

Course Description
MEDD6128 Curriculum Conceptions and Design

Course description and objectives	
This course aims to familiarise students with the field of curriculum studies and to identify some of its main theoretical perspectives and enduring issues. It introduces students to the main conceptions of curriculum and to the various ways these conceptions are categorised. It examines critically the basic tenets of these conceptions and explores their implications for curriculum design and analysis at systemic and school levels.	
Course learning outcomes (CLOs)	Aligned programme learning outcomes (PLOs)
1. Understand the different conceptions of curriculum, and the different ways of how they are categorized	PLOs 1, 2
2. Evaluate critically the strengths and limitations of each conception of curriculum, and the conflicts among them	PLOs 1, 2
3. Understand the implications of the conceptions of curriculum on curriculum design and analysis	PLOs 1, 2
4. Apply the conceptions of curriculum and curriculum design methods to suit the needs of real contexts	PLOs 1, 2
5. Apply the conceptions of curriculum and design to address novel situations which are undefined	PLOs 1, 2
Course assessment methods	
<ul style="list-style-type: none"> • Short essay 1 • Short essay 2 • Oral Presentation • Written Paper 	
Course content and topics	
<ul style="list-style-type: none"> • Introduction to curriculum studies – theory and practice • Interdisciplinary perspectives shaping curriculum decisions at different levels of the education system; global trends and influences • Curriculum Conceptions/Ideologies – implications for design • Curriculum Design • Assessment as an integral part of curriculum design • Technologically-enhanced design; curriculum in the New Normal 	
Required / recommended readings and online materials	
<p>Reading constitutes a very important part of the intellectual inquiry in the M.Ed. C&P specialism. All readings recommended in the list would be available at ReadingList@HKUL on Moodle of this course, and be updated/revised as necessary. All students are expected to read beyond the recommended reading list according to their academic and professional background, work experiences, interest and aspirations as well.</p> <p>1.General references (*Basic and cross C&P modules; **tool books, *** technology-related, # general books on curriculum –used in undergraduate studies).</p> <p>(* Useful references that cover different C&P modules. Some are useful for filling in the knowledge gap of classmates who may not have qualifications in teacher training They also help refresh the knowledge of for those who are trained. **Tool books are albums where you may find chapters or articles with topics of interest or your specialisation. References with *** are oriented towards harnessing technology in design and include different topics of interest or specialisation.)</p>	

*Glatthorn, Allan A. Curriculum Leadership: Strategies for Development and Implementation. Fifth ed. Los Angeles: SAGE, 2019/online versions.

*Marsh, C. (2009) Key Concepts for Understanding Curriculum. Routledge: London and New York.

*Schiro, M. S. (2013) Curriculum Theories: Conflicting Visions and Enduring Concerns. SAGE: Thousand Oaks, Cali.

*Yeung, Shirley S. Y. Curriculum Change and Innovation [electronic Resource]. Hong Kong: Hong Kong UP, 2012. Hong Kong Teacher Education. Web.

#Morris, P. (1998). The Hong Kong School Curriculum. HK: HKU Press
<https://hkupress.hku.hk/pro/con/903.pdf>

#Ornstein, Allan C., Edward Pajak, and Ornstein, Stacey B. Contemporary Issues in Curriculum. Sixth ed. Boston: Pearson, 2015. Print. Allyn & Bacon Educational Leadership Ser. (On Reserve)

#Moore, A. (2014) Understanding the School Curriculum: Theory, Politics and Principles. Routledge: London and New York.

**Kridel, Craig. Encyclopedia of Curriculum Studies. Thousand Oaks: SAGE Publications, Incorporated, 2010. Web.

**Bransford, J., & National Research Council. (2000). Committee on Developments in the Science of Learning. How People Learn: Brain, Mind, Experience, and School. Expanded ed. Washington, D.C.: National Academy.

**National Academies of Sciences, Engineering, and Medicine. 2018. How People Learn II: Learners, Contexts, and Cultures. Washington, DC: The National Academies Press.

**Connelly, F. M., He, M.F., Phillion, JoAnn Ed. (2008/2013) The SAGE Handbook of Curriculum and Instruction. SAGE:

**He, M.F., Schultz, B.D., Schubert, W.H. Ed. (2015) The SAGE Guide to Curriculum in Education. SAGE

**Hébert, Cristyne., Nicholas. Ng-A-Fook, Awad. Ibrahim, and Bryan. Smith. Internationalizing Curriculum Studies [electronic Resource]: Histories, Environments, and Critiques. Cham: Palgrave Macmillan US, 2019. Web.

**Jackson, W. P. Ed. (2010) Handbook of Research in Curriculum. AERA: New York.

**Jung, Jisun, Horta, Hugo, Yonezawa, Akiyoshi (Eds.) (2018) Researching Higher Education in Asia - History, Development and Future. Singapore: Springer.

*** Heafner, T. L., Hartshorne, R., & Thripp, R. (Eds.). (2019). Handbook of Research on Emerging Practices and Methods for K-12 Online and Blended Learning. IGI Global. <http://doi:10.4018/978-1-5225-8009-6>

***Rogers, P. L., Berg, G. A., Boettcher, J. V., Howard, C., Justice, L., & Schenk, K. D. (Eds.). (2009). Encyclopedia of Distance Learning, Second Edition. IGI Global. <http://doi:10.4018/978-1-60566-198-8>

***Wang, V. X. (Ed.). (2016). Handbook of Research on Learning Outcomes and Opportunities in the Digital Age. IGI Global. <http://doi:10.4018/978-1-4666-9577-1>

*** Wang, V. X. (Ed.). (2018). Handbook of Research on Program Development and Assessment Methodologies in K-20 Education. IGI Global. <http://doi:10.4018/978-1-5225-3132-6>

Journals

1. *Curriculum Journal, BERA
2. Curriculum Perspectives
3. Educational Leadership, ASCD
4. Education Researcher, AERA
5. * Journal of Curriculum Studies
6. Assessment in Education Principles, Policy & Practice. Abingdon, Oxfordshire: Carfax International Publishers. Print.
7. East China Normal University: Review of Education.

International Websites/Reports

1. International Bureau of Education, UNESCO <http://www.ibe.unesco.org/>
2. OECD and Education <http://www.oecd.org/education/>
3. World Bank, Education Group <https://www.worldbank.org/en/topic/education>
4. UNESCO <https://www.unesco.org/en/education>

Official documents/reports (for example)

Education Bureau website – latest information and initiatives Home - Education Bureau (edb.gov.hk)

- Curriculum Development Council <https://www.edb.gov.hk/en/curriculum-development/renewal/index.html>
- Ministry of Education, Mainland Curriculum Documents http://www.gov.cn/zhengce/zhengceku/2022-04/21/content_5686535.htm

Other additional course information

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