

**The TESOL University PHD Course**

**Module 6**

**Module Notes:**

Make sure that you save your course-work as you go along!

You must also add your full name to the end of the file name of this document before you start. For example; with this module which is currently saved as:

phd-module6-TEFL-779-yourname

To change the file name, simply go to the top left of your screen, and click on **File**, **Save As**, then change the name of the file by simply adding your name to the end of the existing file name and save the module to a folder on your computer (‘My Documents’ for example). As an example; if your name were **Jane Mortimer**, you would save the file as:

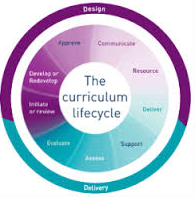
phd-module6-TEFL-779-Jane-Mortimer

**Submitting your completed modules**

Once you have completed a module, you may use the link below to re-visit the course download/upload area, where you will find the **drop-box** to send your completed work back to us. Please note that grading will not commence until all modules are fully completed:

<http://www.thetefluniversity.com/phd-course-download.html>

**TEFL 779—Curriculum Development**



**Course Description**

The standards and accountability movement in education has largely resulted in the specification of educational outcomes by governmental and professional bodies. The role of textbook publishers, testing organizations, and education curriculum writers has also helped further define (and constrain) the work of teachers. In addition, the stated curriculum frequently obscures a “hidden” curriculum that works to maintain—or change—current social value systems. Finally, the way in which the curriculum is defined has an impact on the teaching methods teachers may use, and the ways in which students are able to access the various curricula. Understanding how these domains interact and are defined can help teachers both engage their students in—and move them beyond—the constrained curriculums, both explicit and hidden.

This course will help current and future teachers find, understand, and critique the curriculum in our schools through analysis of current and historical events and theoretical dialogues. It will offer students the opportunity to explore the curriculum writing process and critically examine current issues in curricula and curriculum theory. Students will examine the personal, political, professional, and corporate interests involved in curriculum development, as well as the complex relationship between curriculum and teaching.

This course is designed to assist students in developing those skills essential for curriculum restructuring, planning, and implementation at the school site. Three essential processes, curriculum development, assessment, and instruction will be considered with respect to relevant theory, research, and practice. Emphasis is placed on the role of responsible leadership in assuring that these processes function effectively.

**Course Goals**

By the end of this course, students will be able to:

1. Assess the curriculum and school-wide professional development needs of an instructional program.
2. Use a set of school data to identify appropriate objectives and strategies for developing, implementing, assessing and revising a school improvement plan.
3. Use a set of school data to determine appropriate instructional improvement strategies.
4. Identify functions and implications of various curriculum designs.
5. Use grade level data on reading to align curriculum, instruction, and assessment.
6. Use school-based student assessment data on reading performance to identify research-based reading instruction to improve student achievement.
7. Use school-based student assessment data on reading performance to identify instructional strategies to facilitate students’ phonemic awareness, phonics, fluency, vocabulary, and reading comprehension throughout the content areas.
8. Use multiple indicators, including data, to identify programs or initiatives that are research-based to integrate reading, writing, and mathematics across all subject areas to increase student achievement.
9. Use a description of recurring problems in student performance in a content area to select strategies for engaging teachers in ongoing study of current best practices.
10. Identify scientifically based research applications to effective teaching and learning methods.
11. Identify practices in teacher planning, instructional organization, and classroom management that enhance student learning and achievement.
12. Identify instructional delivery methods that enhance student learning and achievement.
13. Define and describe the concept of curriculum and discuss the implications of different definitions for public education.
14. Demonstrate knowledge of the process of developing goals for public education and how to translate those goals into an implementation plan for public education.
15. Describe the systems approach to curriculum development and apply the approach to different situations.
16. Define the role of assessment I curriculum and instruction decisions and determine the use of assessment in specific situations
17. Identify and describe characteristics of effective teaching and the implications for public education.

**Required reading:**

**Textbook:**

Marsh, C. and Willis. G. (2007).  Curriculum: Alternative approaches, ongoing issues (4th Edition), Upper Saddle River, NJ: Merrill/Prentice Hall.

Available for download at:

<https://www.google.co.th/url?sa=t&rct=j&q=&esrc=s&source=web&cd=6&ved=0CD4QFjAF&url=https%3A%2F%2Fiqyjycixox.files.wordpress.com%2F2014%2F06%2Fcurriculum-alternative-approaches-ongoing-issues.pdf&ei=ao6GVayGE8nGuATe0IHQBw&usg=AFQjCNFBd7UPEXDdnkY059_qA7wQehBDEw&sig2=MXoeKnXscOMgFZTd1Qrhmg&bvm=bv.96339352,d.c2E&cad=rja>

Alternative download link:

<https://drive.google.com/open?id=1oC86ofwHV5AQq9tjJZSKMNmwdLB5OKQ6>

**Supplemental reading:**

<http://jokfoy.tripod.com/EDCI-803/Reading2.pdf>

Alternative download link:

