Course Specifications
Valid as from the academic year 2019-2020

Curriculum Development (H001881)

Course

Lecturers in academic year 2019-2020
van Braak, Johan

PP06

lecturer-in-charge

Offered in the following programmes in 2019-2020
Bachelor of Science in Educational Sciences (main subject Pedagogy and Educational Sciences)
Linking Course Master of Science in Educational Sciences (main subject Pedagogy and Educational Sciences)
Preparatory Course Master of Science in Educational Sciences (main subject Pedagogy and Educational Sciences)

Teaching languages
Dutch

Keywords
Curriculum theory, curriculum development, curriculum approaches, curriculum models, assessment of the curriculum.

Position of the course
In this course, students are introduced in the basic concepts of curriculum. Curriculum is approached from an historical and social perspective. Different sorts and appearances of the curriculum are discussed, next to different theories and epistemological approaches. Finally, the different phases of curriculum are discussed, from development to assessment and revision. In the non-periodical part of the course, students explore a particular curriculum domain in the Flemish context, such as civic education or sustainability. This course unit provides a general and broadening overview of one of the sub-domains of the education sciences.

Contents
The following topics are discussed:
• curriculum design in societal perspective;
• historical, social and cultural influences on curriculum development;
• curriculum development in primary and secondary education in Flanders;
• curriculum types, such as the null-curriculum and the hidden curriculum;
• overview of curriculum theories and models;
• the epistemological basis of curricula and orientations in curriculum thinking;
• the formal, implemented and acquired curriculum development in primary and secondary education in Flanders;
• curriculum assessment;
• the roles of the educationalist as curriculum designer.

Initial competences

(Approved)
Final competences
1. To situate curriculum within different approaches
2. To situate curricular representations on different levels.
3. To compare curriculum practice with formal curricula.
4. To understand different approaches of curriculum development.
5. To critically analyze the value-bound nature of curricula.
6. To understand the societal influences on curriculum development.
7. To collaborate with colleagues when analyzing curriculum products and processes.

Conditions for credit contract
Access to this course unit via a credit contract is unrestricted: the student takes into consideration the conditions mentioned in 'Starting Competences'

Conditions for exam contract
This course unit cannot be taken via an exam contract

Teaching methods
Guided self-study, group work, lecture, fieldwork, seminar

Extra information on the teaching methods
seminar: 20.0 h
fieldwork: 15.0 h
lecture: 5.0 h
groupwork: 10.0 h
guided self-study: 5.0 h

Learning materials and price
Reader containing relevant literature
Electronical sources (Minerva)
Estimate cost: 20 EUR

References

Extra information on the examination methods
The exercises are evaluated partly based on the process and partly based on the product.
Paper to be submitted at the end of the course.
Written exam for the theoretical part (open-ended questions).
Feedback on the non-periodical evaluation: Oral on demand

Calculation of the examination mark
A combination of periodic evaluation (50%) and permanent evaluation (50%).
Partial results for which the student scored at least half of the points, can be transferred to the next examination period within the same academic year. Partial results will never be rounded.
Students who eschew one or more parts of the evaluation can no longer pass the course.

(Approved)
course. Final scores will be reduced to the highest non-deliberative quotation (7/20) in case the final score is higher.

The final score is the weighted average of the components of the evaluation. Students can only pass for this course if they achieve a minimum of 10/20 for each component. When students obtain less than 10/20 for at least one of the components, the following rules apply:

• 8/20 or 9/20 for at least one of the components: the student can no longer pass the entire course unit: if the total score is a mark of ten or more out of twenty, then this is reduced to the highest failing mark (9/20).

• Less than 8/20 for at least one of the components, the student can no longer pass the entire course unit: if the total score is a mark of eight or more out of twenty, then this is reduced to the highest non-deliberative mark (7/20).