

Course Synopsis

This course focuses on two important areas in curriculum field: (i) curriculum design, and (ii) curriculum evaluation, but one that puts learning at their heart, the former placing student learning at the centre of the design and the implications that that positioning entail, the latter prioritising learning about how a curriculum plays out in practice and the consequence that that decision has on how evaluation should be viewed and conducted. The course takes an inductive approach in its delivery, using selected activities that engage the participants to adopt a reflective stance in approaching the critical task of curriculum design and evaluation. In its essence the course highlights the importance of adopting a reflective practitioner perspective when it comes to curriculum design, management and development, recognising curriculum as not only a social construction hence subjectively conceived but also as a site that serves, among others, to promote and support the kinds of learning valued and a site for teacher development. The course is geared for participants who intend to be master trainers in the area of curriculum design, management and development.

Curriculum Design: The Kinds of Learning Valued

Designing a curriculum entails putting the kinds of learning valued at the heart of the enterprise. Clarity in the kinds of learning valued is therefore essential, but the choice made is not an objective matter, hence they are not without contestations. The subjective nature of the choice is understandable as it is unavoidably tied to the beliefs and values of the designers as shaped by their knowledge and life history. There is a need, as an essential step in designing a curriculum of worth, for designers to work out, examine and reflect on the kinds of learning they value and the basis for their justifications. In this session participants will explore the kinds of learning they value in relation to their beliefs and values in the context of designing a curriculum

Curriculum Design: The Implications of the Kinds of Learning Valued for Designing Teaching and Learning Activities

The choice of the kinds of learning valued has wide implications for the choice of teaching and learning activities. Opting for complex learning rested on sound justifications means a more, inquiry

based and open-ended pedagogies are required. This is not merely a question of alignment, nor merely about what effective learning means. It also entails lecturers being prepared to live with the greater uncertainties and ambiguities that such pedagogies bring. But lecturers have their own personal theory or theories of teaching, and this is tied to their beliefs and values about what teaching is all about. Sussing this out is critical if curriculum is conceived as more than just a plan for learning but rather as residing in the interactions between the teacher, students, subject matter and milieu. In this session participants will explore the kinds of learning they value in relation to their theories of teaching as shaped by their beliefs and values in the context of designing a curriculum.

Curriculum Design: The Implications of the Kinds of Learning Valued for Assessment Design

The implications of the choice of the kinds of learning valued also extend to how assessment should be designed. Choosing complex learning also necessarily means opening up assessment design to be more inclusive of alternative approaches to assessment, introducing a higher degree of uncertainty to the process. Assessment for learning and assessment as learning play a larger role than ever before. The notion of validity too needs to be seen in a new light. The choice also heightens the tension between validity and reliability. In this session participants will explore these implications for assessment design and what it mean to their practice in the context of curriculum design.

Curriculum Design: Analysing A Case

In this session, participants will use what they have learned from the previous three sessions to analyse a curriculum, and to reflect on the way they went about designing (or if they have not designed a curriculum before, to reflect on how they went about implementing) a curriculum for the course/programme they teach.

CDMD – BASIC SYLLABUS

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| Module | PGCert | |
| Code | CDMD | |
| Synopsis | This module introduces participants to the basics of curriculum design, management and development. The primary aim is to provide them with the tools to think about curriculum in an informed way to enable them to design, manage and develop curriculum for the course they teach as well as to train others in their respective department/school/faculty to do the same. The module covers the meanings of curriculum, its foundations and approaches, models, principles and process of curriculum design, management and development, curriculum in the Malaysian Higher Education context, and planning and conducting training in curriculum design. | |
| Student Learning Time | Interactive Lecture (Face-to-face) | 18 |
| | SDL | 142 |
| | Total SLT | 160 |
| Pre-requisite | NIL | |
| Learning Outcomes | <p>Upon completion of the module, participants will be able to:</p> <ol style="list-style-type: none"> 1. apply the various meanings of curriculum in explaining various curriculum approaches. 2. analyse a curriculum from the perspective of its approaches and foundations 3. compare and contrast various models of curriculum development 4. apply the principles and processes of curriculum development to designing a curriculum 5. explain the curriculum design approach adopted by Malaysian Higher Education system. 6. plan, conduct and assess the training in the area of curriculum design. 7. work collaboratively in a team in designing a curriculum framework | |
| Contents | <p>Unit 1: Meanings of Curriculum</p> <p>Upon completion of the unit, participants will be able to:</p> <ul style="list-style-type: none"> • Explain the various meanings of curriculum • Discuss the implications of each meaning of curriculum • Justify own conception of curriculum <p>Content:</p> | |

1. Meanings of curriculum
 - As planned set of learning activities
 - Learning experiences framed by a planned set of learning activities
 - As total learning experiences – planned and unplanned
 - As content standards
 - As cultural construction

2. Implications of each meaning of curriculum

Unit 2. Foundations and Approaches to Curriculum

Upon completion of the unit, participants will be able to:

