<div align="center">**Course Description**

==**MEDD8820 Curriculum implementation: Issues and Challenges**==</div>

Course description
This course aims at developing the understanding of teaching professionals in the area of curriculum implementation through a critical examination of the processes and stages of curriculum implementation. It specifically provides a critical analysis of the factors that influence curriculum implementation and examines the issues involved in curriculum implementation from multiple perspectives, such as cultural, legal and ethical perspectives. **Coursework / Examination ratio:** ___**100**___ % Coursework, ___**0**___ % Examination

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		
Assessment method	**Weighting (%)**	**Aligned course learning outcome(s)**
Group presentation	30	CLOs 1, 2, 3
Evaluation of a curriculum implementation plan	20	CLOs 1, 2, 3
Reflective statement: Myself as an effective curriculum leader/developer	50	CLOs 1, 2, 3

Course content and topics
Session 1   Curriculum implementation as a process
Session 2   Characterising the degree of curriculum change
Session 3   Factors of curriculum implementation
Session 4   Supporting implementation (1): Educative curriculum materials
Session 5   Supporting implementation (2): Collaboration and partnership
Session 6   Evaluating curriculum implementation
Session 7   Ensuring consistency and sustainability of curriculum changes
Session 8   Roles of curriculum leaders in curriculum implementation

Required / recommended readings and online materials
Altrichter, H. (2005). Curriculum implementation – limiting and facilitating factors. In N. Peter, & Waddington, D. (Eds.). *Context-Based Learning of Science* (pp. 35-62). Münster. Blase, J. (Ed.). (1991). *The politics of life in schools: Power, conflict, and cooperation.* Sage. 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) *Second International Handbook of Educational Change* (pp. 237-258). Dordrecht. Chapman, C., Hadfield, M. (2010). School-Based Networking for Educational Change. In A. Hargreaves, A. Lieberman, M. Fullan, D. Hopkins (eds) *Second International Handbook of Educational Change* (pp. 765-780).

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Hardy, I. (2015). Curriculum reform as contested: An analysis of curriculum policy enactment in Queensland, Australia. *International Journal of Educational Research*, *74*(1), 70-81.

Hargreaves, A., & O'Connor, M. (2018). Solidarity with solidity. *Phi Delta Kappan*, *100*(1), 20-24.

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Hargreaves, A., & Shirley, D. (2009). *The fourth way*. Corwin.

Hord, S. M., Rutherford, W. L., Huling, L., & Hall, G. E. (2006). *Taking Charge of Change*. SEDL.

Hubers, M. D. (2020). Paving the way for sustainable educational change: Reconceptualising what it means to make educational changes that last. *Teacher and Teacher Education*, *93*, Article 103083. https://doi.org/10.1016/j.tate.2020.103083

International Bureau of Education, The United Nations Educational, Scientific and Cultural Organization [IBE]. (2017). *Training tools for curriculum development: Developing and implementing curriculum frameworks*. IBE, UNESCO.

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.). *Curriculum Change and Innovation* (pp. 231-254). HKU Press.

Lindahl, A. (2011). Professional learning communities: A feasible reality or a chimera? In J. Alford, G. Perreault, L. Zellner, & W. Ballenger (Eds.), *Blazing new trails: Preparing leaders to improve access and equity in today's schools* (pp. 47–58). DEStech.

Posner, G. J. (2004). *Analysing the Curriculum* (3rd ed.). McGraw-Hill.

Remillard, J. T. (2005). Examining key concepts in research and teacher's use of Mathematics curricula. *Review of Educational Research*, *75*, 211-246.

Remillard, J. T., & Heck, D. J. (2014). Conceptualising the curriculum enactment process. *ZDM Mathematics Education*, *46*, 705-718.

Richmond, G., & Manokore, V. (2011). Identifying elements critical for functional and sustainable professional learning communities. *Science education*, *95*(3), 543-570.

Snyder, J., Bolin, F., & Zumwalt, K. (1992). Curriculum implementation. In P. Jackson (Ed.), Handbook of Research on Curriculum. (pp. 402-435). Macmillan.

Stufflebeam, D. L. (2003). The CIPP model of evaluation. In T. Kellaghan & D. L. Stufflebeam (eds.), *International Handbook of Educational Evaluation* (pp. 31-62). Kluwer.

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) *Second International Handbook of Educational Change* (pp. 555-571). Dordrecht.

Wilson, E. (2017). *School-based research: A guide for education students* (3rd ed.). London: Sage.

Wohlstetter, P., Malloy, C. L., Chau, D., & Polhemus, J. L. (2003). Improving schools through networks: A new approach to urban school reform. *Educational Policy*, 17, 399–430.

Other additional course information

Nil