



ECPT 7004- ECPT6007 The Teaching Toolkit 2

Module Introduction

Learning Outcomes

1

Outline the content and structure of the module

2

Explain the nature of the module assessments

3

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

Learning Outcomes

LEVEL 7

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

LEVEL 6

- 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
07.11.22	Welcome to the module
14.11.22	Curriculum design in practice
21.11.22	Curriculum design workshop <i>no taught session</i>
28.11.22	Bilingualism in education
05.12.22	Assessment & evaluation in education
12.12.22	Assessment workshop <i>no taught session</i>
Christmas Holidays	
09.01.23	Innovative assessment in education
16.01.23	Inspection systems and quality assurance in PCET
23.01.23	Employability & entrepreneurship
30.01.23	The skills agenda
06.02.23	The UK policy agenda and developments
13.02.23	Module consolidation and evaluation

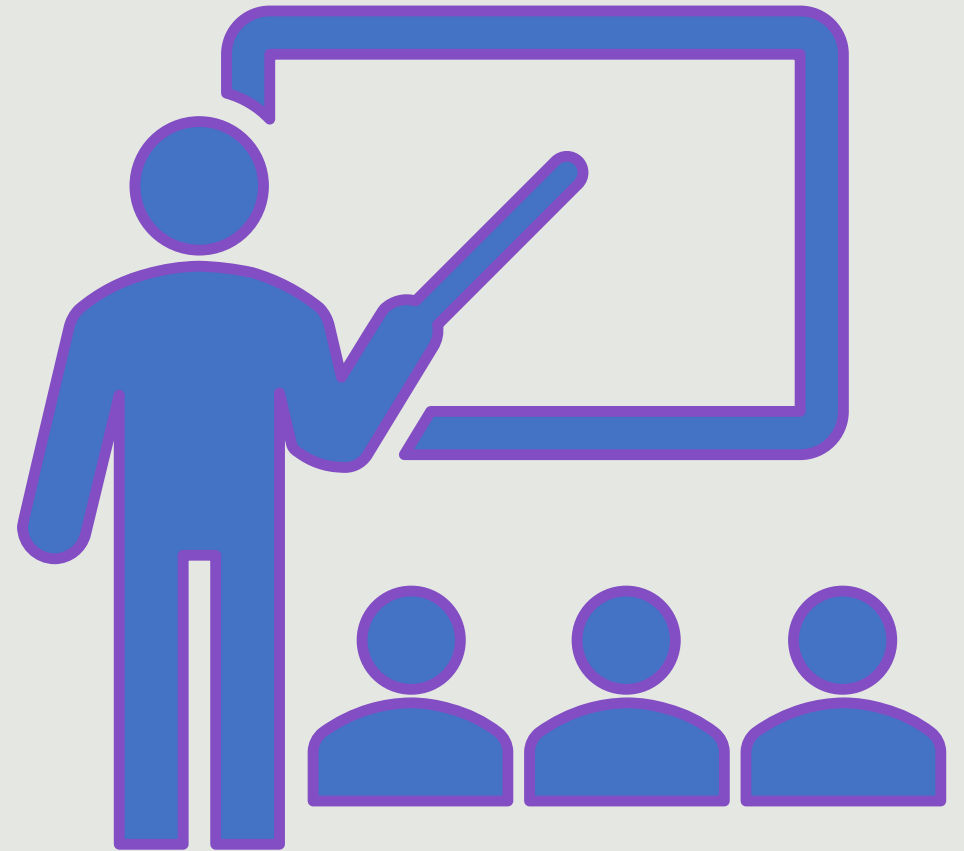


Module Assessment

A1 A2

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 tends to be a snapshot of the learning that is to take place



