



Curriculum Development G (7598)

Semester 2, 2008

Unit Description

Curriculum development processes are examined from the perspective of their impact on student learning. Good curriculum development aligns objectives, including graduate attributes, with assessment and teaching approaches, and incorporates content, skills and values. It is recognised that curriculum development occurs in an organisational context with particular supports and constraints and that input from all stakeholders, particularly course advisory groups, helps to assure course quality. The unit also covers maintenance and review of curriculum.

Learning outcomes

On successful completion of this unit you will have:

- evaluated various approaches to curriculum development;
- applied learning theories in the design of courses/units;
- aligned learning, teaching and assessment activities with learning outcomes;
- evaluated your curricula using knowledge acquired during your study of this unit; and
- reviewed strategies to embed graduate attributes in units and courses.

Inquiries

General: Tel: (02) 6201 5290 or Email: celts@canberra.edu.au

Unit Specific: you are welcome to contact the Unit Convener, Dr Peter Donnan, to discuss details about the teaching of this unit at:
Tel: (02) 6201 5266

Email: Peter.Donnan@canberra.edu.au

Invitation: Staff who are not enrolled in the GCHE are very welcome to attend sessions that are of professional interest.

Session Details

Classes will be offered on Monday and repeated on Thursday. Participants need attend only *one* of these classes. It should be noted that:

- classes do not commence until the second week of semester
- all class sessions are from 9.30am until 12pm in 1C29
- there are no classes in the intra-semester break
- there are ten sessions: eight are class sessions and two are conducted online (sessions 5* and 9*)

Session 1 (28 July/31st July) - Introduction to Curriculum Development – overview of the unit

Session 2 (4th/7th August) - Who are the *learners*?

Session 3 (11th/14th August) – How can the *course aims and learning outcomes* be aligned with learning and teaching activities?

Session 4 (18th /21st August) - What is the *conceptual structure and syllabus content* of the course?

Session 5 *(25th/28th August) - What is the relationship between the course philosophy and rationale, the teacher's conceptions of learning, and the *teaching methods* adopted in the course? [Online]

Session 6 (1st Sep/4th Sep) – How is deep *student learning* promoted and assessed?

Session 7 (22nd/25th September) – How are *learning resources and appropriate media* determined?

Session 8 (29th September/ 2nd October) - How is the course orientated to *professional practice and graduate attributes*?

Session 9 *(6th/9th October) - How does the *delivery mode* influence curriculum development? [Online]

Session 10 (13th/16th October) – How is the curriculum *evaluated* to assure ongoing quality?