

Course Description

MEDD8874 Issues in Contemporary Curriculum Development

Course description			
<p>This course would introduce students to issues in contemporary curriculum development impacting on student learning at international, national/systemic and school levels. These cover debates such as the different conceptions of curriculum, curriculum design, multi-perspectives on curriculum decision-making and processes, globalization versus contextualization/decolonization, the advancement of technology and learning sciences. This course is intended for students from diverse specialisms so that they would have the opportunity of appreciating inter-disciplinary, inter-sectoral, inter-organisational or international tension/collaboration, and contribute their expertise to curriculum development through examining the issues and interacting with each other. The assignment would involve combining the application of theory and practice in an attempt to develop a proposal or an innovation relevant to the experiences and/or interest of the student, or comparing a curriculum between two systems.</p>			
<p>Coursework / Examination ratio: <u>100</u> % Coursework, <u>0</u> % Examination</p>			
Course objectives			
<p>Objectives:</p> <ol style="list-style-type: none"> 1. To understand the key concepts in curriculum decisions and interdisciplinary perspectives shaping contemporary issues of curriculum development; 2. To experience the processes of curriculum decision-making; and 3. To promote interdisciplinary and intersectoral and inter-organisational collaboration in curriculum development. 			
Course learning outcomes			
	CLOs	Alignment with PLO	Assignment
1.	Understand the different conceptions of curriculum, the strengths and limitation of each, the tension among them; and how they are manifested at systemic and school levels;	1,2	1, 2
2.	Examine the value of different curriculum design, and how they can be innovated to suit student learning in the contemporary and fast changing contexts;	1,2, 3	1, 2
3	Understand the interdisciplinary perspectives shaping curriculum policy and design, the complexity of decision-making processes at every level, the opportunities and challenges, the actors/stakeholders involved;	1, 2, 3, 4	1, 2
4	Identify and understand the role of globalization, and the role of international agencies in influencing curriculum reforms and development in different system/ regions, or places.	1, 2, 3, 4	1, 2
5	Identify and evaluate the impact on curriculum development brought about by changing technologies, understanding of how people learn, changing values, and other external changes now and in the future;	1,2,3, 4	
6	Develop a proposal at systemic or school level, based on theoretical background and data in a hands-on approach to gain insights about the policy process	1,2,3,4, 5, 6	1, 2, 3 4, 5, 6
Course assessment methods			
	Respond to a question in about 200-300 words with reference to a recommended reading to be posted on Moodle for each of Sessions 2, 3, 4, 5.	50%	CLO – 1,2, 3, 4, 5
	Write a proposal for a new curriculum initiative supported by relevant theoretical perspectives for implementation at national, regional, local, OR school level. (2000-2500 words)	50%	CLO – all
Course content and topics			
<ol style="list-style-type: none"> 1. Introduction to curriculum studies and international comparison 2. Conceptions/Ideologies of curriculum and student learning 3. Curriculum design in changing contexts 			

4. Interdisciplinary perspectives shaping curriculum decisions
5. Impact of globalization, international agencies vs contextualization/decolonization
6. Curriculum policy planning, implementation and evaluation
7. Impact of learning sciences, advancement in technology, post-pandemic New Normal, etc.
8. Whole-school curriculum development and leadership OR selected comparative curricula, such as values education, gifted education

Required / recommended readings and online materials

Books

Bray, M., Adamson, B., Mason, M, Ed. (2007) Comparative Education Research: Approaches and Methods, Hong Kong: Springer. Chapter 1 to 5.

Hill, M. (2017/2021). The Public Policy Process, Harlow: Pearson Education – Chapter 1 “Studying the policy process”

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

Moore, A. (2015) Understanding the School Curriculum: Theory, Politics and Principles. Routledge: London and New York.

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

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

Spring, J. (2015) Globalization of Education: An Introduction. Routledge.

Articles

Selected reading(s) for each topic/session would be provided at least two weeks before it.

Journals

Journal of Curriculum Studies. London: Taylor & Francis.

The Curriculum Journal. London, Eng: Routledge.

Other additional course information

Impermissible courses:

All core courses of Curriculum and Pedagogy (CP):

MEDD6128 Curriculum Conceptions and Design;

MEDD6131 Comparative Perspectives on Curriculum;

MEDD8819 Linking Curriculum to Learning and Pedagogy;

MEDD8820 Curriculum implementation: Issues and Challenges