

H8DEC: Design and evaluation of curriculum

Module Code:	H8DEC
Long Title	Design and evaluation of curriculum APPROVED
Title	Design and evaluation of curriculum
Module Level:	LEVEL 8
EQF Level:	6
EHEA Level:	First Cycle
Credits:	5
Module Coordinator:	
Module Author:	DAVE CORMACK
Departments:	NCI Learning & Teaching
Specifications of the qualifications and experience required of staff	
Learning Outcomes	
<i>On successful completion of this module the learner will be able to:</i>	
#	Learning Outcome Description
LO1	Critically evaluate the appropriateness of learning, development and assessment strategies with an individual learner and groups of learners in an ECE setting
LO2	Critically evaluate current research and resources that may influence learning and development
LO3	Develop awareness of design thinking for use in the development of learning, development and assessment strategies
Dependencies	
Module Recommendations	
No recommendations listed	
Co-requisite Modules	
No Co-requisite modules listed	
Entry requirements	

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Module Content & Assessment			
Indicative Content			
Critical evaluation of learning and assessment strategies Purposes and types of assessment, formative and summative; links between assessment and stages of planning. Principles of curriculum design and assessment, definitions of curricula and assessment; features of curriculum implementation: planning, organisation, appropriateness for individual children and for groups of children to include cultural appropriateness and equality issues.			
Critical evaluation of research and resources influencing learning Contemporary assessment theory, influences on assessment; effective assessment; and outcomes of assessment. Consideration of how current theories of how children think and learn, underpin curriculum and assessment development in a particular context; examples of curricula, international (for example Reggio Emilia, Te Whariki, HighScope, Foundation Stage, Scottish and Scandinavian curricula) and national (Aistear, Early Start), will be analysed in the light of their underpinning philosophies.			
How to design learning, development and assessment strategies The practicalities of undertaking assessment for early learning; why it's important to observe and plan for early learning; learning outcomes for children; opportunities for child initiatives and spontaneous learning. How to make short-term, medium-term and long-term plans. The contribution of setting as a whole to the facilitation of children's learning; the contribution of children's perspectives on their learning; the contribution of feedback from staff assessment and families to the development of curriculum planning and delivery in the setting. Documentation, portfolio building, child observation record, learning stories, frameworks generally; among other ways of recording information. Students will critically reflect on their experiences of curricula to date, apply and evaluate the principles of assessment for early learning from their experience; incorporating assessment of self as facilitator of children's learning and developing criteria for the evaluation of curricula			
Assessment Breakdown			%
Coursework			100.00%
Assessments			
Full Time			
Coursework			
Assessment Type:	Assignment	% of total:	70
Assessment Date:	n/a	Outcome addressed:	1,2,3
Non-Marked:	No		
Assessment Description: Design, implement, document and evaluate learning experiences building on a group of children's interests over the semester.			
Assessment Type:	Presentation	% of total:	30
Assessment Date:	n/a	Outcome addressed:	1,2,3
Non-Marked:	No		
Assessment Description: Present to and manage questions from peers on the design assignment			
No End of Module Assessment			
No Workplace Assessment			
Reassessment Requirement			
Repeat failed items <i>The student must repeat any item failed</i>			

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Module Workload				
Module Target Workload Hours 0 Hours				
Workload: Part Time				
Workload Type	Workload Description	Hours	Frequency	Average Weekly Learner Workload
Lecture	per week	2	Once per semester	0.17
Independent Learning	No Description	8.5	Once per semester	0.71
Total Weekly Contact Hours				0.17

Module Resources	
<i>Recommended Book Resources</i>	
<p>Anning, A., Cullen, J. & Fleer, M. (Eds.). (2009), Early childhood education: Society and, 2nd. Sage Publications Ltd, London, p.248, [ISBN: 9781847874528].</p> <p>Dunphy, E.. (2008), Supporting Early Learning and Development through Formative Assessment. Background Paper to the Framework for Early Learning, www.ncca.ie.</p> <p>Epstein A. (2006), The intentional teacher: Choosing the best strategies for young children's learning., National Association for the Education of Young Children.</p> <p>O'Doherty, C. (2007), A New Agenda for Family Support: Providing Services that Create Social Capital, Blackhall Publishing, Dublin.</p>	
<i>Supplementary Book Resources</i>	
<p>Wood, E.. (2013), Play, learning and the early childhood curriculum., Sage, London.</p> <p>Organisation for the Economic Cooperation and Development. (2012), Starting strong III., Organisation for the Economic Cooperation and Development, Paris.</p> <p>Sylva, K., Melhuish, E., Sammons, P., Siraj, I & Taggart, B with Smees, R., Toth, K., Welcomme,. (2014), Students' educational and developmental outcomes at age 16., Department for Education, London.</p> <p>Harvey, B. (2014), The case for prevention and early intervention. Promoting positive outcomes for children, families and communities., Prevention and Early Intervention Networks., Dublin.</p>	
<i>Recommended Article/Paper Resources</i>	
<p>French, G. (2013), Early literacy and numeracy matters. An Leanbh Óg, OMEP Ireland Journal of Early Childhood Studies, 7.</p>	
<i>This module does not have any other resources</i>	
Discussion Note:	