



ECPT7004-ECPT6007

The Teaching Toolkit 2

Module Introduction

Learning Outcomes

- Outline the content and structure of the module
- Explain the nature of the module assessments
- Critically examine theoretical concepts of curriculum design and implementation



Aim of the module

- To develop learner awareness and understanding of a range of issues pertinent to professional practice within the post-compulsory sector

Module Learning Outcomes

- Demonstrate competence in designing effective curricula for identified groups of learners to incorporate appropriate employability and skills development
- Critically evaluate theoretical concepts pertinent to programme design that promotes effective student learning

Schedule of sessions



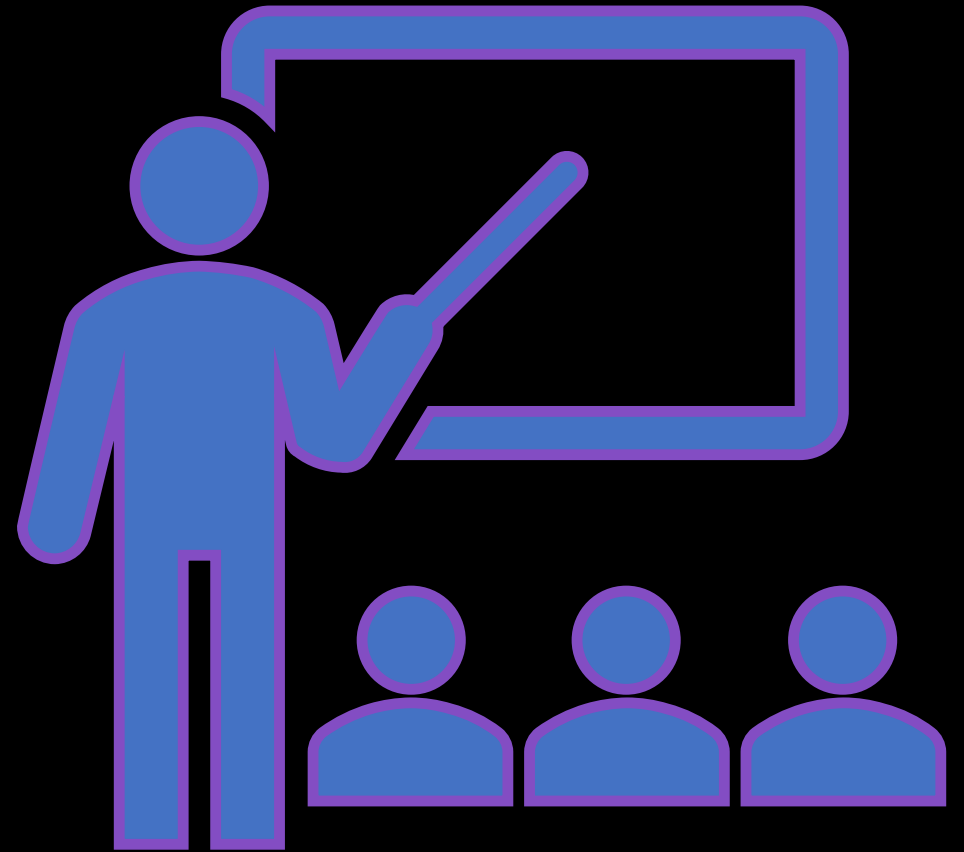
Date	Session	Tutor
19.03.24	Welcome to the module	Caroline Lewis
Easter Holidays		
16.04.24	Curriculum Design	Marion Phillips
23.04.24	Assessment & evaluation	Katie Gardner
30.04.24	Assessment marking workshop	Katie Gardner
07.05.24	Inspection systems and quality assurance in PCET	Marion Phillips
14.05.24	The Skills Agenda	Marc Flagg
21.05.24	Bilingualism in Education	Marc Flagg
28.05.24	Employability and Entrepreneurship	Marc Flagg



Module Assessment

Conceptualising curriculum

- What do I want my students to learn?
- How will they learn it?
- How will I know if they have learned it?



Curriculum or syllabus?