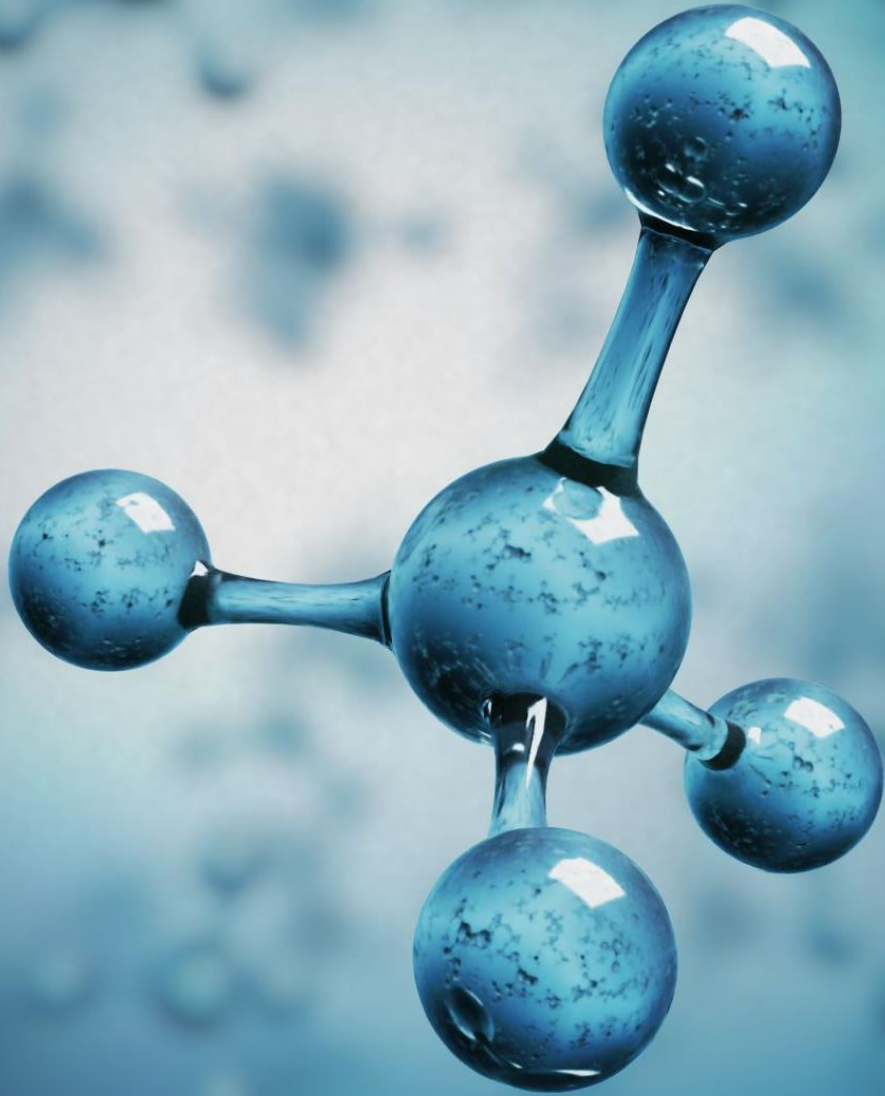
The curriculum is the wider context in which the learning sits



Thus far you may have only been involved in syllabus development



Process versus Product models



Product Model

- Also known as behavioural objectives model
- Some key theorists: Tyler (1949), Bloom (1965)
- Model interested in product of curriculum

4 fundamental questions (Adapted from Tyler 1949)



What are aims and objectives of curriculum?



Which learning experiences meet these aims and objectives?



How can the extent to which these aims and objectives have been met be evaluated?



How can these learning experiences be organised?

Question



Can you think of any
advantages or criticisms of
this type of curriculum
model?



