**The Islamia University of Bahawalpur**

# DEPARTMENT OF EDUCATIONAL TRAINING SCHEME OF STUDIES FOR B.Ed 2.5

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| Title: | Curriculum Development |
| Credit Rating: | 03 credit hours |
| Level: | B.Ed 2.5 |
| Delivery: | Semester 2 |
| Tutor/s: | Muhammad Akhtar |
| Pre-requisites: | May be an aptitude test |

Curriculum development is intended to orient Student Teachers to the principles, processes, and procedures of curriculum design and development. Student Teachers 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. Student Teachers 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 Student Teachers the opportunity to develop an in-depth understanding of the central idea of curriculum. Furthermore, it will enable Student Teachers to plan and develop curricula to meet the needs of their students

**Learning outcomes**

On completing this course the student is expected to have developed the following abilities and skills in:

* Understand the concept of curriculum
* Differentiate between different types of curricula
* Gain awareness of curriculum design and development
* Analyse the components of the curriculum development process
* State the critical issues, problems, and trends in curriculum thinking
* Recognise the role of the teacher as a curriculum planner and developer to meet the challenges and demands of the 21st century
* Apply the skills and knowledge to translate intended curriculum into practice.

# Curriculum Contents:

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| **Mid Term Exam** | Session 1:Concept of Curriculum  Session 2: Difference among curriculum, syllabus, course and educational program  Session 3-4: Elements of curriculum  Session 5: Models of Curriculum Development  Session 6-7: Using Bloom’s Taxonomy to Write Effective Learning Objectives  Session 8: Stages of Curriculum Development |
| **Final Term Exam** | Session-9 Foundations of Curriculum Development Session-10 Types of curriculum  Session 11-12 Curriculum Process  Session 13: Curriculum change  Session 14: Curriculum Design  Session 15-16: Curriculum Assessment (Rules for  Semester System)  Session 16 Problems of curriculum in Pakistan |

**Teaching Learning Hours**

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| --- | --- |
| Activity | Hours allocated |
| Staff/student contact (teaching, discussion, presentation, seminar,  quiz, surprise test etc.) | 48 |
| Private study (preparing assignments/presentations) | 32 |
| Reading | 20 |
| Total hours | 100 |

**Teaching Methods:**

Creating social coherence

Suitable opening sessions for module preparation

Small group teaching and learning, group work and grading

Lectures, Slide presentations, discussion, one to one interaction, Individual and small group presentation, Seminars, Cooperative performance activity

Learning methods & techniques

* Group discussion, Interactive sessions, Independent learning, Field projects, Creative assignments/work, Material search/books/reports/ documents/internet
* Tutorial, presentations, Assignment/essay/project/material preparation

/research

# Teaching and learning assessment

Pre-test, optional tutorials, flexible module delivery, Checking progress with feed back, multiple layer of support, video/audio lectures, mixing students, special seminar groups, varied assignments, graded assignments, pacified reading list, resource based learning.

# Books:

[Key Concepts for Understanding Curriculum](https://www.questia.com/library/108100331/key-concepts-for-understanding-curriculum) By Colin J. MarshRoutledgeFalmer, 2004 (3rd edition)

***Librarian's tip:*** Part II "Curriculum Planning and Development"

[Curriculum Theory and Practice: What's Your Style?](https://www.questia.com/library/journal/1G1-254485117/curriculum-theory-and-practice-what-s-your-style) By Miller, Donna LPhi Delta Kappan, Vol. 92, No. 7, April 2011

[Learning, Progression and Development Principles for Pedagogy and Curriculum](https://www.questia.com/library/journal/1G1-76627004/learning-progression-and-development-principles-for) [Design](https://www.questia.com/library/journal/1G1-76627004/learning-progression-and-development-principles-for) By Raban, BridieAustralian Journal of Early Childhood, Vol. 26, No. 2, June 2001

[Curriculum Collaboration: A Key to Continuous Program Renewal](https://www.questia.com/library/journal/1G1-171020627/curriculum-collaboration-a-key-to-continuous-program) By Briggs, Charlotte LJournal of Higher Education, Vol. 78, No. 6, November-December 2007

[Concept Mapping as a Tool for Curriculum Design](https://www.questia.com/library/journal/1G1-205363604/concept-mapping-as-a-tool-for-curriculum-design) By McDaniel, Elizabeth A.; Roth, Brenda F.; Miller, Michael SIssues in Informing Science & Information Technology, Vol. 2, Annual 2005

[International Handbook of Curriculum Research](https://www.questia.com/library/104615971/international-handbook-of-curriculum-research) By William F. PinarLawrence Erlbaum Associates, 2003

[Engaging the Curriculum in Higher Education](https://www.questia.com/library/119511520/engaging-the-curriculum-in-higher-education) By Ronald Barnett; Kelly CoateOpen University Press, 2004

HEC Training Module “Curriculum Planning and Development”