Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should <u>not</u> be used to purchase course materials.

COURSE SYLLABUS

EDUC 872
RESEARCH IN CURRICULUM DESIGN AND DEVELOPMENT

COURSE DESCRIPTION

This course is designed for candidates who have an advanced understanding of research orientation and knowledge in the field of curriculum and instruction. Content and emphasis will focus on the understanding of how people learn, who decides what people learn, and how to determine what is taught in a classroom. Candidates will research curriculum theorists and the impact they have on the field of education. Candidates will also design and develop a curriculum project that both meets a professional need and reflects current issues and trends.

RATIONALE

Curriculum developers must understand the importance of current trends and research in the field of education. In order to successfully design effective learning strategies, one must study how people learn and develop curriculum around intentional and targeted instruction. This course serves as a core component to a doctoral candidate's understanding of learning theory and curriculum design and his/her impact on instruction.

I.   PREREQUISITES

For information regarding prerequisites for this course, please refer to the Academic Course Catalog.

II.   REQUIRED RESOURCE PURCHASES

Click on the following link to view the required resource(s) for the term in which you are registered: http://bookstore.mbsdirect.net/liberty.htm

III. RECOMMENDED RESOURCE

American Psychological Association. *Publication manual of the American Psychological Association* (Current ed.). Washington, DC: Author.

IV.   ADDITIONAL MATERIALS FOR LEARNING

A.   Computer with basic audio/video output equipment

B.   Internet access (broadband recommended)

C.   Blackboard recommended browsers

D.   Microsoft Office

E.   The Holy Bible

V.   **MEASURABLE LEARNING OUTCOMES**

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

A.   Distinguish between the purpose and intent of curriculum design and development verse instruction.

B.   Critique varying curriculum models from prominent leaders in the field.

C.   Analyze how people learn and why it should impact curriculum design.

D.   Evaluate curriculum design plans based upon current research.

E.   Demonstrate key concepts learned through the development of a curriculum project.

F.   Integrate a biblical worldview in the development of curriculum to meet the needs of diverse learners.

VI.   **COURSE REQUIREMENTS AND ASSIGNMENTS**

A.   Textbook readings and lecture presentations/notes

B.   Course Requirements Checklist

After reading the Course Syllabus and Student Expectations, the student will complete the related checklist found in Module/Week 1.

C.   Discussion Board Forums (6)

Discussion boards are collaborative learning experiences. Therefore, the student is required to provide a thread in response to the provided prompt for each forum. Each thread must be 400-words and demonstrate course-related knowledge and biblical integration with a minimum of 2 citations in current APA format and 1 reference to Scripture. In addition to the thread, the student is required to reply to 2 other classmates' threads. Each reply must be 250-words with a minimum of 1 citation in current APA format. (MLO: A, B, C, F)

D.   Curriculum Plan Critiques (3)

Based upon the assigned course readings, the candidate will take what he/she has learned to evaluate a curriculum plan and critique either an individual lesson or an overall unit. The candidate must show his/her understanding of effective curriculum development and how to improve an existing plan. Each critique must adhere to current APA format and have a 400-500-word limit. The required title page, reference page, and citations are not included in the word limit. (MLO: C, D)

E.   Book Review

The candidate will write a 5-page book review in current APA format that focuses on one of the required course textbooks. The required title page and reference page are excluded from the minimum page requirement. The candidate must summarize the premise of the book, take a stance for or against the key points made, and discuss implications for the field of education. The paper must include

at least 4 references to the assignment textbook in addition to the Bible. (MLO: A, C, F)

F.   Curriculum Research Paper

The candidate will write an 8-page research-based paper in current APA format that focuses on the topic of curriculum design and development. The required title page and reference page are excluded from the minimum page requirement. The topic must address at least two prominent curriculum theorists' positions and the candidate's stance for or against the curriculum models. In addition, the candidate will need to integrate his/her own biblical worldview and its place within curriculum design and development. The paper must include at least 6 references in addition to the two required course textbooks and the Bible. (MLO: A, B, C, F)

G.   Curriculum Design Project

The candidate will design a unit of instruction that follows a template that must include a set of state or professional standards, clear and measurable learning objectives, learning activities, list of resources, and a set of assignment instructions and rubrics for evaluation of assessments. (MLO: E, F)

VII.   COURSE GRADING AND POLICIES

A.   Points

Course Requirements Checklist	10
Discussion Board Forums (6 at 50 pts ea)	300
Curriculum Plan Critiques (3 at 50 pts ea)	150
Book Review	125
Curriculum Research Paper	175
Curriculum Design Project	250
Total	1010

B.   Scale

A = 960–1010   A- = 940–959   B+ = 920–939   B = 900–919   B- = 880–899
C+ = 860–879   C = 840–859   C- = 820–839   D+ = 800–819   D = 780–799
D- = 760–779   F = 0–759

C.   Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Accommodation Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport

COURSE SCHEDULE

EDUC 872

Textbooks: Brown et al., *Make It Stick* (2014).
Lalor, *Ensuring High-Quality Curriculum* (2016).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Lalor: Intro–ch. 1 Brown et al.: ch. 1–2 1 presentation 1 eChapter 3 articles	Course Requirements Checklist Class Introductions Advising Guide Acknowledgement DB Forum 1	10 0 0 50
2	Lalor: ch. 2 Brown et al.: ch. 3–4 1 presentation 3 articles	DB Forum 2 Curriculum Plan Critique 1	50 50
3	Brown et al.: ch. 5–6 1 presentation 5 articles	DB Forum 3 Curriculum Plan Critique 2	50 50
4	Brown et al.: ch. 7–8 2 presentation 1 eChapter 3 articles	DB Forum 4 Book Review	50 125
5	Lalor: ch. 3–4 1 presentation 2 eChapters	DB Forum 5 Curriculum Plan Critique 3	50 50
6	Lalor: ch. 5–6 1 presentation 2 eChapters	Curriculum Research Paper	175
7	Lalor: ch. 7 1 presentation 2 eChapters	Curriculum Design Project	250
8	Lalor: ch. 8 1 presentation 2 eChapters 1 article	DB Forum 6	50
		TOTAL	**1010**

DB = Discussion Board

NOTE: Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday.**