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UNIVERSITY OF WALES

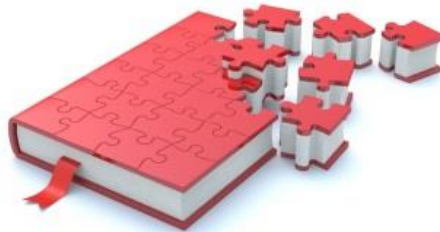
Trinity Saint David

SWANSEA - ABERTAWE

BA Education Studies

Level 6:

Curriculum Studies: Principles and Innovation



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Modules Aims:**The aims of the module are:**

- To address the processes, principles and issues which influence the design and implementation of formal curriculum.
- To introduce students to curriculum theory and to demonstrate its impact on current educational provision.
- To build student understanding of curriculum as content, process, curriculum models and their underlying ideologies as well as curriculum alternatives from core curriculum, school-based curriculum to national curriculum.

Module Objectives:**On successful completion of the module students will be able to:**

- Develop critical understanding of the concepts related to curriculum theory and practice in extending conceptual understanding of education.
- Discuss and demonstrate critical understanding of philosophical, sociological, economic and professional factors associated with development & implementation curriculum
- Debate the current issues related to curriculum and reflect on strategies for promoting inclusivity within the state curriculum of more than one country

Teaching and Learning Strategy

The module aims to maintain a balance between the theory and practice of education through a range of strategies. Discussion, lecture, group work and self-directed study are used to meet this need. Tutorials also give the students the opportunity to discuss relevant issues and to gain individual, formative feedback regarding their work and assignment.

The sessions for this module will consist of a one hour lecture followed by a two hour seminar later in the week. The lectures will give students the opportunity to develop

the skills of careful listening, selecting, summarising and analysing. They will cover the major theories, debates and areas of research critical to the module.

At the end of the lecture students will usually be given some reading and/or a task to do before the seminar. It is vitally important that students study the reading and complete these tasks as they will be used in the seminar. The strategies in this module have been selected on the basis that they will not only help you to learn but provide models for different approaches to learning.

LECTURE PROGRAMME AND SEMINAR READINGS

Semester 1: Beginning September 29th

Week 1: Introduction to the module

Learning Outcomes:

- To develop an initial awareness of the content of the module
- To consider some milestones in curriculum development

Readings:

Chapter 1-Pinar, W. (2012) *What is Curriculum Theory?* New York: Routledge

Pages 5-12 A.V, Kelly (2009) *The Curriculum, Theory and Practice*, London: Sage Publications

Week 2: History of curriculum development in Britain

Learning Outcomes:

- To develop an understanding early curriculum developments
- To gain an understanding of more recent curriculum developments.

Readings:

Chapter four, a modern history of schooling: Bartlett, S. and Burton, D. (2012) *Introduction to Education Studies*. London: Sage Publications

Week 3 and 4: Curriculum in context: Primary, Secondary and Post Compulsory.

Learning Outcomes:

- To debate key primary, secondary and post-compulsory initiatives in England and Wales
- To explore criticisms of primary, secondary and post-compulsory education.

Readings:

Chapter 5: Curtis, W., Ward, S., Sharp, J. and Hankin, L. (2013) *Education Studies, An Issue Based Approach*. London: Sage Publications.

UK Government (2015) Academies and Free Schools. [Online] Available at: <http://www.publications.parliament.uk/pa/cm201415/cmselect/cmeduc/258/258.pdf> [Accessed 06 August 2015]

Week 5: Educational Visit

More details to be given closer to the date

Week 6: Curriculum in context: Global curriculum

Learning Outcomes:

- To discuss and debate the global perspectives of a curriculum
- To critically compare the differences of a curriculum in Wales and a global curriculum

Readings:

Soler, J. and Miller, L. (2003) The Struggle for Early Childhood Curricula: A comparison of the English Foundation Stage Curriculum, Whāriki and Reggio Emilia, *International Journal of Early Years Education*. 11:1, 57-68,

Week 7: Current issues in the National Curriculum in Wales and the rest of the UK

Learning Outcomes:

- To investigate the key issues with National Curriculum in Wales and the rest of the UK
- To debate the relevance of the National Curriculum in England