Syllabus/scheme of work tends to be a snapshot of the learning that is to take place



The curriculum is the wider context in which the learning sits



Thus far you may have only been involved in syllabus development



Task

- In groups think about your experience of school and note down everything that you learned during your school years.
- Do not limit this to just academic topics but think as broadly as possible about your skills, knowledge and beliefs.



4 Conceptions of Curriculum

- The official curriculum
- The hidden curriculum
- The observed curriculum
- The curriculum-as-experienced

The Official Curriculum

- “A planned course of study”
- Explicitly stated programme of learning
- States intended curriculum content
- Structures sequence and progression, framing content and course activities
- Designed to challenge students and match learning needs

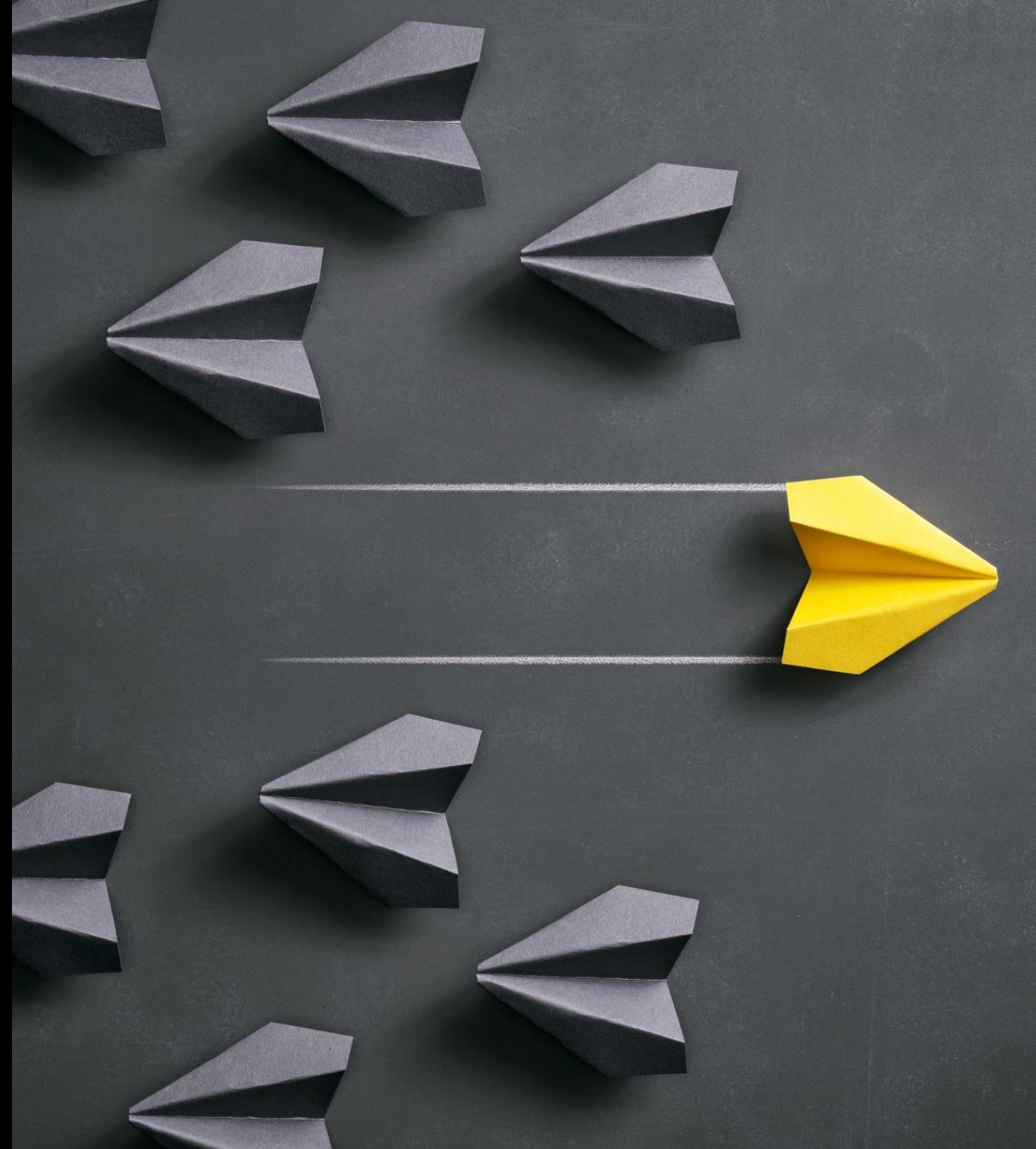


The Hidden Curriculum

- All that is learnt during school/college activities that is not a designated part of official curriculum
- What is “picked up” about e.g. role of teacher/learner, status, attitudes to learning
- Implicit, embedded in taken-for-granted procedures and materials
- May be unrecognised and often examined
- Can have profound effect on self-image on students, and attitudes to education/other social groups

The Observed Curriculum

- What can be seen as taking place in classroom
- May be different from intended official curriculum



