

Module Specification

Module Summary Information

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| 1 | Module Title | Investigating and Developing Curriculum |
| 2 | Module Credits | 20 |
| 3 | Module Level | 5 |
| 4 | Module Code | EDU5152 |

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| 5 | Module Overview |
| <p>This module explores how curriculum development is not carried out in isolation from other educational activities but is part of an iterative, developmental implementation and review cycle in all educational settings. The module will encourage you to explore aspects of curriculum development, including content, objectives, processes and assessment. You will also review a number of case studies such as the large-scale curricular reform required to implement the National Curriculum for state education in England and Wales, and the history around alternative educational curriculum approaches such as Steiner or Montessori in Early Years.</p> <p>In particular you will focus on developing your ability to 'read' and produce curriculum materials, practices and policies in the light of the theoretical principles and ideological perspectives that inform them.</p> | |

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| 6 | Indicative Content |
| <p>In this module, students will have the opportunity to:</p> <ul style="list-style-type: none"> • Consider how curriculum has changed and developed. • Consider the research that underpins changes in curriculum. • Consider influential theories that impact on curriculum. • Consider the levers and drivers underpinning changes to curriculum. • Consider the idea of the 'hidden curriculum'. • Experiment with planning lessons for a variety of educational settings. • Analyse lesson plans; considering why certain skills are prioritised. | |

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| 7 | Module Learning Outcomes |
| On successful completion of the module, students will be able to: | |
| | 1 Demonstrate a critical appreciation of curriculum development and implementation across a range of educational disciplines and settings. |
| | 2 Demonstrate an understanding of the theoretical principles and ideological perspectives informing curriculum development and implementation across a range of educational settings. |
| | 3 Critique and reflect upon a planned curriculum delivery within a selected disciplinary and educational context. |
| | 4 Demonstrate an ability to write clearly and accurately; follow academic conventions appropriate to undergraduate study. |
| | 5 To demonstrate high levels of commitment and engagement in sessions. |

| 8 Module Assessment | | | | |
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| Learning Outcome | | Coursework | Exam | In-Person |
| 1 – 4. | | x | | |
| 5 | | | | x |

| 9 Breakdown Learning and Teaching Activities | |
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| Learning Activities | Hours |
| Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable | 48 |
| Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE | 48 |
| Private Study (PS) includes preparation for exams | 104 |
| Total Study Hours: | 200 |