Wrexham glyndŵr UNIVERSITY

Module Title:	Curriculum Design and Development Through Reflection	Level:	7	Credit Value:	30

Module code:	EDM710	Is this a new module?	Yes	Code of module being replaced:	

Cost Centre(s):	GAPE	JACS3 code:	X370		

With effect from:	September 17

School:	Social & Life Sciences	Module Leader:	Karen Rhys Jones

Scheduled learning and teaching hours	30 hrs
Guided independent study	270 hrs
Placement	0 hrs
Module duration (total hours)	300 hrs

Programme(s) in which to be offered	Core	Option
MA Education (including Learning and Teaching route)	☐	✓

Pre-requisites
None

Module Aims
Learners will be expected to demonstrate effective critical reflection by analysing, evaluating and critically reviewing a body of curricula and making changes to improve a curriculum to improve their own professional practice.

Intended Learning Outcomes

Key skills for employability

KS1	Written, oral and media communication skills
KS2	Leadership, team working and networking skills
KS3	Opportunity, creativity and problem solving skills
KS4	Information technology skills and digital literacy
KS5	Information management skills
KS6	Research skills
KS7	Intercultural and sustainability skills
KS8	Career management skills
KS9	Learning to learn (managing personal and professional development, self-management)
KS10	Numeracy

At the end of this module, students will be able to		Key Skills	
1	Critically analyse their own abilities and skills and critically evaluate a range of opportunities for future progression based on current performance and previous standards;	KS1	KS2
		KS4	KS6
		KS7	KS9
2	Critically evaluate curriculum, practice, learning opportunities and assessment they have provided;	KS2	KS2
		KS3	KS6
3	Critically analyse the necessary skills for managing the curriculum, teaching and learning process in the context of their subject / age phase teaching.	KS1	KS2
		KS5	KS6
		KS9	
4	Produce an individual progress plan that builds on their previous standards, critically justifying their choice of curriculum changes.	KS1	KS5
		KS7	KS9
5	Critically reflect on own practice and produce evidence base on which their reflective commentary is substantiated. Critically analyse their own abilities and skills and critically evaluate a range of opportunities for future progression based on current performance and previous standards;	KS1	KS6
		KS8	KS9
		KS1	KS2

Transferable skills and other attributes

- Use critical reflection to contribute to improvements in practice;
- Develop critical thinking and scholarship relating to professional development;
- Demonstrate an advanced level of independent learning ability;
- Demonstrate proficiency in the use of libraries databases and the Internet as sources of information.

Derogations

None

Indicative assessment:

Students will be required to systematically and critically evaluate an existing curriculum, and propose an outline design for a revised curriculum offer. Participants should reflect on displaying significant knowledge and critical understanding of theory and practice in relation to curriculum construction, delivery and management.

The outcomes will be presented to their peer group.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	2, 3 and 4	Essay	75	N/A	4,500
2	1 and 5	Presentation	25	N/A	1,500

Learning and Teaching Strategies:

Learning will be supported through active learning and interactive teaching approaches including blended learning using on-line materials. The interactive teaching paradigm will be based on group and work-based learning and peer tutoring. Participants will be required to actively engage in workshops and seminars as well as practical work-based tasks.

Learners will be encouraged to reflect on their practice and to make connections between theory and practice throughout. The approach seeks to utilise a wide range of independent and work-based paradigms reflecting a learner-centred philosophy.

Syllabus outline:

Theories of curriculum;

The place of subjects within the educational curriculum;

Identification of values, purposes and entitlement within the institutional context;

Curriculum policy development within the context of external requirements;

The academic – vocational debate;

The roles and responsibilities of the curriculum co-ordinator in the planning and delivery of the curriculum;

The processes of planning, delivery and evaluation;

The use of assessment for analysis and action;

Processes and structures for internal review and evaluation;

Methods of collecting and interpreting data.

Bibliography:

Essential reading

Busher, H., Harris A and Wise, C. (2000), *Subject leadership and school improvement*. London: Paul Chapman Publishers.

Kelly, A.V. (2009), *The Curriculum: Theory and Practice*. Sixth Edition. London: SAGE Publications Ltd.

Marsh, C.J. (2008) *Key Concepts for Understanding Curriculum*. Fourth Edition. London: Routledge

Rudduck, J. and Flutter, J. (2004), How to *Improve Your School: Giving pupils a voice*. London: Continuum.

Other indicative reading

Carr, D. (2006), 'Professional and personal values and virtues in education and teaching', *Oxford Review of Education*, Volume 32, No. 2, May 2006

Neary, M. (2002), *Curriculum studies in post-compulsory and adult education: a study guide for teachers and student teachers*. Cheltenham: Nelson Thornes

Pinar, W.F. (2011), *What is Curriculum Theory*? Second Edition. London: Lawrence Erlbaum Associates

Posner, G. (2017), *Analysing the Curriculum*. Third Edition. London: McGraw-Hill.

Thomas, G, Walker, D. and Webb, J. (1998), *The Making of the Inclusive School*. Abingdon: Routledge.