TED UNIVERSITY
FACULTY OF EDUCATION
ED220/EDUC259 Curriculum Development in Education
Fall 2021 Syllabus for Section-1

Course Information	
Schedule:	Wednesday 11-13
Location:	G112

Instructor Information	
Instructor:	Dr. Özlem Erden-Başaran
E-mail:	ozlem.erden@tedu.edu.tr
	(**Please put ED220/EDUC259 in the subject of ALL email correspondence**)
Office hours:	Wednesdays 10.00-11.00 & By Appointment (On Campus or Online)

Course Description

(2+0+2) 2 Credits / 3 ECTS

Basic concepts related to curriculum development. Theoretical foundations of curriculum development. Types of curriculum. Philosophical, social, historical, psychological and financial foundations of curriculum. Steps of curriculum development. Key elements of a curriculum (goal, content, process and evaluation) and the relationship between these elements. Classification of goals and the relation of curriculum with its elements. Approaches to content organization. Identification of educational needs. Process and models of curriculum development. Approaches to curriculum design. Curriculum evaluation models. Curriculum literacy. Implementation of a curriculum. Current discussions and trends related to curriculum development in the world and Turkey.

Course Objectives

This course in general aims to teach subject matters related to curriculum development in education. In particular, the course aims to increase learners' knowledge on such topics as curriculum types, curriculum development steps, and curriculum design.

Learning Outcomes

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

- explain the basic concepts related to curriculum development, theoretical foundation of curriculum development and types of curricula,

- summarize the key elements of a curriculum (goal, content, process, evaluation),

- classify the learning outcomes and approaches to content organization,

- summarize the models of design, development and evaluation of curricula,

- analyze the implementation of curricula,

- research the current discussions and trends related to curriculum development in the world and Turkey.

Course Materials

Online course management system: If you do not have one yet, please create an account at http://moodle.tedu.edu.tr/. The Moodle site for this course is named **2023F_EDUC259_SEC01.** Please use LMS actively for this class.

Main Textbooks & Readings:
Ornstein, A. C., & Hunkins, F. P. (2017). *Curriculum: Foundations, principles, and issues*. Pearson Higher Ed.

Ornstein, A. C., Levine, D. U., Gutek, G., & Vocke, D. E. (2016). *Foundations of education*. Cengage learning.

Student Workload (Total 108 Hrs)

Workload	Hours
Course Readings	28
Debate/Discussion/Activity	30
Resource Review	10
Report on a topic	30
Oral presentation	10

Planned Learning Activities

Telling/Explaining, Discussions/Debates, Brainstorming, Questioning, Reading, Reflection, Web Searching, News/Article Review, Presentation

Assignments

Your total grade consists of scores from the following items:

Assignments	Weight
Curriculum Development • Milestone 1: Identify the topic/issue/need o Roles and Responsibility of Curriculum Development Team • Milestone 2: State the goals and objectives • Milestone 3: Select content and organize the content • Milestone 4: Determine the assessment strategies	50%
Midterm	40%
Participation	10%
TOTAL	**100%**

Percentage scores	Letter Grades
Excellent (90-100)	AA
Good-Excellent (85-89)	BA
Good (80-84)	BB
Satisfactory-Good (75-79)	CB
Satisfactory (70-74)	CC
Weak- Satisfactory (60-69)	DC
Satisfactory (50-59)	DD
Failure (0-49)	F(Failure)
Letter grade "FX" is assigned to students who have failed to attend classes or failed to participate in the midterm exam, final exam, term project or in similar major course assessment activities	FX (Failure)

1. **Curriculum Development (Group Work): This is a group work and it requires you to work regularly with your group members in class. Therefore, participation to the class is an important factor for passing this class. In this assignment, you have three main responsibilities in the group: 1) work with your group, 2) develop your curriculum during the class, and 3) present your curriculum in the class. The milestones that you are going to follow during curriculum development process is explained below:**

    a) Milestone 1-Identify the topic/issue/need: this milestone requires you to think about an educational issue, topic or need to begin your curriculum development journey. It is important to revisit your prior information about educational philosophies because you need to justify why you choose specific issue, topic or need for your curriculum design. Based on your philosophical inclination, you are going to write a rationale that explains the importance of your educational position. In other words, you are going to write a report that explains what you want your target student group to know, understand, or able to do after you develop your curriculum while providing a response to the educational issue that you determine in the beginning.