Readings:

Wilson, J. (2014) Closing the Gap with the New Primary National Curriculum. [Online] Available at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/349288/closing-the-gap-with-the-new-primary-national-curriculum.pdf [Accessed on 8th August 2015]

Week 8: A radical change to Wales' Curriculum

Learning Outcomes:

- To explore the main points of the Donaldson Report
- To critically analyse the impact the Donaldson Report will have on the education of children and young people in Wales

Readings:

Donaldson, G. (2015) Successful Futures, Independent Review of Curriculum and Assessment Arrangements in Wales. [Online] Available at: <https://hwbplus.wales.gov.uk/schools/6714052/Documents/Donaldson%20Report.pdf> [Last accessed 06th August 2015]

Week 9: Inclusivity in the curriculum and the importance of the learner voice

Learning Objectives:

- To consider if the Curriculum in Wales is inclusive for all learners
- To establish how the learner voice is heard across education in the UK

Readings:

Chapman, V. (2007) Developing Inclusive Curricula, *Learning and Teaching in Higher Education*, 62-89

Week 10: Assignment drop in sessions

Module Assessment:

Assessment Component 1 – 40%

Individual Presentation (10 mins)

Create and present an individual PowerPoint/Prezzi presentation that and individual supporting plans/notes that outlines the benefits and draw backs of a particular world curriculum, compare your chosen curriculum with the National Curriculum in the UK.

Assessment Component 2 – 60%

Essay (3000 words).

Critically analyse the strategies for promoting inclusivity in a given UK curriculum.

Choose a curriculum of your choice from the list below, e.g Free Schools:

Foundation Stage in England or Northern Ireland

The Scottish Curriculum (3-18 years)

The National Curriculum (Primary, Secondary, Faith Schools)

Free Schools

The Vocational Curriculum (Further Education)

Pathways Training and Work Based Learning (Further Education)

AS/A levels (Further Education)

Welsh Baccalaureate

Degree Programmes (Higher Education)

Reading:

It is important to remember that you are **reading** for a degree in education. The more you read the more the concepts and ideas will make sense to you. Some of the reading for the module will be in the form of handouts that will be distributed during sessions. It is **essential** that you read these handouts as they will help you to grasp the issues that will be dealt with in individual sessions. On some occasions, you will

be asked to come to sessions having read material distributed in the previous week
– when this occurs **it is essential that this reading is done**

BIBLIOGRAPHY

Essential

Kelly, A.V. (2009) *The Curriculum: Theory and Practice: Sixth Edition*. London: Sage.

Pinar, W. (2011) *What is Curriculum Theory*. London: Lawrence Erlbaum Associates

Schiro, M. (2012) *Curriculum Theory: Conflicting Visions and Enduring Concerns*. London: Sage

Recommended

Neary, M. (2002) *Curriculum Studies in Post-Compulsory and Adult Education*.

Marsh, C., (2008) *Key Concepts for Understanding Curriculum*. London: Routledge.

Moore, A. (2000) *Teaching and Learning: Pedagogy, Curriculum and Culture*. London: Routledge.

Powell, S. (2011) *Inclusive Practice in the Lifelong Learning Sector*. Exeter: Learning Matters.

Ross, A. (1999) *Curriculum, Construction and Critique*. London: Routledge.

Tanner, D. (2006) Curriculum Development: Theory into Practice. Boston: Allyn & Bacon. Cheltenham: Nelson Thornes

Tummons, J. (2009) *Curriculum Studies in the Lifelong Learning Sector*. Exeter: Learning Matters.

Welsh Assembly Government (2015) *Successful Futures-The Donaldson Review*. HMSO: Cardiff.

Background

Curtis, W., Ward, S., Sharp, J. and Hankin, L. (2013) *Education Studies, An Issue Based Approach*. London: Sage Publications.

Journals

Active Learning in Higher Education
Journal of Curriculum Studies
Journal of Curriculum Theorizing
Journal of Curriculum & Pedagogy
Studies in Higher Education

Websites

www.infed.org.uk

Additional Material

Students will be directed towards current publications as they become available and towards appropriate electronic resources.

