

THE EDUCATION UNIVERSITY OF HONG KONG

International Theory and Perspectives in Curriculum

Part I

Programme Title	: Doctor of Education
Programme QF Level	: 7
Course Title	: Theories and Perspectives in Curriculum Development
Course Code	: TLS8069 (<i>Equivalent to TLS8023 International Theory and Perspectives in Curriculum</i>)
Department	: Curriculum & Instruction
Credit Points	: 3
Contact Hours	: 18 hours (contact hours & consultation)
Pre-requisite(s)	: 21 hours (directed learning)
Medium of Instruction	: EMI
Course Level	: 8

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

This course will engage students in systematic examination of theories and perspectives in curriculum development. Students will also critically reflect upon the impacts of major theoretical frameworks on curriculum policy and practices with reference to different national contexts.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

CILO₁ Identify main theories and perspectives developed in various social contexts in the field of curriculum studies

CILO₂ Critically analyze the strengths and limitations of different curriculum theories against those developed in different social contexts and which have implications for curriculum studies across countries

CILO₃ Identify the impact of particular curriculum theories and perspectives on contemporary education policy and practices with reference to different social contexts

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILO _s	Suggested Teaching & Learning Activities
Main theories and perspectives developed in various social contexts in the field of curriculum studies	CILO ₁	<ul style="list-style-type: none">• Literature review activities• Group discussions
Strengths and limitations of curriculum theories against those developed in various social contexts	CILO ₂	<ul style="list-style-type: none">• Group discussions• Reading review• Seminars
The application and impact of particular curriculum theories and perspectives on education policy and practices in different national contexts.	CILO ₃	<ul style="list-style-type: none">• Case studies

4. Assessment

Assessment Tasks	Weighting (%)	CILO
1. Reading Review: Students will complete one reading review that analyzes the strengths and limitations of one selected curriculum theory developed in some particular social context. (Word limit: Not less than 600 English words)	20%	CILO ₁₋₂
2. Case Study: Students will complete one case study, in which they select one country or region, analyze what and how particular curriculum theories guide local curriculum policy and practices with reference to certain social contexts. The implication for curriculum studies across countries should be discussed. (Word limit: Not less than 2,400 English words)	80%	CILO ₁₋₃

5. Required Text(s)

Nil

6. Recommended Readings

Alsubaie, M. A. (2015). Hidden curriculum as one of current issue of curriculum.

Journal of Education and Practice, 6(33), 125-128.

Autio, T. (2017). Reactivating templates for international curriculum consciousness:

Reconsidering intellectual legacies and policy practices between Chinese, Anglo-American and European curriculum studies. In *Theorizing Teaching and Learning in Asia and Europe* (pp. 56-72). London, UK: Routledge.

Autio, T. (2018). Bill Doll's scholarship and contested legacies of Euro-American

curriculum theories from Descartes onwards. In *Complexifying curriculum studies: Reflections on the generative and generous gifts of William E. Doll, Jr.* London, UK: Routledge.

Barrow, R. (2015). *Giving teaching back to teachers: A critical introduction to curriculum theory*. London, UK: Routledge.

- Connelly, F. M., He, M. F. and Phillion, J. (Eds.) (2008). *The SAGE handbook of curriculum and instruction*. Thousand Oaks, CA: Sage.
- Davis, O.L., & Ponder, G. (2007). *The handbook of curriculum inquiry*. Greenwich, US: IAP
- Deng, Z. (2016). Bringing curriculum theory and didactics together: A Deweyan perspective. *Pedagogy, Culture & Society*, 24(1), 75-99.
- Ebenezer, J., Harden, S., Sseggobe-Kiruma, N., Pickell, R., & Hamdan, S. M. (2019). A phenomenography of educators' conceptions of curriculum: Implications for next generation curriculum theorists' contemplation and action. In *Internationalizing Curriculum Studies* (pp. 83-105). London, UK: Palgrave Macmillan, Cham.
- Friesen, N. (2018). Continuing the dialogue: Curriculum, Didaktik and theories of knowledge. *Journal of Curriculum Studies*, 50(6), 724-732.
- Griffin, C. (2018). *Curriculum theory in adult and lifelong education*. London, UK: Routledge.
- Holmes, B., & McLean, M. (2018). *The curriculum: A comparative perspective*. London, UK: Routledge.
- Lim, L., & Apple, M. W. (Eds.). (2016). *The strong state and curriculum reform: Assessing the politics and possibilities of educational change in Asia*. London, UK: Routledge.
- Paraskeva, J. (2016). *Curriculum epistemicide: Towards an itinerant curriculum theory*. London, UK: Routledge.
- Pinar, W. (2011). *What is curriculum theory?* Abingdon, Ox: Routledge.
- Pinar, W. F. (2013). *International handbook of curriculum research*. London, UK: Routledge.
- Pinar, W. (2014). *Curriculum: Toward new identities*. London, UK: Routledge.
- Pinar, W. F. (2019). *Intellectual advancement through disciplinarity: Verticality and horizontality in curriculum studies*. Leiden, Netherlands: Brill Sense.
- Reid, W. A. (2013). *Thinking about the curriculum (Routledge Revivals): The nature and treatment of curriculum problems*. London, UK: Routledge.
- Schiro, M. (2007). *Curriculum theory: Conflicting visions and enduring concerns*, Thousand Oaks, CA: Sage.
- Taylor, P. H., & Richards, C. M. (2018). *An introduction to curriculum studies*. London, UK: Routledge.
- Uljens, M., & Ylimaki, R. M. (2017). *Bridging educational leadership, curriculum theory and Didaktik*. Switzerland: Springer International Publishing.
- Whitty, G. (2017). *Sociology and school knowledge: Curriculum theory, research and politics*. London, UK: Routledge.
- Yates, L., & Millar, V. (2016). 'Powerful knowledge' curriculum theories and the case of physics. *The Curriculum Journal*, 27(3), 298-312.
- Young, M. (2013). Overcoming the crisis in curriculum theory: A knowledge-based

