



THE UNIVERSITY OF  
WESTERN AUSTRALIA

**Faculty of Education**

**Curriculum Context, Development & Innovation  
EDUC8678**

**Semester One  
Hwa Chong Institution**

**Unit Outline**

**Unit Lecturer**

**Dr Wayne McGowan**

All material reproduced herein has been copied in accordance with and pursuant to a statutory licence administered by Copyright Agency Limited (CAL), granted to the University of Western Australia pursuant to Part VB of the Copyright Act 1968 (Cth).

Copying of this material by students, except for fair dealing purposes under the Copyright Act, is prohibited. For the purposes of this fair dealing exception, students should be aware that the rule allowing copying, for fair dealing purposes, of 10% of the work, or one chapter/article, applies to the original work from which the excerpt in this course material was taken, and not to the course material itself.

## Introduction

Welcome to this unit which focuses on the broad topic of curriculum - curriculum context, development and innovation, and current issues. I hope you find the unit both challenging and rewarding.

This unit is geared for practitioners in the broad field of education - teachers, lecturers, researchers, school administrators, parents, policy makers, nurse educators, police educators and others. It will also appeal to non-practitioners who are interested in broadening their knowledge-base in education studies.

The unit is not about lesson plans and their implementation. Rather, it has a focus on the bigger picture - curriculum as an area of study.

Effective leadership in the curriculum field demands an understanding of the theory underlying different curriculum forms, and an awareness of the connection between the curriculum and its institutional setting. The unit explores this matter through four inter-related curriculum orientations: the development of academic rationalism, the development of cognitive processes, the development of self-actualisation and social reconstruction and the curriculum. Students will also become acquainted with the literature on curriculum change and implementation

## Contact details

<b>Unit lecturer</b>	Dr Wayne McGowan
<b>e-mail:</b>	Wayne.McGowan@uwa.edu.au

## Unit Outcomes

This unit has been designed to provide students with an orientation to the field of curriculum studies that emphasises the conceptual understandings associated with the development of curriculum as a contested construct. We will deal with a wide range of curriculum-related topics from which we will gain an understanding of the:

- context for and importance of curriculum studies in the educational process
- different perspectives of curriculum and how these views influence curriculum development
- historical, social and political context that underpins alternative perspectives of curriculum development
- central concepts and terms within the field of curriculum studies

## Unit Structure

The unit commences at 9am on Saturday, March 13<sup>th</sup>, 2010. The following schedule provides a broad overview of the pre-unit task and reading as well as the major themes and readings that provide the focus over the course of the four days.<sup>1</sup>

<b>Pre-unit</b>	<b>Task</b>	The following curriculum theorists will be discussed on Day 1 – Johann Herbart, Franklin Bobbitt, Ralph Tyler, Hilda Taba and Benjamin Bloom. See if you can get some basic biographical details on each of them.
<b>Pre-unit</b>	<b>Reading</b>	Jackson, P.W. (1980). Curriculum and Its Discontents. <i>Curriculum Inquiry</i> , 10(2), 159-172
	<b>Theme</b>	<b>Curriculum Studies</b>
	<b>Reading</b>	Wraga, W.G., & Hlebowitsh, P.S. (2003). Towards a Renaissance in Curriculum Theory and Development in the USA. <i>Journal of Curriculum Studies</i> , 35(4), 425-437
	<b>Theme</b>	<b>Curriculum Development</b>
	<b>Readings</b>	Sheehan, J. (1986). Curriculum Models: Product versus Process. <i>Journal of Advanced Nursing</i> , 11, 671-678.  Stenhouse, L. (1970-71). Some Limitations of the Use of Objectives in Curriculum Research and Planning. <i>Paedagogica Europaea</i> , 6, 73-83.

---

<sup>1</sup> **NOTE:** The schedule may be modified in response to the rate of progress in covering the unit content, student needs, or other unforeseen circumstances or events.

**Theme Curriculum Orientations**

**Readings**

Erekson, T. (Spring 1992). Technology Education from the Academic Rationalist Theoretical Perspective. *Journal of Technology Education* 3(2), 6-14

Dewey, J. (1902). *The Curriculum and the Child*. Chicago: The University of Chicago Press.

Zuga, K. F. (Spring 1992). Social Reconstructionist Curriculum and Technology Education. *Journal of Technology Education*, 3(2), 48-58

McNeil, L. (2000). Educational costs of standardized. In Linda McNeil, *Contradictions of School Reform: Educational costs of standardized testing*. London: Routledge. (Chapter 7)

Rubin, L. (1994) Muddy Curriculum Waters. *Peabody Journal of Education*, 69(4), pp 21-37.

**Theme Curriculum Trends**

**Readings**

Ornstein, A. C. (1994). Curriculum Trends Revisited. *Peabody Journal of Education*, 69(4), 4-20.

Flores, M. A. (2005). Teachers' Views on Recent Curriculum Changes: Tensions and Challenges. *The Curriculum Journal*, 16(3), 401-413.

