

CLM5024

CURRICULUM AND INSTRUCTIONAL DESIGN

Coordinator: [Assoc Prof Dr Norazila Abdul Aziz](#)

Credit	4										
Prerequisite/s	CLM5014 Teaching and Learning in Higher Education										
Synopsis	This course features the principles and processes of curriculum and instructional design. Various curriculum foundations and principles underlying the design of effective instruction are also explored. Identification of learning needs, translation of those needs into instructional objectives, selection of instructional activities and resources to facilitate achievement of learning outcomes are among the topics included in this course. Aspects of curriculum alignment, curriculum evaluation, and emerging trends in the design of learning environments are also discussed.										
Learning Outcomes	By the end of this course, students will be able to: <ul style="list-style-type: none">• Apply principles and process of curriculum and instructional design when designing a program of study and an instructional module for specific learner groups.• Justify values and beliefs underlying curricular and instructional decisions made when designing a program of study and an instructional module for specific learner groups.• Write, present and evaluate curriculum proposals for new programmes based on the requirements of the MQA framework and the guidelines of the Ministry of Higher Education.• Demonstrate understanding of ethical issues when designing a program of study and an instructional module for specific learner groups.										
Student Learning Hours	<table border="1"><tr><td>Lectures</td><td>28 Hours</td></tr><tr><td>Student-Centered Learning</td><td>28 Hours</td></tr><tr><td>Self-Study</td><td>98 Hours</td></tr><tr><td>Quizzes, Tests & Examinations</td><td>6 Hours</td></tr><tr><td>Total</td><td>160 Hours</td></tr></table>	Lectures	28 Hours	Student-Centered Learning	28 Hours	Self-Study	98 Hours	Quizzes, Tests & Examinations	6 Hours	Total	160 Hours
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Learning Units	<ol style="list-style-type: none">1. The Curriculum Field & Its Foundations<ul style="list-style-type: none">• Curriculum Approaches• Types of Curriculum• Relationship between Curriculum & Instruction2. Principles of Curriculum: Design and<ul style="list-style-type: none">• Development• Sources of Curriculum Design• Design Considerations• Design Types3. Curriculum Proposal Process<ul style="list-style-type: none">• Outcome-Based Education (OBE)• MQA Framework• MOHE Guidelines										

	<p>4. Principles of Curriculum: Curriculum Evaluation</p> <ul style="list-style-type: none"> • Curriculum Alignment • Planning Program Evaluation <p>5. Instructional Design Process 1</p> <ul style="list-style-type: none"> • Learning Characteristics & Needs of Learners • Analysis of Learning Contexts • Instructional Objectives & Contents Selection <p>6. Instructional Design Process 2</p> <ul style="list-style-type: none"> • Design of Instructional activities • Design of Assessment Plan <p>7. Design of Learning Environments</p> <ul style="list-style-type: none"> • Emergence of Innovative Learning Environments • Physical & Virtual learning Spaces 								
<p>Assessment</p>	<table border="1" data-bbox="413 797 863 1173"> <tr> <td>Curriculum Proposal Document & Presentation</td> <td>30 %</td> </tr> <tr> <td>Presentation of Instructional Design</td> <td>30 %</td> </tr> <tr> <td>Final Exam</td> <td>40 %</td> </tr> <tr> <td>Total</td> <td>100 %</td> </tr> </table>	Curriculum Proposal Document & Presentation	30 %	Presentation of Instructional Design	30 %	Final Exam	40 %	Total	100 %
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<p>References</p>	<ol style="list-style-type: none"> 1. Biggs, J. (2003). Teaching for Quality Learning at University Philadelphia, Pa.: Society for Research into Higher Education : Open University Press. 2. Eisner, E.W. (2001). The educational imagination: On the design and evaluation of school programs (3rd ed.). New York: Prentice Hall. 3. Kementerian Pengajian Tinggi. (2010). Garis Panduan Penulisan Program Akademik. Penerbit UTHM. 4. Malaysian Qualifications Agency. (2008). Code of Practice for Program Accreditation. Petaling Jaya: Agensi Kelayakan Malaysia (MQA). 5. Malaysian Qualifications Agency. (2009). Code of Practice for Institutional Audit (2nd ed). Petaling Jaya: Malaysian Qualifications Agency, (MQA). 6. Ornstein, A.C. & Hunkins, F.P. (2009). Curriculum: Foundations, Principles and Issues (5th ed.). New York: Allyn & Bacon. 7. Popham, W.J. (2009). Instruction that Measure Up: Successful Teaching in the Age of Accountability. Alexandria, Va.: ASCD Association for Supervision and Curriculum Development. 8. Worthen, B. R., Sanders, J.R., & Fitzpatrick, J.L.(1997). Program Evaluation: Alternative Approaches & Practical Guidelines. New York: Longman. 								