SYLLABUS

1. Course title:

Curriculum development and evaluation

2. Code:

3. Cycle of study:

1

4. ECTS credits:

3

5. Type of course:

○ Mandatory ◉ Elective

6. Prerequisites:

no

7. Class restrictions:

no

8. Duration / semester:

1 7

9. Weekly contact hours:

9.1. Lectures:	2
9.2. Seminars:	1
9.3. Laboratory/Practice classes:	0

10. Faculty:

Faculty of Humanities & Social Sciences

11. Department/study program:

TEACHER EDUCATION

12. Lecturer:

13. Lecturer's e-mail:

14. Web site:

www.untz.ba

15. Course aims:

Introduce the different definitions of the curriculum, and point out the key features that distinguish the curriculum from the curriculumplan and program. Present the essence of the curriculum approach to education, consider the role of participants in the educational process in the creation and implementation of the curriculum, and indicate the types and levels of curriculum planning. Also, the aim of the course is to enable students to critically reflect on the curriculum and implement the curriculum in the educational institution.

16. Learning outcomes:

After successfully completing the course the student will be able to:
- Define the term curriculum
- Distinguish the concept of syllabus from the concept of curriculum
- Distinguish between species and types of curriculum
- Develop a curriculum, syllabus, subject curriculum
- Argue the advantages of a curricular approach to education over a content-oriented approach
- Formulate learning goals and outcomes
- Evaluate the curricula of subjects in the classroom

17. Course content:

Curriculum - conceptual and historical starting points
Theoretical approaches to curriculum development
Open, closed and mixed curriculum
Curriculum approach to education
Learning outcomes
Curricular circle
Types of curriculum
Hidden curriculum
Curriculum planning levels
Methodological difficulties in curriculum development
Curriculum and teaching
Curriculum of the modern school
Curriculum and teacher education
Curriculum implementation and evaluation
The role of participants in the educational process in the creation, implementation and evaluation of curricula

18. Learning methods:

In the lectures and exercises will be used didactic methods:
- Method of oral presentation
- Method of demonstration and illustration
- Method of conversation
- Method of written paper works
- Method of reading and working on the text

19. Assessment methods:

In the seventh week of the semester, students in writing form, in the form of a series of objective-type tasks take the first partial exam, which includes previously treated topics from lectures and exercises. The maximum number of points that students can achieve into test is 15 points. In the last week of the semester, students in writing form take the second partial exam that includes learning material from lectures from the second part of the semester. The maximum number of points for the second partial test is again 15 points. All students take the both tests in the course at the same time, which is important for achieving the uniformity of the level of knowledge that is being tested, as well as the conditions under which the student takes the exam. As part of the pre-exam activities students are obligated to develop individual seminar paper that will cover specific topics from the content of the subject. Student delivers seminar paper in written form to the subject teacher for review and evaluation, and then student orally present his work during the exercises. For done and presented seminar paper student can achieve from 0 to 10 points. During the semester student is obliged to come to the teaching lessons (L). The teacher will trough the semester, on a specially designed form, monitor the presence of students. For the presence in the lectures, student achieves 3 points. For continuous activity in lectures trough the semester, the student can achieve form 0 to 4 points. The final exam is in oral form. The right to access to the final exam is given to students who accomplished 50% of the total number of points on first and second partial exam, who continuously executed their obligations and tasks provided for the curriculum, and who created and presented a seminar paper. The maximum number of points a student can achieve at the oral exam is 50. Examinations for all forms of knowledge are recognized as the cumulative exam if the achieved result is positive after every individual examination and if it is at least 50% of the scheduled and/or required knowledge and skills. In order to pass the subject, student must achieve a minimum 54 cumulative points which includes a minimum of 25 points at the final oral exam.

20. Assessment components:

The whole exam contains a maximum of 100 points, and the final grade is determined according to the following scale:

Presence in lectures	3
Presence at the exercises	3
Student activity	4
Seminar paper	10
Partial exam	30
The final exam	25-50

Calculating grades:

94 – 100 = 10, 84 – 93 = 9, 74 – 83 = 8, 64 – 73 = 7, 54 – 63 = 6; under 53 = 5

21. Required reading list:

Cindrić, M. i sar. (2016). Didaktika i kurikulum. Zagreb: IEP-D2.
Marsh, C. J. (1994). Kurikulum: temeljni pojmovi. Zagreb: Educa.
Previšić, V. (ur). (2007). Kurikulum. Zagreb: Školska knjiga.

22. Web sources:

23. Applicable starting from the academic year:

2022/23

24. Adopted in the Faculty/Academy session: