



<b>TITLE OF THE COURSE:</b>	Curriculum Change and Development
<b>Course code:</b>	EDU6015
<b>Course group:</b>	C
<b>Faculty:</b>	Education Academy
<b>Study program:</b>	Educational Management
<b>Level:</b>	Master's
<b>Semester:</b>	Autumn
<b>ECTS credits:</b>	6
<b>Language of instruction</b>	English
<b>Course lecturer/s:</b>	Assoc. prof., dr. Vidmantas Tūtlys
<b>Short course description:</b>	<p>The purpose of this course is to provide students with opportunities to understand development of curriculum as historical, social, 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 recognise 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. One of main study methods is case study of Lithuania and other countries.</p>
<b>Course content:</b>	<p><b>Curriculum development and change as a political and social process. Identification and analysis of stakeholders on national, regional and local level.</b> Involvement of stakeholders into social dialog and negotiation of interests. Ideological, political, professional and value debates on curriculum. Development of culturally and politically sensitive curriculum (language politics, identity building and diversity, sexual education). Different notions of time (political, technical, professionals', bureaucratic, pedagogical kinds of time). Lithuanian case and cases of other countries.</p> <p><b>Educational reform and curriculum change: components and processes.</b> Educational reform, educational politics and curriculum change. Changes in management of educational system. Curriculum change. Development of new curriculum and learning resources. New skills of teachers and other participants. Change of</p>



educational aims and goals, criteria, curriculum, methods, assessment. Dialog with society. Historical dimension of curriculum change and educational reform. Lithuanian case and cases of other countries.

**Systemic management.** Balancing between national and local interests. Curriculum development and management processes. Policies of autonomy and decentralisation. National, regional and local levels of curriculum development. Localisation 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. Education and financing. Curriculum development on school level (planning lessons, timetable, teaching/ learning methods, assessment, resources). Teachers' professional development. Lithuanian case and cases of other countries.

**Curriculum and educational change. Stages and processes:** assessment of needs, initiation, implementation and use, institutionalisation 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, structure of educational system, structure of school subjects and content, standards for resources, teaching/ learning methodology, assessment.

**New tendencies in development of new curriculum.** Content-oriented traditional curriculum versus competence-based curriculum. New skills and competences for real life. Tension between learning process and outcomes. Lifelong learning approach.

**Politics and practices of assessment of competences. Evidence-based approach in education.** Learning outcomes, educational standards (frameworks and descriptions of competences, tests, exams). International comparative research: political and practical implications. System of national testing and exams: political and practical implications. Lithuanian case and cases of other countries.



	<p><b>Curriculum development of school subjects and disciplines.</b> Historical aspects of curriculum change in social sciences, humanities and arts, exact and natural sciences.</p> <p>Integrated education. Lithuanian case and cases of other countries.</p> <p><b>School as a social inclusion environment. Social justice and equal opportunities in curriculum. Equal opportunities to get access to education (gender, race, class, ethnicity, health). Personalisation of learning, assessment of individual need of pupils and students. Hidden curriculum. Lithuanian case and cases of other countries.</b></p>
<p><b>Grading and evaluating student work in class and/or at the final exam:</b></p>	<p>Testing, observation of project presentation, analysis and approval.</p> <p>Individual work - 15%; midterm exam - 15%; team work assignments - 20 %; final exam - 50%.</p>
<p><b>Required reading and additional study material</b></p>	<ul style="list-style-type: none"> <li>• Training Tools for Curriculum Development – a Resource Pack.(2014) <a href="http://www.ibe.unesco.org/fileadmin/user_upload/Publications/Training_tools/IBE-CRP-2014_eng.pdf">http://www.ibe.unesco.org/fileadmin/user_upload/Publications/Training_tools/IBE-CRP-2014_eng.pdf</a></li> <li>• Young M.E.D. (2008) Bringing Knowledge Back In: From Social Constructivism to Social Realism in the Sociology of Education. Routledge;</li> <li>• Young M.E.D., Lambert D., <u>Roberts C.</u>, <u>Roberts M.</u> (2014) Knowledge And The Future School. <i>Curriculum and social justice</i>. Bloomsbury Academic.</li> <li>• Leading a creative school : initiating and sustaining school change (2011) edited by Ethel Sanders. London ; New York (N.Y.) : Routledge : Taylor &amp; Francis Group</li> </ul>
<p><b>Additional information (if applicable)</b></p>	