

EDA065 CURRICULUM STUDIES

Course Title	CURRICULUM STUDIES			
Course Code	EDA065			
Course Type	Elective Course With Emphasis In School Settings			
Level	Master			
Year / Semester	2 nd or 3 rd semester			
Teacher's Name	DR NICOLETTA CHRISTODOULOU			
ECTS	10	Lectures / week	-	Laboratories / week 0
Course Purpose and Objectives	<p>The purpose of the course is to understand the deeper meaning of curriculum and examine important issues relevant to it. Going beyond curriculum design, the course also focuses on deeper theorization on curricula, departing from the traditional assumptions that view curriculum as work done by bureaucrats, or something that is generally and universally developed. Contrary to this, in this course we view curriculum within and relevant to certain social, political, cultural, historical, economic, among other, contexts, and consider the nature of knowledge, individuals and society as distinct and particular from various standpoints, including philosophical, reflective, humanistic, and research levels. The main units that will be examined in the course include: concepts, definitions, curriculum design levels and curriculum dimensions; philosophical foundations and curriculum orientations; development, reconceptualization, understanding of curricula; historical, social, cultural, political, the economic context in which the curriculum is implemented; curriculum issues, such as reform, globalization, politics, discrimination and the issue of knowledge; curricula and national standards; curriculum research; implementation of the curriculum: planning and teaching; the different types of curriculum and teaching; school textbooks and material development; assessment of curriculum; assessment of teaching.</p>			
Learning Outcomes	<ol style="list-style-type: none"> 1. Describe and define curriculum in its broad and narrow sense, both as a guide and as a text for reflection. 2. Discuss the philosophical foundations and perspectives of curriculum. 3. Critically analyse and examine curriculum locally and globally as well as the shifts in curriculum thought. 4. Recognise curriculum as various forms of texts that shape and are shaped by social, political, historical, cultural and other situations and by the way knowledge, individual and the society is perceived. 			

	5. Evaluate various features that traditionally have affected curriculum and the impact of this on schooling and teaching.		
Prerequisites	NONE	Required	NONE
Course Content	<p>Curriculum: concepts, definitions, design, dimensions.</p> <p>Philosophical foundations and curriculum orientations.</p> <p>Curriculum: development, reconceptualization, understanding.</p> <p>Curriculum and the historical, social, cultural, political, economic context.</p> <p>Issues in curricula: educational reform, globalization, politics, discrimination, the issue of knowledge.</p> <p>Curricula and national learning standards.</p> <p>Curriculum research.</p> <p>Curriculum implementation: planning and teaching.</p> <p>The various dimensions of the curriculum and types of instruction.</p> <p>Textbooks and curriculum materials.</p> <p>Curriculum evaluation.</p> <p>Evaluation of teaching.</p>		
Teaching Methodology	<p>The module is delivered by means of recorded lectures, such as narrated and annotated presentations, to convey the content of the taught concepts, directed online learning that includes readings (books, book chapters and articles) in conventional or electronic form and short film viewing, dynamic online interaction including discussion forum, synchronous and asynchronous communication tools, blogging and wiki. Further, assessment includes formative and summative assessment and self-assessment in the form of essays, quizzes.</p>		
Bibliography	<p>Christodoulou, N. (2017). <i>Understanding curriculum: A field of study and research</i> [in Greek] (2nd ed.). Athens, Greece: Grigoris.</p> <p>Pinar, W. F., & Reynolds, W. M., & Slattery, P., & Taubman, P. M. (1995). <i>Understanding curriculum</i>. NY: Peter Lang.</p> <p>Kridel, C. (Ed.). (2010). <i>Encyclopedia of curriculum studies</i>. Thousand Oaks, CA: SAGE.</p> <p>Pinar, W. (Ed.). (2013). <i>International handbook of curriculum research</i>. New York, NY: Routledge.</p> <p>Schubert, W. H. (1997). <i>Curriculum: Perspective, paradigm, and possibility</i>. New Jersey: Prentice-Hall Inc.</p> <p>Schubert, W. H., & Lopez-Schubert, A. L., & Thomas, T. P., & Carroll, W. M. (2002). <i>Curriculum books: The first hundred years</i> (2nd ed.). NY: Peter Lang Publishing, Inc.</p>		

	<p>Φλουρής, Γ. Στ. (2008). <i>Αναλυτικά προγράμματα για μια νέα εποχή στην εκπαίδευση</i> (7^η εκδ.), Αθήνα: Γρηγόρης.</p> <p>Χατζηγεωργίου, Γ. (2004). <i>Γνώθι το curriculum</i> (2^η έκδ.), Αθήνα: Ατραπός.</p> <p>Journals (indicative list)</p> <p>The course's bibliography is regularly updated with recent papers from journals such as:</p> <ul style="list-style-type: none"> - <i>Journal of Curriculum Studies</i> - <i>Curriculum Inquiry Journal</i> - <i>Transnational Curriculum Inquiry</i> - <i>JAAACS Journal of the American Association for the Advancement of Curriculum Studies</i> - <i>The Curriculum Journal</i>
Assessment	Short Written Assignments 50% Final Exam 50%
Language	Greek