**KABARAK UNIVERSITY**

 **SCHOOL OF EDUCATION**

 **P O BOX 20157, KABARAK, KENYA**

**COURSE CODE: EDCI 711 COURSE TITLE: CURRICULUM CHANGE AND INNOVATION**

CF: 3.0

Lecture Hours: 45

**COURSE OUTLINE**

LECTURER: DR Kobiah Cell Phone: 0724719311 Email: lkobiah@kabarak.ac.ke

Contact Time Monday 5--6 pm Consultation Time 8 -9am

PREREQUISTE: NONE

**PURPOSE OF THE COURSE**

The purpose of this course is to expose students to the bases for curriculum innovation and change. Curriculums are not static and the changing environment in all fronts and especially in pedagogical practices and technology, requirements for and innovative curriculum leading the change process, how to bring all stakeholders on board and achieve the required innovation state

**Expected Learning outcome**

By the end of the course, the learner should be able to:

* Explain reasons why curriculum will need innovation and change
* Discuss the role of change agents in curriculum change and innovation
* Explain the role of various stakeholders in curriculum change and innovation
* Apply change theories and models in a research paper
* Analyse an existing curriculum, plan and institute change

**Course Content**

Definition of curriculum innovation and change, pedagogical changes, students centred learning, changing students needs, changing students profiles, technological changes, market changes, separating what works and hat does not work, spearheading change process, dealing with resistance and challenges to change, critical view of curriculum, curriculum development models, building capacity to accommodate change, implementation process, quality assurance

**Delivery Mode**

Lectures, project, case studies, independent studies, group discussions and presentations, Library and online search,

Instructional Materials/Equipment

Textbooks, Whiteboards, handouts and library services, internet, videos, projectors

**COURSE SCHEDULE**

|  |  |  |
| --- | --- | --- |
| Week  | Detailed Course Content  | Remarks |
| 1 | IntroductionThe Meaning of curriculum, curriculum change and innovationTypes of curriculum change, scope of curriculum change |  |
| 2 | Factors leading to curriculum change1. At National Level
2. School level

Roles of change agents in curriculum change and innovation |  |
| 3 | Models of curriculum innovation |  |
| 4 | CAT 1 |  |
| 5 | Strategies of curriculum change and innovationTypes and forms of curriculum change and innovation |  |
| 6 | Factors influencing curriculum change and development: education  |  |
| 7&8 | Case studies: examples of curriculum change and innovation in Kenya |  |
| 9 | CAT 2 |  |
| 10 &11 | Key players in curriculum change and innovationInnovation process - Conditions for successful implementation of an innovation |  |
| 12 | Resistance to curriculum change and innovation |  |
| 13  | REVISION |  |
| 14 &15 | Semester exams |  |

**Course Assessment:**

**Course Assessment for Face-to-Face Learning Mode**

Sit-in CATs (2) 20%

Group Assignments 10%

Class Presentations 10%

Final Semester Exam 60%

**Total 100%**

Pass Mark 50%

Core Reading Materials

Barrow, R. (2015). *Giving teaching back to teachers: A critical introduction to curriculum*

*theory*. Routledge.

Clementi, D., & Terrill, L. (2017). *The keys to planning for learning: Effective curriculum, unit,*

*and lesson design*. American Council on the Teaching of Foreign Languages. 700 South Washington Street Suite 210, Alexandria, VA 22314.

Goodson, I. (2018). *International perspectives in curriculum history*. Routledge.

Mälkki, H., & Paatero, J. V. (2015). Curriculum planning in energy engineering education. *Journal*

*of cleaner Production*, *106*, 292-299.

Otunga, N. R; Odero, I. I.: and Barasa, L. (2011) *A Handbook for Curricululum and Instruction*.

M. Moi University Press, Eldoret

Waring, M. (2018). *Social pressures and curriculum innovation: A study of the Nuffield Foundation Science Teaching Project*. Routledge.

Whitty, G. (2017). *Sociology and school knowledge: Curriculum theory, research and politics*. Routledge.

The Bible, NIV

Text Books and Materials for Further Reading

 Taylor, J. A., Getty, S. R., Kowalski, S. M., Wilson, C. D., Carlson, J., & Van Scotter, P. (2015).

An efficacy trial of research-based curriculum materials with curriculum-based professional development. *American Educational Research Journal*, *52*(5), 984-1017

Richmond, W. K. (2018). *The school curriculum*. Routledge.

Stabback, P. (2016). What Makes a Quality Curriculum? In-Progress Reflection No. 2 on" Current

and Critical Issues in Curriculum and Learning". *UNESCO International Bureau of Education*.

Thomas, P. A., Kern, D. E., Hughes, M. T., & Chen, B. Y. (Eds.). (2016). *Curriculum development*

 *for medical education: a six-step approach*. JHU Press.

**Students Lecture Attendance**

students must attend not less than 80% of all (12) sessions to meet the course requirements, the attendance register will be withdrawn 15 minutes after the commencement of the lecture.

This course outline is intended to be a course guide. it is subject to change in order to accommodate class/ instructional needs

**Approval**

**Lecturer……………………………………..Signature……………………Date………………**

**H.O.D……………………………………….Signature……………….… Date………………**

**Dean…………………………………Signature………………… Date………………**