

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

<b>Program</b>	<b>BS Education</b>		
<b>Course Title:</b> Curriculum Change & Innovation		<b>Course Type:</b> Major CourseSpecialization-1	
<b>Course Code:</b> MCEd-403Cu	<b>Credit Hours:</b> 3	<b>Duration:</b> 16 Weeks	
Introduction	The purpose of this course is to provide students with opportunities to understand development of curriculum as historical, social, and political and management process. The course helps students acquire skills and abilities to be active participants of curriculum change and development process by evaluating upcoming changes in society, labour market and by assessing learners' needs. The course invites students to recognize a shift of educational paradigms and its manifestation in educational institutions, on national and international level. The course deals with practice and implementation of social justice, equal opportunity, social inclusion in curriculum.		
Learning Objectives	<b>After studying this course, the student will be able to</b> <ol style="list-style-type: none"> <li>1. Differentiate process of curriculum</li> <li>2. Identify a shift of educational paradigms and its manifestation in educational institutions, on national and international level</li> <li>3. Review practice and implementation of social justice, equal opportunity, social inclusion in curriculum</li> </ol>		
Course Content	<ol style="list-style-type: none"> <li>1- Curriculum development and change as a political and social process.</li> <li>2- Identification and analysis of stakeholders on national, regional and local level.</li> <li>3- Involvement of stakeholders into social dialog and negotiation of interests. Ideological, political, professional and value debates on curriculum.</li> <li>4- Development of culturally and politically sensitive curriculum (language politics, identity building and diversity, sexual education).</li> <li>5- Different notions of time (political, technical, professionals', bureaucratic, pedagogical kinds of time).</li> <li>6- Educational reform and curriculum change: components and processes. Educational reform, educational politics and curriculum change.</li> <li>7- Changes in management of educational system. Curriculum change.</li> <li>8- Development of new curriculum and learning resources.</li> <li>9- New skills of teachers and other participants.</li> <li>10- Change of educational aims and goals, criteria, curriculum, methods, assessment. Dialog with society.</li> <li>11- Historical dimension of curriculum change and educational reform.</li> <li>12- Systemic management. Balancing between national and local interests. Curriculum development and management processes. Policies of autonomy and decentralization. National, regional and local levels of curriculum development.</li> </ol>		

	<p>13- Localization of curriculum, autonomy and freedom of communities and schools in curriculum implementation. Politics and practices of development, approval and use of textbooks and learning materials. Accountability of schools and educational institutions. Control, supervision and audit.</p> <p>14- Education and financing. Curriculum development on school level (planning lessons, timetable, teaching/learning methods, assessment, resources).</p> <p>15- Teachers 'professional development.</p> <p>16- Curriculum and educational change. Stages and processes: assessment of needs, initiation, implementation and use, institutionalization and sustainability. Technical, cultural and political perspectives of changes. International dimension of curriculum. Change of educational paradigms: from traditional teaching to new liberal learning paradigm. Aims of change. Change for better quality. Elements of change: context, politics, general aims and objectives of education, standards for every level of education,</p>						
Text Book(s)	Holmes, B., McLean, M. (2020). The Curriculum: A Comparative Perspective. Routledge						
Suggested Reading	<p>Young M.E.D., Lambert D., Roberts C., Roberts M.(2014) Knowledge And The Future School.</p> <p>Curriculum and social justice. Bloomsbury Academic. Leading a creative school : initiating and sustaining school change (2011) edited by Ethel Sanders. London ; New York (N.Y.) : Rutledge : Taylor &amp; Francis Group</p>						
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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