



ST ANDREW'S THEOLOGICAL COLLEGE (SATC)

COURSE NAME: THE CURRICULUM PROCESS

COURSE CODE: ED202

COURSE CREDIT: 3

COURSE DESCRIPTION:

This course explores the fundamental conceptualizations, purposes, types and features of curriculum. It situates curriculum in its role as defined by the philosophy that guides teaching and learning and by its context and purpose. In addition it presents curriculum development as a process rather than a product, highlighting the phases of curriculum development that is viewed in tandem with curriculum implementation.

AIM:

- To provide participants with an understanding of the nature, purposes, types and features of curriculum.
- To provide the opportunity to practise curriculum design.
- To enable participants to adequately provide for varied learning contexts.
- To explore teaching and learning from a critical standpoint.

LEARNING OUTCOMES:

Students will be able to:

- Define curriculum.
- Identify types of curriculum.
- Provide an explanation of the features of curriculum.
- Relate curriculum definition and design to a philosophy of education.
- Describe the process involved in curriculum design.
- Use the learner's needs in the design of curriculum.
- Infuse the social reality of learners into curriculum design.
- Develop instructional objectives in the cognitive, affective, and psychomotor domains to meet learners' needs.
- Design curricula that accommodate different learning styles.
- Select relevant content.
- Make judicious decisions re the choice of teaching and learning strategies.
- Evaluate curricula.

COURSE CONTENT:

- Characteristics of students.
- Developing and writing aims and instructional objectives.
- Task analysis.
- Selecting appropriate teaching and learning strategies.
- Rationalising suitability of strategy selections.
- Selecting and managing resources for curriculum implementation.
- Differentiating instruction.



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- Feedback as a teaching/learning tool.
- Curriculum evaluation.

COURSE TEXTS:

Flinders, D. J., & Thornton, S. J. (2009). *The curriculum studies reader*. (3rd ed.). New York: Routledge.

Shiro, M. S. (2007) *Curriculum theory: Conflicting visions and enduring concerns*. Boston College: Sage Publications Inc.

TEACHING STRATEGIES:

Lectures

Discussion

Hands on tasks

Document examination and analysis

COURSE ASSESSMENT:

(Coursework)

Discrete item test 20%

Design project (team work) 40%

Peer critique of project design 40%

TOTAL 100%