    Examples will be discussed in the class. A detailed template will be provided on the LMS.

    In this milestone, you also need to explain the roles and responsibility of curriculum development team. Please use the chart on the LMS for explaining each members' roles and responsibility.

    b) Milestone 2-State the goals and objectives: This milestone helps you formulate clear goal(s) and objectives(s) for achieving your outcomes when you implement your curriculum. It will also give you guideposts about content selection and organization and assessment strategies. Examples will be discussed in the class based on your various chosen philosophy and rationale mentioned in the first milestone.

    c) Milestone 3-Select content and organize the content: At this milestone, you are going to determine the content that you want your target group of students. Visualization is important to show your content organizations. You are also going to emphasize how you deliver the topic. Examples will be discussed in the class.

    d) Milestone 4-Determine the assessment strategies: In this milestone, you are going to determine the best assessment strategy for your curriculum. All types of formative and summative assessment should taken into consideration before giving your final decision about how to measure your students' learning/ Of course, your choice should be relevant to the rationale that you determine in your first milestone. Your choice of assessment is an indicator of how clearly you build a coherent curriculum.

The deadlines for each milestones are written in the course schedule. Please insert save those dates in your calendar. Each milestone will be graded accordingly. If you fail to submit them on time, you are not going to receive points from that milestone. However, even you do not submit them on time, you still need to continue with the other milestones to finish your overall projects. If you attend regularly and work in groups in class, you do not need to worry about your progress.

2. **Midterm: One midterm exam** (on campus) will be conducted comprising the topics covered until the midterm date. The format of the exam, the date and time will be announced during the semester. Before the midterm, you are going to have a brief review session and see some exemplary questions.

3. **Participation:** Starting from week 4, your groups will work together in the class to develop your curriculum. Each milestone will be graded based on your written work created as a group but you will also receive individual points based on your active participation in the class. Simply to say, physically being in class does not mean that you participate.

Course Policies

I. Professionalism
Includes regular attendance in class, timely completion of assignments/readings, and active participation in all activities and discussions.

II. Plagiarism / Academic Dishonesty
This course adheres to the academic honesty policy. I expect that all work submitted and presented by you will be your own original work and that the contributions of others will be openly acknowledged. Failure to adhere to this policy will result in disciplinary action. For more information:

a. Plagiarism is a form of dishonesty that occurs when a person passes off someone else's work as his or her own. This can range from failing to cite an author for ideas incorporated into a student's paper to cutting and pasting paragraphs from different websites to handing in a paper downloaded from the internet. All are plagiarism.
b. *All parties to plagiarism are considered equally guilty.* If you share your coursework with another student and s/he plagiarizes it, you are considered as guilty as the one who has plagiarized your work since you enabled the plagiarism to take place. *Under no circumstances should a student make his/her coursework available to another student unless the instructor gives explicit permission for this to happen.* Copying someone's work is an extreme and straightforward act of plagiarism. More commonly, however, students plagiarize without realizing they are doing so. This generally happens when a student fails to acknowledge the source of an idea or phrasing. *Avoid plagiarism by citing sources properly! For all rules and requirements of APA citations, please consult the 7th edition of the Publication Manual of the American Psychological Association.*
c. Read the academic honesty contract (https://student.tedu.edu.tr/en/student/principles-of-academic-integrity). By signing this contract, you certify that you have read, understood and complied to agree with all rules and regulations of academic honesty.

III. Cheating
You may neither receive help from nor give help to others during an in-class exam. During exams, you may not leave the room, talk, or use dictionaries, translators, cell phones, or programmable calculators. And please keep your eyes on your own work.

IV. Attendance
This course requires your regular participation, attendance, and punctuality. It is expected that you attend the class on a regular basis and be on time. It is your responsibility to keep in touch with me about emergencies prior to class. The TEDU policy concerning attendance will be followed strictly.

If you fail to attend the four weeks, you fail this class. No excuses will be made after missing four weeks if you do not report your excuses on time.