approach. *Journal of curriculum studies*, 45(2), 101-118.

7. Related Web Resources

OECD, Directorate of Education

http://www.oecd.org/department/0,3355,en_2649_33723_1_1_1_1_1,00.html

UNESCO, Education

<http://www.unesco.org/new/en/education/>

8. Related Journals

Curriculum Inquiry

Curriculum Journal

Curriculum and Teaching

Journal of Curriculum Studies

Review of Educational Research

Teachers College Record

Teachers and Teaching

9. Academic Honesty

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students* (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

10. Others

Nil

**Appendix:
Rubrics**

Assignment 1 (Reading Review)

Name of student: _____

Overall Grade: **20%**

Grade	Understanding of Theories and Concepts	Analysis & Synthesis	Critical Thinking	Language/ Organization	Research/ Literature review
A+ A A-	Thorough understanding & interpretation	Outstanding and thorough analysis and synthesis	Innovative and original	Well- organized, fluent and correct	Relevant research/ literature, comprehensive coverage
B+ B B-	General understanding & interpretation	Good and appropriate analysis and synthesis	Reflective	Organized, fluent and correct	Evidence of relevant research/literature
C+ C	Superficial grasp of interpretation	Little or no attempt at analysis and synthesis	Logical	Reasonably fluent with some mistakes	Some errors in documentation of relevant research
C- D	Partial grasp of & interpretation	Illogical analysis and ineffective organization of materials	Weak	Frequent errors	Little evidence of relevant research
F	Little understanding & interpretation	Interpreted incorrectly and poorly organized materials	No evidence	Major and frequent errors	Little or no evidence of relevant research

Grade Descriptors:

Understanding of topics/ arguments:	Does the work demonstrate an understanding of the topics? Does it demonstrate the use of relevant readings/literature to support the arguments?
Analysis & synthesis:	Does the work demonstrate sound analysis of issues and synthesis of ideas from various sources or perspectives?
Critical thinking:	Does the work represent the student's own thinking and critical reflection to come to grips with the problem or to sort out the issue? Does the work demonstrate reflective application of educational concepts?
Language/ Organization:	Does the work show systematic organization, and fluent and proper use of language? Does it have a clear rational structure in synthesizing the arguments?
Research/ Literature review	Does the work include references and citations to relevant sources? Are the cited sources credible? Does the work reflect a range of sources and media (i.e. journal articles, books, textbooks. web-based sources)?

Assignment 2 (Case Study)

Name of student: _____

Overall Grade: **80%**

Grade	Understanding of Theories and Concepts	Understanding of curriculum policy and practices in certain contexts	Analysis & Synthesis	Critical Thinking	Language/ Organization	Research/ Literature review
A+ A A-	Thorough understanding & interpretation	Thorough understanding & interpretation	Outstanding and thorough analysis and synthesis	Innovative and original	Well- organized, fluent and correct	Relevant research/ literature, comprehensive coverage

B+ B B-	General understanding & interpretation	General understanding & interpretation	Good and appropriate analysis and synthesis	Reflective	Organized, fluent and correct	Evidence of relevant research/literature
C+ C	Superficial grasp of interpretation	Superficial grasp of interpretation	Little or no attempt at analysis and synthesis	Logical	Reasonably fluent with some mistakes	Some errors in documentation of relevant research
C- D	Partial grasp of & interpretation	Partial grasp of & interpretation	Illogical analysis and ineffective organization of materials	Weak	Frequent errors	Little evidence of relevant research
F	Little understanding & interpretation	Little understanding & interpretation	Interpreted incorrectly and poorly organized materials	No evidence	Major and frequent errors	Little or no evidence of relevant research

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Language/ Organization:	Does the work show systematic organization, and fluent and proper use of language? Does it have a clear rational structure in synthesizing the arguments?
Research/ Literature review	Does the work include references and citations to relevant sources? Are the cited sources credible? Does the work reflect a range of sources and media (i.e. journal articles, books, textbooks, web-based sources)?