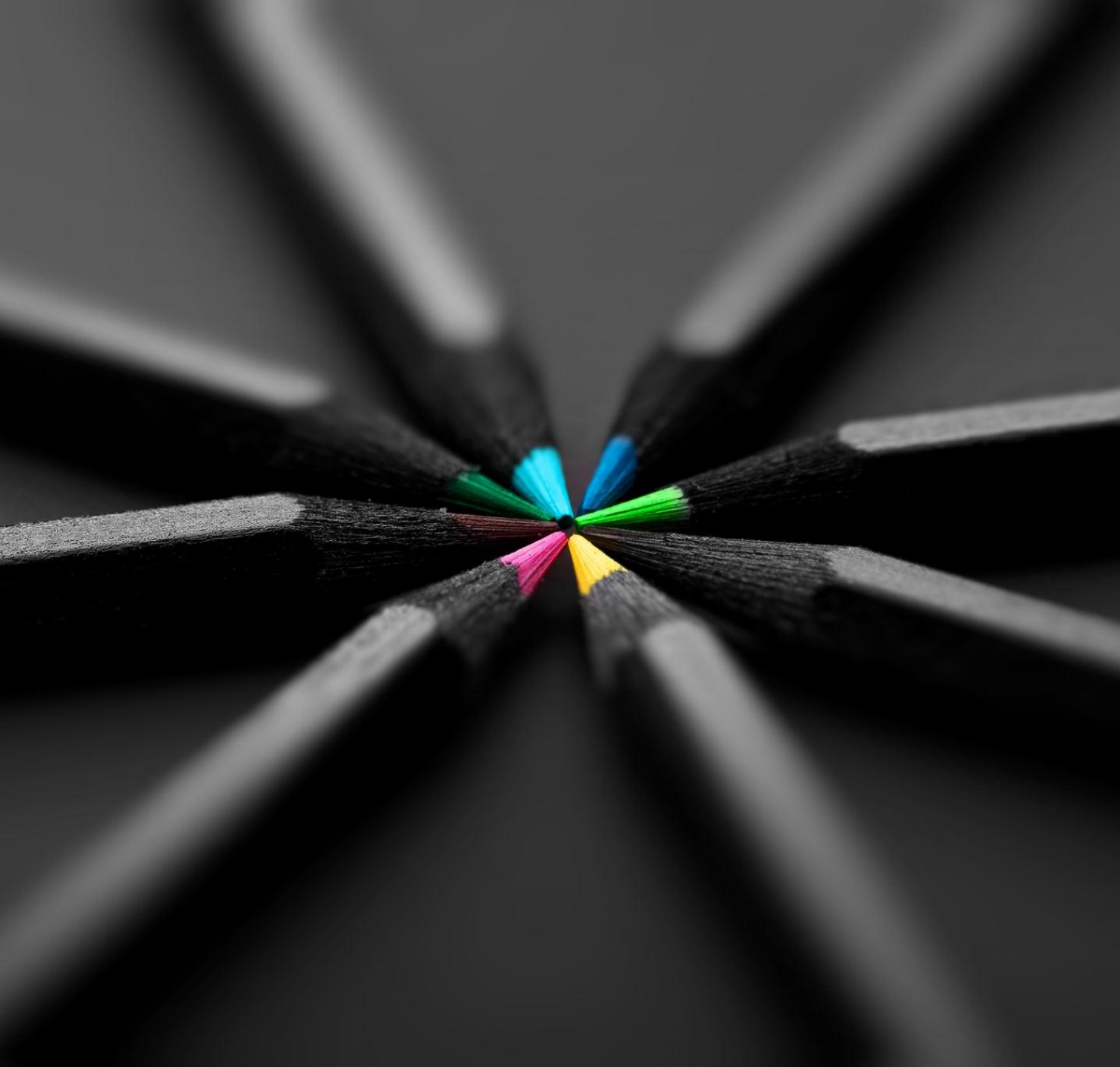
Curriculum as experienced



The parts of the curriculum
(official and hidden) that
actually connect
meaningfully with students



Arguably only this aspect
which has educational impact
– rest is often forgotten!



Curriculum Design

The basics



WHO?



WHAT?



WHEN?



WHERE?



WHY?



HOW?

Planning a curriculum

WHAT

- Is the curriculum about?
- Are the aims and objectives?
- Will be needed in terms of resources?

WHO is the curriculum being designed for?

WHY should it exist?

WHEN will it be delivered?

WHERE will it be delivered?

HOW will it be delivered, assessed and evaluated?



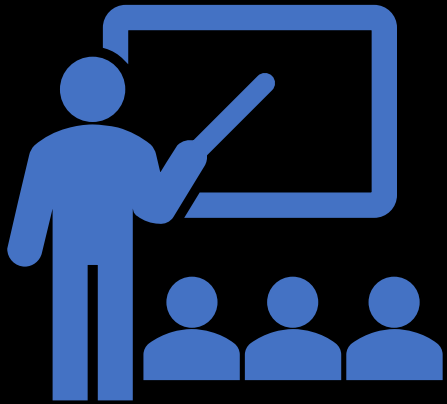
Ways of sequencing topics within a curriculum

Easiest	Sensitivity	Order of textbook
Themes	Confidence	Must know, Should know, Could know
Logical	Most helpful	Past course evaluation
Safety	Theory / Practice	Normal / Abnormal
Familiarity	Negotiation	Demands
Chronological	Availability of resources	Opportunistic

Factors that influence course design

- Level of Unit/Module
- Course Aims/Objectives
- Course Content
- Number/Length of Sessions
- Time Available
- Teaching Strategies
- Assessment Techniques and Outcomes
- Resources Needed
- Reading Requirements.

Things to consider



- How long is the course?
- Are there any fundamental subjects to be included in the scheme?