V. Late Assignment Submission Policy

Each assignment is to be turned in on time. Arrangements for accepting late assignments will be made only in unusual circumstances (e.g., major illness, death of loved one), and <u>only if you are able to provide documentation to support your excuse. *In all other cases, late assignments will be evaluated but not graded.*</u>

VI. Extra Credit
There is no rewriting or extra credit offered in this course.

VII. Class Participation
Class participation is an integral part of this course. Classes may involve watching movies, reading, questioning, discussions/debates, video presentations, field trips, observation, reflection, demonstrating, poster presentations, hands-on work, group work, collaborating, educational games, problem-solving, library/web research projects, class presentations, and written assignments.

VIII. Class Readings
Please read the assigned readings prior to class so that you may participate fully in the course discussions.

IX. Announcements
All announcements will be made <u>on the Moodle site for this course.</u> It is your responsibility to keep your e-mail address operative all times. Check your e-mails regularly in order to stay informed.

Tentative Course Schedule*		
Week	Date	Topic & Activity
1.	4 October	Topic: Introduction of the course What is curriculum? Read: Ornstein and Hunkins (on LMS-You can read it later. But keep in mind it is an important topic for the midterm and your project.) Activity: Define your curriculum based on your experience.
2.	11 October	Emerging Curriculum Trends at Home and the World Read page: 438-442 Activity: We will discuss current educational issues that will help you determine the topic of your curriculum.
3.	18 October	Topic: Revising the Purpose of Education Goals and Objectives Read page 394-412 Activity: Define your goals and objectives for your curriculum
4.	25 October	Topic: Revising Educational Philosophies Read page 164-195 (We are going to talk about the philosophies throughout the semester. Do not worry if you cannot learn them all. I am aware that this is not the Educational Philosophy class.) Groups will be assigned in the class. First group activity: My philosophy of education and my educational concerns

		Deadline for Milestone 1-Identify the topic/issue/need and group roles and responsibilities (No extension will be given)
5.	1 November	Topic: Discussing the types of curriculum Read: TBA Activity: How to read the curriculum and working on your goals and objectives
6.	8 November	Topic: Curriculum Development Approaches Read page 413-425 Activity: Examining curriculum examples Deadline for Milestone 2-State the goals and objectives (No extension will be given)
7.	15 November	Reading Week: please make sure to complete your readings. This is not a free time. It is a time to enrich your intellectual and pedagogical perspectives.
8.	22 November	Issues of Curriculum and Instructional approaches Read: TBA
9.	29 November	Instructional Approaches cont'd Read: TBA
10.	6 December	Assessment Strategies: Formative Milestone 3: Select content and organize the content (No extension will be given)
11.	13 December	Assessment Strategies: Summative
12.	20 December	Midterm Deadline for Milestone 4-Determine the assessment strategies (No extension will be given)
13.	27 December	Presentation
14.	3 January	Presentation

*This syllabus is subject to change. Changes, if any, will be announced in class. Students will be held responsible for all the changes.

Student Services

▪ **Specialized Support and Students with Disabilities**

Students who may require specialized support due to a disability affecting mobility, vision, hearing, learning, mental or physical health should consult with Specialized Support and Disability Center https://www.tedu.edu.tr/tr/main/engelsiz-tedu

▪ **Student Counseling Centre**

The Student Counseling Centre is a service mandated with providing crisis intervention and supportive listening services to the campus community. A major part of fulfilling that mandate is raising awareness of our service so

that students know they are never alone in dealing with problems. For further information and/or questions, you can contact with the Office 165, or visit SCC website at http://csc.tedu.edu.tr/

▪ **TEDU COPeS**

TED University Coronavirus Psychosocial Support Team was established in order to facilitate coping with the psychological, social, familial, academic, and professional difficulties that may arise due to adverse conditions associated with COVID-19 pandemic for TEDU students and employees. TEDU COPeS aims to provide psychosocial support for TED University students and employees during the coronavirus outbreak. To this end, the team aims to provide support at the early stages of a possible crisis, activate and strengthen your coping strategies, and provide information on support resources. For further information and/or questions, visit their website at https://copes.tedu.edu.tr/