and weaknesses of rational model <p>4.3.2 Cyclical models</p> <ul style="list-style-type: none"> • Wheeler’s model • Audrey and Howard Nichole’s model • Strengths and weaknesses of cyclical model <p>4.3.3 Dynamic models</p> <ul style="list-style-type: none"> • Decker Walker’s model • Malcolm Skibeck's model • Strengths and weaknesses of dynamic model
<ul style="list-style-type: none"> • Explain the concept of curriculum 	<p>Unit V: Dissemination and Implementation of Curriculum</p>

<p>dissemination.</p> <ul style="list-style-type: none"> Describe the models of curriculum dissemination. Illustrate the concept of curriculum implementation. Examine the relationship of implementation to planning. Explain the factors related to effective curriculum implementation. Explain the theory and models of change. 	<p>5.1 Concept of curriculum dissemination</p> <p>5.2 Models of curriculum dissemination</p> <p>5.2.1 Schon's models</p> <p>5.2.2 Havelock's model</p> <p>5.3 Concept of implementation of curriculum</p> <p>5.4 Relationship of implementation to planning</p> <p>5.5 Role of incrementalism, communication and supports in effective curriculum implementation</p> <p>5.6 Theory of change</p> <p>5.6.1 Resistance to curriculum change</p> <p>5.6.2 Receptivity to curriculum change</p> <p>5.6.3 Models of curriculum change</p> <ul style="list-style-type: none"> Overcoming resistance to change model Organizational change model
<ul style="list-style-type: none"> Identify the curriculum structure in terms of school education structure of Nepal. Analyze the curricular issues and challenges of Nepal. Explain the principles of curriculum development in Nepal. Examine the curriculum development process in Nepal. Describe the curriculum implementation practices and issues of Nepal. 	<p>Unit VI: Curriculum Development and Implementation Practices in Nepal</p> <p>6.1 Structure of school education</p> <p>6.2 Curriculum structure of school education</p> <p>6.3 Curricular issues and challenges of Nepal</p> <p>6.4 Principles of curriculum development in Nepal</p> <p>6.5 Curriculum development process in Nepal</p> <p>6.6 Curriculum dissemination practices and issues of Nepal</p> <p>6.7 Curriculum implementation practices and issues of Nepal</p>

Note: The figures in the parenthesis indicate the approximate teaching hours for the respective units.

4. Instructional Techniques

4.1 General Techniques

- Lecture with discussion
- Demonstration
- Home assignment and self study

4.2 Specific Instructional Techniques

Unit	Activity and Instructional Techniques
I	<ul style="list-style-type: none"> Divide the students into 5 groups Let each group of students study (a) Curriculum as subjects and subject matter, (b) Curriculum as experiences, (c) Curriculum as objectives, (d) Curriculum as a plan, (e) Curriculum as a system Let the groups prepare 2/3 page report

	<ul style="list-style-type: none"> • Report presentation in the classroom followed by discussion
II	<ul style="list-style-type: none"> • Divide the students into 5 groups • Let each group of students study various aspects of Foundations of curriculum planning : (a) Social forces, (b) Treatment of knowledge, (c) Human growth and development, (d) Learning as a process, and (e) Technology • Let the groups prepare 2/3 page report • Report presentation in the classroom followed by discussion
III	<ul style="list-style-type: none"> • Divide the students into 6 groups • Let each groups of students study curriculum development models Ralph Tyler model Hilda Taba model Wheeler's model Audrey and Howard Nichole's model Decker Walker's model Malcolm Skibeck's model • Let each group of students prepare the report • Report presentation in the classroom followed by discussion
VI	<ul style="list-style-type: none"> • Divide the students into 6 groups • Let each groups of students study the various aspects of curriculum development and implementation practices of Nepal <ul style="list-style-type: none"> a. Curriculum structure of school education b. Curricular issues and challenges of Nepal c. Curriculum dissemination practices and issues of Nepal d. Principles of curriculum development in Nepal e. Curriculum development process in Nepal f. Curriculum implementation practices and issues of Nepal • Let each group of students prepare the report • presentation in the classroom followed by discussion

5. Evaluation

5.1 Internal Evaluation 40%

Internal Evaluation will be conducted by course teacher based on following activities.

1) Attendance and participation	10 points
2) First assignment/book review/written assignment/quizzes	10 points
3) Second assignment/paper writing and or presentation	10 points
4) <u>Third assessment/ written test (1 or two)</u>	<u>10 points</u>
Total	40 points

5.2 External Evaluation (Final Examination) 60%

Examination Division , office of the Dean, Faculty of Education will conduct final examination at the end of semester.

1) Objective type question (Multiple choice 10x1)	10 points
2) Short answer questions (6 questions x 5 points)	30 points
3) Long answer questions (2 questions x 10 points)	20 points
<u>Total</u>	<u>60 points</u>

6. Recommended Books and References

Recommended Books

- Kelly, A. V. (2004). *The curriculum theory and practice*. London: Sage Publication. **(For unit V)**
- Ornstein, A. C. & Hunkins, F. (1993). *Curriculum foundation, principles and theory*, 2nd ed. Boston: Allyn and Bacon. **(For units IV and V)**
- Print, M. (1993). *Curriculum development and design*. 2nd ed. St. Leonards: Allen & Unwin Pvt. Ltd. **(For units IV and V)**
- Saylor, J. G. & Alexander, W. M. (1974). *Planning curriculum for schools*. New York: Holt, Rinehart and Wonston, Inc. **(For unit I)**
- Snyder, J. F. B. & Karen Z. (1985). *Curriculum implementation*. Columbia: Columbia University. **(For unit V)**
- Wiles, J. W. & Bondi, J. C. (2011). *Curriculum development a guide to practice*. 8th ed. New Jersey: Pearson. **(For units I, II and III)**
- Zais, R. S. (1976). *Curriculum principles and foundations*. New York: Harper & Row Publishers. **(For units I and IV)**
- CDC (2007). *National curriculum framework for school education in Nepal*. Bhaktapur: Ministry of Education and Sports. **(For unit VI)**

References

- Sowell, E. J. (1996). *Curriculum & integrative introduction*. New Jersey: Merrill an Imprint of Prentice Hall.
- Taba, H. (1962). *Curriculum development theory and practice*. New York: Harcourt, Brace & World, Inc.