

MA in Education

Curriculum Studies

Rationale

This unit is intended to raise the level of awareness and understanding of a series of issues related to the curriculum – particularly its specification, development, delivery and evaluation.

It is equally applicable to teachers of all age ranges of students and focuses on generic, rather than subject-specific, issues.

An important intention is that students will be made aware of the underpinning educational and socio-political principles which influence the shape of the curriculum and be able to engage critically with debates about how the curriculum should be defined and taught.

Unit aims

- to examine the concept of 'curriculum' and different approaches to defining, teaching, assessing and evaluating it;
- to recognise the relationship between the formal and informal aspects of curriculum;
- to consider the curriculum from a number of different stakeholders' perspectives and appreciate the dynamics involved;
- to gain some insight into how curriculum development takes place and into approaches to curriculum continuity and progression.

Learning outcomes

- present different definitions of 'curriculum' and understand how the academic, pastoral and hidden dimensions of curriculum inter-relate;
- explain how the curriculum can be seen from the perspectives of different stakeholders and within different cultural and socio-political settings;
- examine different models for the curriculum from national approaches to the role of non-governmental organisations;
- show an understanding of the role of the teacher in curriculum development and implementation;
- analyse the impact of the curriculum on teaching and learning and ways in which the curriculum can meet the needs of individual learners;
- describe current issues in curriculum development and research.

This unit is part of a set of units designed to meet the requirements of the IB Teacher Recognition scheme. Examples for consideration in the sessions will draw on the IB programmes as appropriate.

Programme

- Session 1** What do we mean by 'curriculum'?
- Session 2** Knowledge and the curriculum
- Session 3** Culture and the curriculum
- Session 4** Contrasting approaches to the curriculum
- Session 5** Approaches to developing and evaluating the curriculum
- Session 6** Teachers and the curriculum
- Session 7** Current issues in curriculum studies
- Session 8** Presentations and evaluation

Assessment

Assessment of the unit is through a single assignment of 5000 words. The following title should provide all students with a suitable framework within which to discuss issues raised in the unit:

Critically review a curriculum programme or scheme with which you are familiar, examining its aims and purposes and analysing the extent to which these are achieved in practice based on your own experience. As far as you are able you should include the different perspectives of relevant stakeholders in your analysis and identify overall strengths, limitations and possible areas for development.

The assignment is intended to be a reflective piece of writing using literature and other secondary sources. There is no expectation that any additional empirical data collection should be undertaken.

Students completing this unit as part of the IB Teacher Recognition scheme will be required to choose ONE of the three IB programmes (Primary Years Programme, Middle Years Programme or Diploma Programme) as the focus for the assignment.

Core reading

Kelly, A. V. (2009; 6th edition) *The Curriculum: Theory and Practice*, Paul Chapman
https://bath-ac-primo.hosted.exlibrisgroup.com/permalink/f/1p1utho/44BAT_ALMA_DS2134880670002761

(Vic Kelly's classic covering a range of issues drawing on decades of experience of the curriculum particularly in a UK context.)

Marsh, C. (2009; 4th edition) *Key Concepts for Understanding Curriculum*, RoutledgeFalmer
https://bath-ac-primo.hosted.exlibrisgroup.com/permalink/f/1p1utho/44BAT_ALMA_DS2131495680002761

(Colin Marsh presents a more general perspective on current curriculum issues.)

Moore, A (2015) *Understanding the School Curriculum: Theory, Politics and Principles*, Routledge
https://bath-ac-primo.hosted.exlibrisgroup.com/permalink/f/qj6pj0/44BAT_ALMA_DS5145800560002761

(Alex Moore's more recent book presents a good overview of current issues.)

Ross, A. (2000) *Curriculum: Construction and Critique*, Falmer
https://bath-ac-primo.hosted.exlibrisgroup.com/permalink/f/1p1utho/44BAT_ALMA_DS5150659440002761

(Alistair Ross also deals with a range of curriculum issues but also offers a clear account of the history of the curriculum in England.)

