

Course Description

MEDD8820 Curriculum implementation: Issues and Challenges

Course description	
<p>This course aims at developing the understanding of education professionals in the area of curriculum implementation and evaluation through a critical examination of the processes and stages of curriculum implementation as well as evaluation models. It specifically provides a critical analysis of the factors influencing curriculum implementation, the application of evaluation, the issues and challenges involved from multiple perspectives and the strategies to address these issues and challenges.</p>	
Course learning outcomes (CLOs)	Aligned programme learning outcomes (PLOs)
1. Formulate, implement, and evaluate curriculum implementation strategies given the relevant influencing factors	PLOs 1-5
2. Formulate, implement, and evaluate support measures for effective curriculum implementation, including those ensuring implementation consistency across implementation entities/sites and sustainability of the implementation and its impacts	PLOs 1-5
3. Formulate, implement, and evaluate mechanisms that evaluate the implementation of curricular innovations in both formative and summative manner	PLOs 1-5
Course assessment methods	
<ul style="list-style-type: none"> • Group presentation • Evaluation of a curriculum implementation plan • Reflective statement: Myself as an effective curriculum leader/developer 	
Course content and topics	
<ul style="list-style-type: none"> • Curriculum implementation as a process • Characterising the degree of curriculum change • Factors of curriculum implementation • Supporting implementation (1): Educative curriculum materials • Supporting implementation (2): Collaboration and partnership • Evaluating curriculum implementation • Ensuring consistency and sustainability of curriculum changes • Roles of curriculum leaders in curriculum implementation 	
Required / recommended readings and online materials	
<p>Altrichter, H. (2005). Curriculum implementation – limiting and facilitating factors. In N. Peter, & Waddington, D. (Eds.). <i>Context-Based Learning of Science</i> (pp. 35-62). Münster.</p> <p>Blase, J. (Ed.). (1991). <i>The politics of life in schools: Power, conflict, and cooperation</i>. Sage.</p> <p>Blase, J., & Björk, L. (2010). The Micropolitics of Educational Change and Reform: Cracking Open the Black Box. In A. Hargreaves, A. Lieberman, M. Fullan, D. Hopkins (eds) <i>Second International Handbook of Educational Change</i> (pp. 237-258). Dordrecht.</p> <p>Chapman, C., Hadfield, M. (2010). School-Based Networking for Educational Change. In A. Hargreaves, A. Lieberman, M. Fullan, D. Hopkins (eds) <i>Second International Handbook of Educational Change</i> (pp. 765-780). Dordrecht.</p> <p>Davis, E. A., Palincsar, A. S., Smith, P. S., Arias, A. M., & Kademian, S. M. (2017). Educative curriculum materials: Uptake, impact, and implications for research and design. <i>Educational Researcher</i>, 46, 293-304.</p> <p>DeMatthews, D. E. (2014). How to improve curriculum leadership: Integrating leadership theory and management strategies. <i>The Clearing House</i>, 87(5), 192-196.</p>	

<p>Fullan, M., & Columbia University. Teachers College. (1982). <i>The Meaning of Educational Change</i>. Teachers College, Columbia University.</p> <p>Hardy, I. (2015). Curriculum reform as contested: An analysis of curriculum policy enactment in Queensland, Australia. <i>International Journal of Educational Research</i>, 74(1), 70-81.</p> <p>Hargreaves, A., & O'Connor, M. (2018). Solidarity with solidity. <i>Phi Delta Kappan</i>, 100(1), 20-24.</p> <p>Hargreaves, A., & O'Connor, M. (2018). The Case for Collaborative Professionalism. In <i>Collaborative professionalism: When teaching together means learning for all</i> (pp. 3-9). Corwin.</p> <p>Hargreaves, A., & Shirley, D. (2009). <i>The fourth way</i>. Corwin.</p> <p>Hord, S. M., Rutherford, W. L., Huling, L., & Hall, G. E. (2006). <i>Taking Charge of Change</i>. SEDL.</p> <p>Hubers, M. D. (2020). Paving the way for sustainable educational change: Reconceptualising what it means to make educational changes that last. <i>Teacher and Teacher Education</i>, 93, Article 103083. https://doi.org/10.1016/j.tate.2020.103083</p> <p>International Bureau of Education, The United Nations Educational, Scientific and Cultural Organization [IBE]. (2017). <i>Training tools for curriculum development: Developing and implementing curriculum frameworks</i>. IBE, UNESCO.</p> <p>Lam, J. T. S., & Lo, Y. C. (2012). Curriculum leadership in schools. In S. S. Y. Yeung, J. T. S. Lam, A. W. L. Leung, & Y. C. Lo (Eds.), <i>Curriculum Change and Innovation</i> (pp. 231-254). HKU Press.</p> <p>Lindahl, A. (2011). Professional learning communities: A feasible reality or a chimera? In J. Alford, G. Perreault, L. Zellner, & W. Ballenger (Eds.), <i>Blazing new trails: Preparing leaders to improve access and equity in today's schools</i> (pp. 47-58). DEStech.</p> <p>Posner, G. J. (2004). <i>Analysing the Curriculum</i> (3rd ed.). McGraw-Hill.</p> <p>Remillard, J. T. (2005). Examining key concepts in research and teacher's use of Mathematics curricula. <i>Review of Educational Research</i>, 75, 211-246.</p> <p>Remillard, J. T., & Heck, D. J. (2014). Conceptualising the curriculum enactment process. <i>ZDM Mathematics Education</i>, 46, 705-718.</p> <p>Richmond, G., & Manokore, V. (2011). Identifying elements critical for functional and sustainable professional learning communities. <i>Science education</i>, 95(3), 543-570.</p> <p>Snyder, J., Bolin, F., & Zumwalt, K. (1992). Curriculum implementation. In P. Jackson (Ed.), <i>Handbook of Research on Curriculum</i>. (pp. 402-435). Macmillan.</p> <p>Stufflebeam, D. L. (2003). The CIPP model of evaluation. In T. Kellaghan & D. L. Stufflebeam (eds.), <i>International Handbook of Educational Evaluation</i> (pp. 31-62). Kluwer.</p> <p>Talbert, J. E. (2010). Professional Learning Communities at the Crossroads: How Systems Hinder or Engender Change. In A. Hargreaves, A. Lieberman, M. Fullan, D. Hopkins (eds) <i>Second International Handbook of Educational Change</i> (pp. 555-571). Dordrecht.</p> <p>Wilson, E. (2017). <i>School-based research: A guide for education students</i> (3rd ed.). London: Sage.</p> <p>Wohlstetter, P., Malloy, C. L., Chau, D., & Polhemus, J. L. (2003). Improving schools through networks: A new approach to urban school reform. <i>Educational Policy</i>, 17, 399-430.</p>
Other additional course information
Nil