Process Model

Focusses on

- teacher activities and teacher's role
- Student and learner activities (perhaps most important feature)
- Conditions in which learning takes place
- Key thinker Stenhouse (1975)
- Emphasis on means rather than ends
- Learner should have part in deciding nature of learning activities
- More individualised atmosphere
- Assumption that learner makes unique response to learning experiences

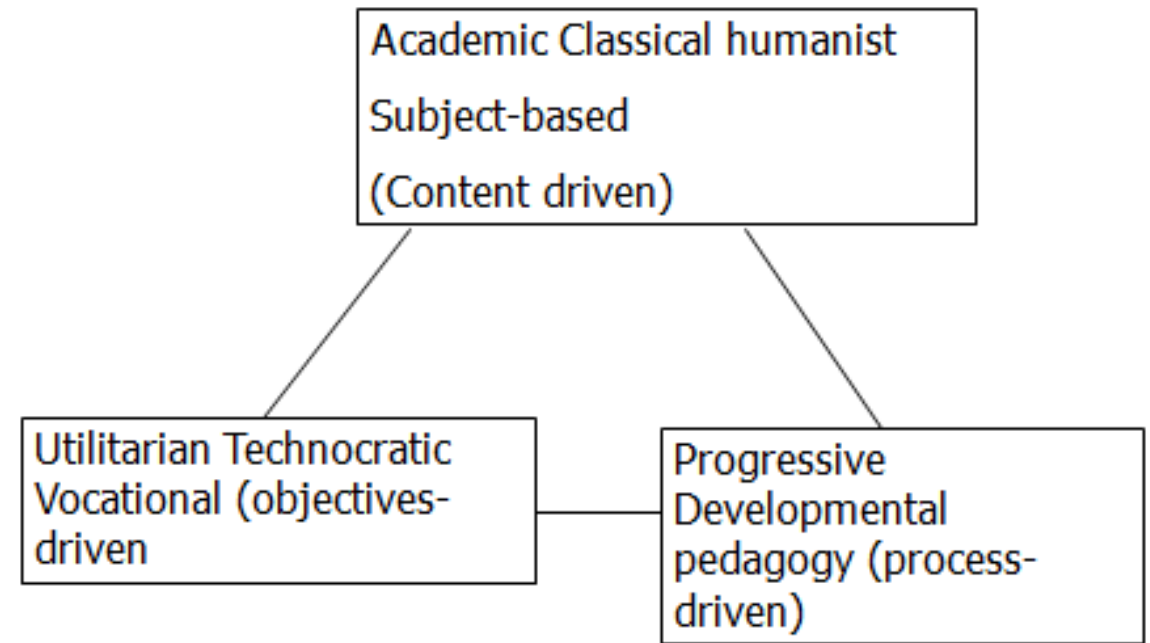
Question



Can you think of any
advantages or criticisms of
this type of curriculum
model?



Links to the curriculum



Academic Classical Humanist

- Autonomy means learning seen as individual process
- Real element of autonomy is academic freedom achieved when one achieves expertise and masters discipline
- Process naturally disenfranchises those without expertise
- Elite decide what elements of knowledge constitute cultural capital and operate processes that admit or qualify those aspiring to join elite
- Assessment: norm referenced, graded, externally imposed
- Teacher: decides on and gives access to knowledge which counts; ensures standards; transmits approved knowledge

Utilitarian
Technocratic
Vocational

- Autonomy expressed in terms of consumer choice rather than pedagogy
- Students exercise choices over courses or modules in market
- Assessment: competencies, traditionally single-level, criterion-referenced summative, with competencies broken down into many elements
- Teacher: guides students as to what to study, which commodity to choose

Progressive Developmental Pedagogy

- Autonomy means self-directed learning
- Students negotiate with teachers to take control of learning
- Negotiation of tasks, participative pedagogic style
- Assessment: formative, personal, course-work based and open-ended
- Teacher: partners with student; shares in decisions about what to study and when

Academic/Utilitarian share

- View of knowledge or learning experience as fixed entity determined by authority
- Student bound by larger essentials (subject knowledge or needs of employment)

Academic/Progressive
share

- Antipathy to marketisation and instrumentalism in curriculum

Utilitarian/Progressive share

- Individual student ownership and responsibility for learning
- Broadly egalitarian approach to education