- What is the likely reaction of the students to the course?
- What type of teaching method will be appropriate to their abilities?
- What tutorial arrangements will have to be made?
- What resources are at my disposal?
- What assistance will I have whilst working on the course?
- How can I best assess progress being made towards achieving the aims of the course?
- What, if any, summative assessment is in place?

Learning Outcomes

- Outline the content and structure of the module
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Any
questions?

Further Reading

- Bates I, Bloomer M, Hodgkinson P & Yeomans D (1998) "Progressivism and the GNVQ: context ideology and practice" *Journal of Education and Work*, 11, 22, 109-25)
- Marsh, C.J. (1997) *Perspectives: Key concepts for understanding curriculum*
1. London: Falmer Press
- Neary, M. (2002) *Curriculum Studies in Post-Compulsory and Adult Education*. Cheltenham: Nelson-Thornes. Chapter 3
- Pollard, A. & Triggs, P. (1997) *Reflective Teaching in Secondary Education*. London: Continuum
- Tyler, R. (1949) *Basic Principles of Curriculum and Instruction*. Chicago@ University of Chicago Press
- Young, M. & Leney, T. (1997) From A-levels to an Advanced Level Curriculum of the Future in Hodgson, A. & Spurs, K. (eds) (1997) *Dearing and Beyond*. London: Kogan Page