**Prior skills**

This unit assumes you have:

- Computing skills – you can access information on the Internet.
- Communication and Social skills – you can effectively take part in face-to-face discussion sessions for the purpose of personally exchanging information in a way that observes everyday courtesies employed in normal conversation.
- Basic mathematical and statistical skills – you can process basic numerical language and problems.
- Library research skills – you can locate and use documented resources as a means of expanding your knowledge and understanding of a topic.

If you are not well prepared in any of the above areas, you should make every effort to remedy the situation through undertaking additional reading and/or practice. Do not hesitate to ask for advice.

### **Textbook(s) and readings**

There is no set or required textbook for this unit. Rather, readings available on course materials online (CMO) accompany each of themes which make up the unit.<sup>2</sup> In addition, various textbooks and references will be referred to during the presentation of themes. Furthermore, on Day One you will be introduced to some of the best known journals and bibliographical references in the curriculum field and made familiar with how to retrieve these and other works in the library.

### **Assessment**

- [a] Write an essay describing, analysing and evaluating curriculum materials of your choice  
or
- [b] Write an essay discussing a curriculum in action in a school or other educational setting  
or
- [c] Write an essay on a curriculum topic to be negotiated between you and your lecturer

The essay should be 5000 words in length.

### **Assessment Criteria**

Students are expected in their written assignment to demonstrate:

- Extensive understanding of key knowledge and concepts
- A high level of discrimination in choosing relevant work
- A clearly articulated theme or position
- A degree of creative flair and insight
- A clear and logical essay structure
- Clear and appropriate language
- A consistent use of a standard referencing procedure

---

<sup>2</sup> **NOTE:** At the time of completing the unit outline some readings had only just been requested for posting on CMO. It is anticipated that all readings will be available on CMO by the time the course commences. In the meantime, pdf versions of all readings not currently listed on CMO can be accessed through the electronic journal service offered by the UWA library.

### **Date for Submission of Assignment**

Monday 26 April 2010. (Hard copy and electronic copy)

### **Procedure for Submission of Assignment**

The assignment is to be submitted to Mr. Joseph Tan at Hwa Chong Institution.

All assignments are to be submitted in both electronic and hard copy. The hard copy will be assessed and returned to the student. The electronic copy (to be emailed to [janet.edwards@uwa.edu.au](mailto:janet.edwards@uwa.edu.au)) will be processed by using specialised plagiarism detection software.

### **Faculty Policy on Extensions**

Assignment submission dates indicated in the unit outline are final. Any requests for extensions must be made to Ms Janet Edwards [janet.edwards@uwa.edu.au](mailto:janet.edwards@uwa.edu.au) prior to the due date. Assignments arriving after the due date without a prior extension having been granted will incur penalties and may result in failure of the unit.

### **Faculty Policy on Plagiarism**

Plagiarism is the presentation of the work of other people as one's own work, without referencing its source or attributing it to its intellectual proprietor. Such misuse of the work of others constitutes plagiarism, whether that work is in published or unpublished physical form, or in the form of thoughts or ideas. Plagiarism is the most serious of academic offences because it is a form of cheating.

All work submitted by any student in the Faculty of Education is to be the work of that student alone. Students may, and indeed are encouraged, to draw upon the work of others, but it must be duly acknowledged and referenced in accordance with standard academic conventions. Work that, in whole or in part, is not that of the student who has submitted it will be regarded as plagiarised. Students who have completed an assignment in one unit should not submit the same or a closely similar piece of work for assessment in another unit.

The Faculty of Education has established a plagiarism policy effective from 2004. Please refer to <http://handbooks.uwa.edu.au/postgraduate/studentpoliproc/policies/Dishonesty>

[http://www.teachingandlearning.uwa.edu.au/tl4/for\\_uwa\\_staff/policies/student\\_related\\_policies/academic\\_conduct](http://www.teachingandlearning.uwa.edu.au/tl4/for_uwa_staff/policies/student_related_policies/academic_conduct)

This policy is in addition to Statute 17 and the Regulations for Student Conduct and Discipline. Procedures for dealing with student misconduct are located on

the following website  
<http://www.secretariat.uwa.edu.au/home/policies/discip>

### **Appeals Against Academic Assessment**

If students feel they have been unfairly assessed, they have the right to appeal their mark by submitting an Appeal Against Academic Assessment form to the Head of School. The form must be submitted within twelve working days of the formal despatch of your unit results. Full regulations governing appeals procedures are available in the University Handbook, available online at: <http://www.secretariat.uwa.edu.au/home/policies/appeals>

### **Charter of Student Rights**

To find out what are your rights as a student, and what are the procedures, for instance, for grievances, see <http://www.secretariat.uwa.edu.au/home/policies/charter>

### **Faculty Policy on Grades**

Students should be advised that the grades they receive during the year are provisional only. Grades are only official after they have been passed by the Board of Examiners.

### **Faculty Policy on Withdrawals**

The last date that students may withdraw from a unit (without academic penalty) is the first day of the unit.

### **The University's Grading System**

<b>Grade</b>		<b>Percentage</b>
Higher Distinction	HD	80 – 100
Distinction	D	70 – 79
Credit Pass	CR	60 – 69
Pass	P	50 – 59
Fail	N+	45 – 49
Fail	N	0 – 44