- Analyse a curriculum from the perspective of its approaches and foundations

Content:

1. Philosophical, historical, psychological, social, political foundations.
2. Models of Curriculum Development
 1. Tyler's Model
 2. Process Model
 3. Backward Design (OBE)
3. Principles and Process of Curriculum Development
 1. Principles
 - Relevance
 - Comprehensive
 - Challenging and Enjoyment
 - Currency
 - Progression
 - Breadth
 - Depth
 - Coherence
 - Personalisation and Choice
4. Curriculum in the Malaysian Higher Education Context
 1. OBE

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| | <ol style="list-style-type: none"> 2. Soft Skills 3. Constructive Alignment 4. COPIA 5. COPPA | | | | | | | | |
| Teaching and Learning Methods | <ol style="list-style-type: none"> 1. Lectures 2. Activities 3. Projects | | | | | | | | |
| Teaching and Learning Materials | <ol style="list-style-type: none"> 1. Curriculum Design and Development - Basic Module 2. Articles 3. Examples of Curriculum in Use. | | | | | | | | |
| Assessments | <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">1. Project:</td> <td style="text-align: right;">30%</td> </tr> <tr> <td>2. Portfolio:</td> <td style="text-align: right;">40%</td> </tr> <tr> <td>3. Presentation:</td> <td style="text-align: right;">30%</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">100%</td> </tr> </table> | 1. Project: | 30% | 2. Portfolio: | 40% | 3. Presentation: | 30% | Total | 100% |
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| 2. Portfolio: | 40% | | | | | | | | |
| 3. Presentation: | 30% | | | | | | | | |
| Total | 100% | | | | | | | | |
| References | <ol style="list-style-type: none"> 1. Ornstein, A.C. & Hunkins, F.P. (2008) <i>Curriculum: Foundations, Principles, and Issues</i>. 5th ed Boston: Allyn and Bacon. 2. Wiggins, G. & McTighe, J. (2005). <i>Understanding by Design (2nd ed)</i>. Upper Saddle River, NJ: Prentice Hall. | | | | | | | | |
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The Attributes of University of Melbourne Graduates

The University of Melbourne Graduate Attributes are more than simply an aspirational vision of what the University hopes students might become during their candidature. They can be used practically to guide the planning and development of teaching, knowledge transfer and research to ensure the University's students acquire the experience, skills and knowledge necessary for graduates in today's complex global environment.

Graduate Attributes

The Melbourne Experience enables graduates to become:

1. Academically excellent

Graduates will be expected to:

- have a strong sense of intellectual integrity and the ethics of scholarship
- have in-depth knowledge of their specialist discipline(s)
- reach a high level of achievement in writing, generic research activities, problem-solving and communication
- be critical and creative thinkers, with an aptitude for continued self-directed learning
- be adept at learning in a range of ways, including through information and communication technologies

2. Knowledgeable across disciplines

Graduates will be expected to:

- examine critically, synthesise and evaluate knowledge across a broad range of disciplines
- expand their analytical and cognitive skills through learning experiences in diverse subjects
- have the capacity to participate fully in collaborative learning and to confront unfamiliar problems
- have a set of flexible and transferable skills for different types of employment

3. Leaders in communities

Graduates will be expected to:

- initiate and implement constructive change in their communities, including professions and workplaces
- have excellent interpersonal and decision-making skills, including an awareness of personal strengths and limitations
- mentor future generations of learners
- engage in meaningful public discourse, with a profound awareness of community needs

4. Attuned to cultural diversity

Graduates will be expected to:

- value different cultures
- be well-informed citizens able to contribute to their communities wherever they choose to live and work
- have an understanding of the social and cultural diversity in our community
- respect indigenous knowledge, cultures and values

5. Active global citizens

Graduates will be expected to:

- accept social and civic responsibilities
- be advocates for improving the sustainability of the environment
- have a broad global understanding, with a high regard for human rights, equity and ethics

Source: www.cshe.unimelb.edu.au/pdfs/9principles.pdf

Moral Reasoning 22: Justice

A critical analysis of selected classical and contemporary theories of justice, including discussion of present-day applications. The course examines debates about justice prominent in moral and political philosophy, and invites students to subject their own views on these controversies to critical examination.

Principal readings will be drawn from the following books, which are available for purchase in paperback at the Harvard Coop and the Harvard Bookstore:

- Aristotle, Politics
- Locke, Second Treatise of Government
- Kant, Grounding of the Metaphysics of Morals
- Mill, Utilitarianism
- Rawls, A Theory of Justice

Other assigned readings include excerpts from Jeremy Bentham and contemporary writers such as Nozick, Dworkin, MacIntyre, Sandel, and Walzer. These readings, together with the assigned articles on contemporary issues, are collected in a sourcebook of photocopied materials that can be purchased at the Harvard Coop. All assigned readings are also available on reserve in Lamont Library, and, hopefully, will be on reserve in the Quad Library when it reopens.