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



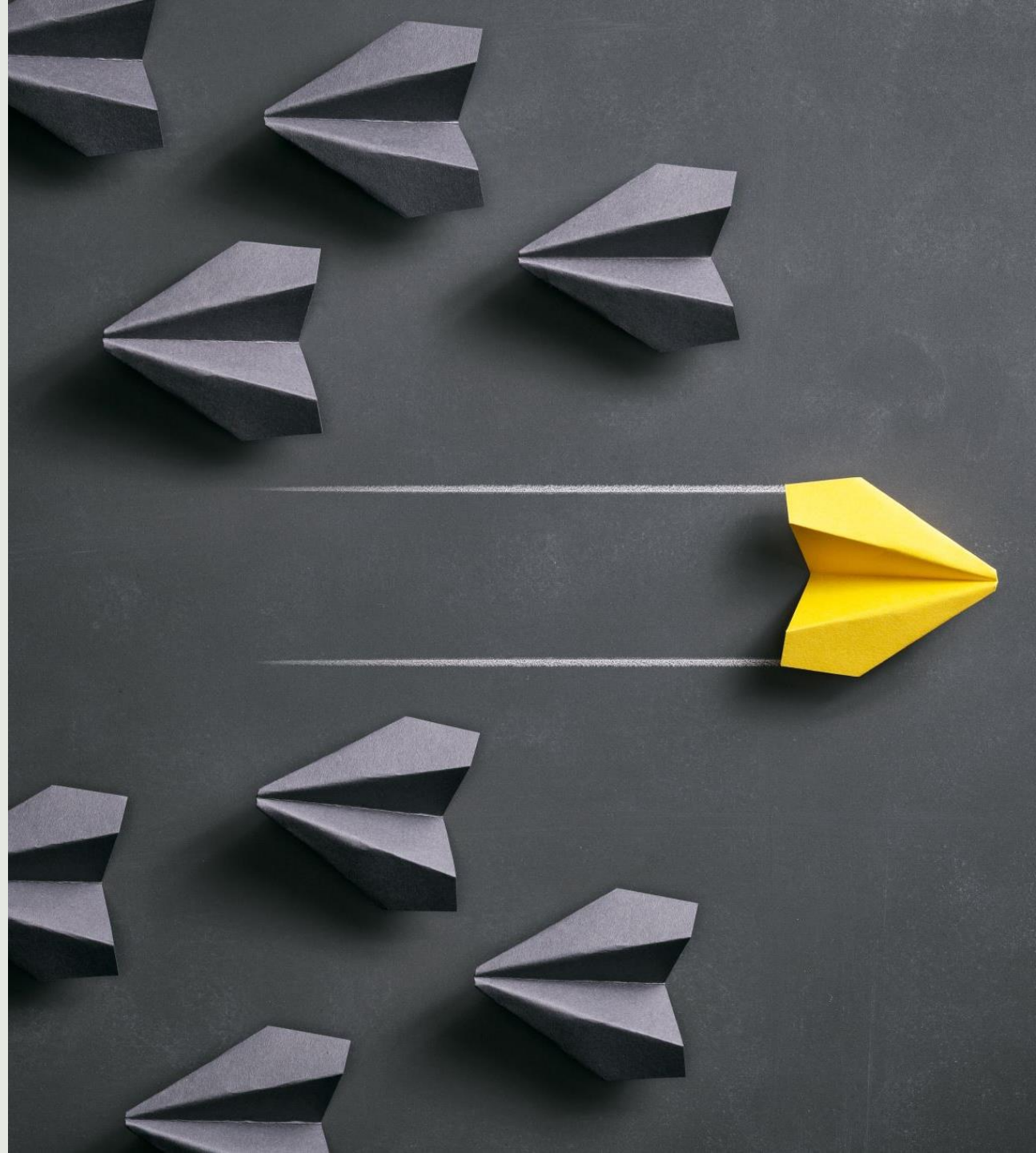


The Hidden Curriculum

- 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!

Any questions?



Bibliography/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