



Course Outline

EDGDS6103 SCHOOL CURRICULUM: A DESIGN FOR LEARNING PART A

Title: SCHOOL CURRICULUM: A DESIGN FOR LEARNING PART A

Code: EDGDS6103

School / Division: School of Education

Level: Advanced

Pre-requisites: Nil

Co-requisites: Nil

Exclusions: Nil

Progress Units: 7.5

ASCED Code: 070101

Objectives:

After successfully completing this course, students should be able to:

Knowledge:

- investigate and explain the main features of effective and responsive curriculum design, development and delivery
- investigate and explain the relationship between school curriculum decisions and contemporary issues and trends in the wider society;

Skills:

- analyse historical and contemporary patterns of school in Australia
- analyse and critically explain school curriculum policy in Australia, with particular reference to Victorian policy
- analyse and critically explain the responsibilities of school communities in relation to school curriculum development and evaluation
- design and develop curriculum materials/resources
- develop processes of curriculum evaluation
- explore the interrelationships among curriculum, pedagogy and assessment

Values:

- explore the interrelationships among curriculum, pedagogy and assessment
- adopt and articulate a considered personal stance on significant school curriculum issues
- consider how organisational patterns in schools and school systems influence curriculum

Content:



Course Outline

EDGDS6103 SCHOOL CURRICULUM: A DESIGN FOR LEARNING PART A

Topics may include:

- Concepts, theories and models of curriculum: academic/vocational; input/outcome-based; mandated/negotiated
- Curriculum policy in Victoria: evolution in curriculum policy from the 1970s to the present; Victorian Essential Learning Standards; Victorian Certificate of Education; postcompulsory schooling; Vocational Educational and Training
- Curriculum in society: historical patterns of and justifications for schooling; curriculum and the information revolution; schooling in a democratic society; community involvement in curriculum decision making
- Curriculum and competing values: concept of 'basics'; patterns of resourcing; issues of justice and inclusiveness
- Organisation: system and school decision-making structures; patterns of school organisation; pathways and links with TAFE and higher education.
- Contemporary curriculum issues: (for example) middle years concerns and strategies; literacy and numeracy across the curriculum; integration of information and communication technologies; curriculum for students 'at risk'; giftedness and special needs curriculum; lifelong learning
- Curriculum, pedagogy and assessment: the ways in which these three 'sign systems' affect each other; forms of assessment; assessment for learn
- Evaluation and ongoing review of curriculum: action research as a form on ongoing reflection and review

Learning Tasks & Assessment:

Learning Task	Assessment	Weighting
Participation in a group research project, ('rich task') to develop interdisciplinary curriculum resources/guidelines around a significant question	Group narrative and individual evaluation of the process as well as a completed curriculum resource	100%
Participation in workshops All students are expected to participate in class discussions, preparatory reading and enthusiastically take part in class activities	„h Acronyms sheet „h Assessment Narrative „h Case Study	S/N

Adopted Reference Style:

APA

Library Website:

http://ww.ballarat.edu.au/aasp/student/learning_support/generalguide/