Scott, D. (2008) *Critical Essays on Major Curriculum Theorists*, Routledge
https://bath-ac-primo.hosted.exlibrisgroup.com/permalink/f/1fg2g9q/44BAT_ALMA_DS5150659380002761

(David Scott's essays cover a wide range of perspectives from the viewpoint of significant curriculum theorists from the past and present.)

Further reading (* indicates available as an ebook from the Library)

* Apple, M (1990) *Ideology and Curriculum*, London, Routledge Chapman and Holt

Bigge, M, Morris, L & Shermis, S (1992) *Learning Theories for Teachers*, New York, Harper Collins

Blenkin, G, Edwards, G & Kelly, A V (1992) *Change and the Curriculum*, London, Chapman Publishing Ltd

Bulman, L & Jenkins, D (1988) *The Pastoral Curriculum*. Blackwell Education

* Burke, J (1995) *Outcomes, Learning and the Curriculum*, London, Falmer Press

Campbell, R J (ed) (1993) *Breadth and Balance in the Primary Curriculum*, London: Falmer Press

Clark, D (1996) *Schools as Learning Communities: Transforming Education*, London: Cassell

* Connelly, F M, et al (eds) (2008) *Sage Handbook of Curriculum and Instruction*, London, Sage
https://bath-ac-primo.hosted.exlibrisgroup.com/permalink/f/1p1utho/44BAT_ALMA_DS5137983190002761

Elliott, J (1998) *The Curriculum Experiment*, Open University Press

Hamblin, D (1986) *A Pastoral Programme*, Oxford, Blackwell

Hargreaves, A, Baglin, E, Henderson, P & Leeson, P (1988) *Personal and Social Education.*, Oxford, Blackwell

Kelly, A V (1987) *Knowledge and Curriculum Planning*, London: Paul Chapman

Kelly, A V (1994) *The National Curriculum: A Critical Review*, Paul Chapman

Lawton, D (1973) *Social Change, Educational Theory and Curriculum Planning*, Routledge and Kegan Paul

Lawton, D (1975) *Class, Culture and the Curriculum*, Routledge and Kegan Paul

* Lawton, D, et al (1978) *Theory and Practice of Curriculum Studies* Routledge and Kegan Paul
https://bath-ac-primo.hosted.exlibrisgroup.com/permalink/f/1p1utho/44BAT_ALMA_DS5155316070002761

Lawton, D (1981) *An Introduction to Teaching and Learning*, Hodder and Stoughton

Lawton, D (1986) *Curriculum Studies and Educational Planning*, London, Hodder and Stoughton

Lawton, D (1989) *Education, Culture and the National Curriculum.* Hodder and Stoughton

* Lawton, D (1992) *Education and Politics in the 1990s*, London: Falmer Press

Lawton, D (1996) *Beyond the National Curriculum: Teacher Professionalism and Empowerment*, London: Hodder and Stoughton

Marsh, C and Willis, G (1995) *Curriculum – alternative approaches*, Ongoing Issues, Columbus, Ohio: Merrill

Nisbet, J & Shucksmith, J (1986) *Learning Strategies.* London, Routledge and Kegan Paul

Pinar, W F, Reynolds, W M, Slattery, P and Taubman, P M (1995) *Understanding Curriculum*, New York: Peter Lang

* Phillips G and Pound T (eds) (2003) *The Baccalaureate: a model for curriculum reform*, London, Kogan Page

Schiro, M (2013) *Curriculum theory: conflicting visions and enduring concerns*, London, Sage

Skilbeck, M (1985) *School-based Curriculum Development*, London, Harper and Row

Skilbeck, M (ed) (1988) *Readings in School-based Curriculum Development.* London, Harper and Row

Stenhouse, L (1975) *An introduction to curriculum research and development.* London, Heinemann

* White, J (2004) *Rethinking the School Curriculum*, RoutledgeFalmer

* Young, M (2015) *Curriculum and the specialisation of knowledge: studies in the sociology of education.* Routledge https://bath-ac-primo.hosted.exlibrisgroup.com/permalink/f/1fg2g9q/44BAT_ALMA_DS5145800470002761

N.B. It is recognised that some of the above are now out of print and thus only available from a library. They are nonetheless important sources.