Course Requirements

Two papers (6-7 pages each) on topics to be assigned.

Final examination

Class participation (including regular attendance) in weekly discussion sections

Each paper counts for 20 percent of the course grade, and the final exam counts for 35 percent. Section participation (including submission of 2 ungraded response papers of 1-2 pages) counts for 25 percent; contribution to the Justice blog on the course website can also count toward section participation for those who choose to do so, but it is not required.

The head teaching fellow is Drew Schroeder and the assistant head teaching fellow is Bettina Scholz. They will be available to answer questions about the course and sections at regular weekly office hours in the Course Office.

Course Outline

I. Introduction

Politics and Ethics: Doing the Right Thing

The Queen v. Dudley and Stephens (1884) (The lifeboat case)

II. Utilitarianism

Bentham, Principles of Morals and Legislation, ch. I, IV
J.S. Mill, Utilitarianism

III. **Libertarianism**

Friedman, Free to Choose, ch. 5
Nozick, Anarchy, State, and Utopia, pp. 149-64, 167-78
Hayek, The Constitution of Liberty, ch. 6

IV. **Locke: Property Rights**

Locke, Second Treatise of Government, ch. 1-5, 7-11, 18-19

V. **Markets and Morals:**

Surrogate Motherhood, Military Service, Body Parts

Calabresi and Bobbit, Tragic Choices, pp. 158-65
McPherson, Battle Cry of Freedom, pp. 600-11
In the Matter of Baby 'M' (1987)
In the Matter of Baby 'M' (1988, N.J. Supreme Court)
Anderson, "Is Women's Labor a Commodity?"
Kimbrell, The Human Body Shop, pp. 24-35

VI. **Kant: Freedom as Authority**

Kant, Grounding for the Metaphysics of Morals

Kant, "Theory and Practice" (excerpt)

Kant, "Duties Toward the Body in Respect of Sexual Impulse" (excerpt)

VII. **Rawls: Justice as Fairness**

Rawls, A Theory of Justice

- ch. I (sec. 1-6)
- ch. II (sec. 11-14, 17)
- ch. III (sec. 20, 22, 24-5)
- ch. IV (sec. 40)

VIII. **Distributive Justice: Equality, Entitlement, Merit**

Rawls, A Theory of Justice

- ch. V (sec. 41, 47-8)
- ch. VII (sec. 68)
- ch. IX (sec. 79, 84-87)

Nozick, Anarchy, State, and Utopia, pp. 213-31

IX. **Affirmative Action: Reverse Discrimination?**

Bernstein, "Racial Discrimination or Righting Past Wrongs?"
Hopwood v. State of Texas (1996)
Grutter v. Bollinger (2003)
Dworkin, "Bakke's Case: Are Quotas Unfair?"
Sandel, Liberalism and the Limits of Justice, pp. 135-47

- Morley, "Double Reverse Discrimination"
 Brus, "Proxy War: Liberals Denounce Racial Profiling. Conservatives Denounce Affirmative Action. What's the Difference?"
- X. **Aristotle: Justice and Virtue**
- Aristotle, The Politics, Bks. I, III (ch. 1-13)
 Aristotle, Nichomachean Ethics, Bks II (ch. 1-3), X (ch. 1-3)
- XI. **Ability, Disability, and Discrimination:**
 Cheerleaders and Casey Martin's Golf Cart
- Presley, "A Safety Blitz; Texas Cheerleader Loses Status"
 Ryan, "Sorry, Free Rides Not Right"
 Kite, "Keep the PGA on Foot"
PGA Tour, Inc. v. Martin (2000)
- XII. **Justice, Community, and Membership**
- MacIntyre, After Virtue, ch. 15
 Sandel, Liberalism and the Limits of Justice, pp. 1-24, 175-183
 Sandel, "Morality and the Liberal Ideal"
 Walzer, Spheres of Justice, pp. 6-10, 86-91, 312-314
- XIII. **Free Speech versus Hate Speech**
 Civil Rights Marchers, Nazi Protesters
- Downs, Nazis in Skokie, pp. 1-15
Collin v. Smith (1978)
Oates, Let the Trumpet Sound, pp. 347-364
Williams v. Wallace (1965)
- XIV. **Liberalism: Political or Philosophical?**
- Rawls, Political Liberalism, pp. 3-15, 29-35, 144-58
 Sandel, "Political Liberalism"
- XV. **Moral Argument and Liberal Toleration:**
 Same-Sex Marriage, For and Against
- Kinsley, "Abolish Marriage"
 Finnis, "Law, Morality, and 'Sexual Orientation'"
 Macedo, "Homosexuality and the Conservative Mind"
 West, "Universalism, Liberal Theory, and the Problem of Gay Marriage"
Goodridge v. Dept. of Public Health (2003)
- XVI. **Conclusion**
 Justice and the Good Life