

**Institute of Education and Research  
University of the Punjab  
Lahore**

<b>Program</b>	<b>BS Education</b>		
<b>Course Title:</b> Curriculum Evaluation		<b>Course Type:</b> Major CourseSpecialization -1	
<b>Course Code:</b> MCEd-405Cu	<b>Credit Hours:</b> 3		<b>Duration:</b> 16 Weeks
Introduction	<p>This course introduces students to the ideas and procedures involved in curriculum development, innovation and evaluation. It will enable students to ensure that the approaches to learning and teaching benefit from the use of ICT in advancing the understanding and appreciation of knowledge as well as of innovative practice.</p> <p>The course first examines some general and basic issues related to designing a curriculum. Some curriculum design models will be considered and their implications for multimedia approaches to learning, teaching and assessment discussed. Consideration will also be given to teaching of values, as well as design, development and evaluation of curricula and the implementation of innovative curricula.</p>		
Learning Objectives	<p>After studying this course, the student will be able</p> <ol style="list-style-type: none"> <li>1. Design curricula based on analysis, evaluation and synthesis of course documents teaching and learning articles, and evaluative feedback</li> <li>2. Identify issues with courses and individually and cooperatively devise, implement and rigorously evaluate solutions</li> <li>3. Use a range of innovative educational approaches to complement and enhance face to face teaching</li> </ol>		
Course Content	<ol style="list-style-type: none"> <li>1. Historical perspectives,</li> <li>2. Foundations of Curriculum</li> <li>3. Approaches to Curriculum Development</li> <li>4. Influences on curriculum development</li> <li>5. Emerging structures in curriculum development</li> <li>6. Social forces affecting curriculum development</li> <li>7. Information systems</li> <li>8. Human growth &amp; development</li> <li>9. Student learning</li> <li>10. Philosophical Dimensions to Curriculum Development</li> <li>11. Various philosophies underlying curriculum development.</li> <li>12. Political dimensions of Curriculum Development 3</li> <li>13. Local factors affecting curriculum development</li> <li>14. State factors affecting curriculum development</li> <li>15. National factors affecting curriculum development</li> <li>16. Essential Tasks of Curriculum Development</li> <li>17.1. Examine various models for curriculum development</li> <li>18.2. Determine sequential task in curriculum development</li> <li>19. Curriculum Procedures</li> <li>20. Instructional considerations in curriculum development</li> </ol>		

	<p>21. Provide for student needs and diversity</p> <p>22. Flexibility and adaptation in meeting goals/obj.</p> <p>23. Provision for adequate resources.</p> <p>24. Effective instructional experiences.</p> <p>25. Accountability for student learning and achievement.</p> <p>26. Curriculum analysis/evaluation/revision</p>						
Text Book(s)	James, M., McCormick, R. (2020). Curriculum Evaluation in Schools. Taylor & Frances						
Suggested Reading	Wiles, J. & Bondi, J., (2002). Curriculum development: A guide to practice (6 <sup>th</sup> ed.). Upper Saddle River, NJ: Prentice-Hall.						
Teaching/Learning Strategies	<p>Lecture</p> <p>Discussion</p> <p>Cooperative Learning</p> <p>Class activities</p> <p>Applied Projects</p>						
Evaluation Criteria	<table> <tr> <td>Assignment/Project/Presentation</td> <td>25%</td> </tr> <tr> <td>Mid Term</td> <td>35%</td> </tr> <tr> <td>Final Term</td> <td>40%</td> </tr> </table>	Assignment/Project/Presentation	25%	Mid Term	35%	Final Term	40%
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