<https://drive.google.com/open?id=10S0bRsFVTVQ3qmk3HfQNbNx8dSOC9x9Q>

*Aistear Síolta Practice Guide*: Curriculum Foundations. Available at:

http://www.ncca.ie/en/Practice-Guide/Introduction-and-Curriculum-Foundations/Overview/Pillar-Overview-Curriculum-Foundations.pdf

Alternative download link:

<https://drive.google.com/open?id=14aZgQ8BHHf2OzfAiPI4C30ig7dx5lFwk>

O’Neil, G. Programme Design: Overview of Curriculum Models. UCD. Available at:

<http://www.ucd.ie/t4cms/UCDTLP00631.pdf>

Alternative download link:

<https://drive.google.com/open?id=1dIxKcxyOzyyeCLHjjBIb3xTlN2E4lfk8>

Dewey, J. (1944). Selected readings from *Democracy and Education*. Retrieved March 23 from <http://www.ilt.columbia.edu/publications/dewey.html>

Hirsch, E.D., Kett, J.F., & Trefil, J. (2002). *he New Dictionary of Cultural Literacy*T. Bartelby.com. Retrieved May 9, 2006 from <http://www.bartleby.com/59/>

Smith, M. K. (1996, 2000) *'Curriculum theory and practice' the encyclopedia of informal education*. Retrieved from <http://www.infed.org/biblio/b-curric.htm>. Last updated: 30 January 2005.

Laitsch, D. (2005, July). A Policymaker’s Primer on Testing and Assessment. *Infobrief #42*. Alexandria, VA: Association for Supervision and Curriculum Development. Available June, 2005 from <http://www.ascd.org/portal/site/ascd/menuitem.c30040c1b9063eeeb85516f762108a0c/>.

ASCD *ResearchBrief*: [Socioeconomic Status and IQ](http://www.ascd.org/portal/site/ascd/template.MAXIMIZE/menuitem.03e1753c019b7a9f989ad324d3108a0c/;jsessionid=Esinc0PknrbMPBV9swpWL6r2L3GmOCcAUbemz1VqnqPbfsNMXvPc!-1931289054?javax.portlet.tpst=d5b9c0fa1a493266805516f762108a0c_ws_MX&javax.portlet.prp_d5b9c0fa1a493266805516f762108a0c_viewID=issue_view&javax.portlet.prp_d5b9c0fa1a493266805516f762108a0c_journalmoid=c1be39beffdc0010VgnVCM1000003d01a8c0RCRD&javax.portlet.begCacheTok=token&javax.portlet.endCacheTok=token)

Sumara, D., Davis, B & Laidlaw, L. (2001). [Canadian Identity and Curriculum Theory: An Ecological, Postmodern Perspective.](http://www.csse.ca/CJE/Articles/FullText/CJE26-2/CJE26-2-Sumara.pdf) Canadian Journal of Education 26(2). pp. 144–163

Finn, C. & Kanstroom, M. (2004). [Improving, Empowering, Dismantling](http://www.edexcellence.net/institute/publication/publication.cfm?id=101&doc=pdf). Washington, DC: Fordham Foundation.

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| **SOME HELPFUL ONLINE RESOURCES**  [Education Week](http://www.edweek.org/ew/)  (Articles available in online full-text versions from 1995 to the present through Rod Library.  Go to [Rod Library](http://www.library.uni.edu/)  and click on Journal and Magazine Articles.  Insert the name of the article in the search box.  Follow the links for the article.)  [ERIC—Educational Resources Information Center](http://www.eric.ed.gov/)  [ASCD Provides limited online resources:](http://www.ascd.org/)  [Habits of Mind Website](http://www.habits-of-mind.net/)  [Teaching and Learning Strategies](http://www.marthalakecov.org/%7Ebuilding/strategies/front_strategies.html)  [North Central Regional Educational Laboratory](http://www.ncrel.org/tech/)  [Educational Theory](http://www.ed.uiuc.edu/eps/educational-theory/)--Follow link to “Journal Contents” for full-text articles |

**Academic Integrity**

All work submitted must be your own or must be properly documented. Collaborative work and work previously submitted in another class must be approved in advance.

**Assignment Descriptions**

**Curriculum Map**

Create a map of curriculum for a chosen instructional level and disciplines. Explain two months worth of curriculum via the tools presented to you in the lesson. Include a brief written description of your map and how you believe your map will meld into the curriculum being used either before of after your curriculum. Refer to the Curriculum Mapping PowerPoint for further explanation at

<http://www.curriculummapping101.com/resources/curriculum-mapping-powerpoint-presentations>

**You may start your essay below. You may either include your map below, or send it as a separate attachment along with this file.**

**Hidden Curriculum**

Explain the concept of a hidden curriculum. Describe the hidden curriculum of your institution, either in regards to students or yourself. How is it evident? How does it affect the students? How does it affect you? The paper should be 5-10 pages and the textbook should only be used as a backdrop. You should use additional resource material to support your positions.

**You may start your essay below**