

ALLAMA IQBAL OPEN UNIVERSITY, ISLAMABAD
(Department of Science Education)

WARNING

1. **PLAGIARISM OR HIRING OF GHOST WRITER(S) FOR SOLVING THE ASSIGNMENT(S) WILL DEBAR THE STUDENT FROM AWARD OF DEGREE/CERTIFICATE, IF FOUND AT ANY STAGE.**
2. **SUBMITTING ASSIGNMENTS BORROWED OR STOLEN FROM OTHER(S) AS ONE'S OWN WILL BE PENALIZED AS DEFINED IN "AIOU PLAGIARISM POLICY".**

Course: Curriculum Development in Science Education (6775)

Level: M. Phil

Semester: Autumn, 2013

Total Marks: 100

Pass Marks: 50

1. Response to each question should be realistic.
2. Write answers in your own words after reading the textbook/materials.
3. Avoid irrelevant information, reproduction from any text and give a critical analysis of the questions asked for.
4. Write your assignment in legible handwriting.
5. Give source in case of quoting any material. (proper references inside the assignment and in bibliography)
6. Submit the assignment on or before specified date.
7. Late assignment will not be accepted in any case.

ASSIGNMENT No. 1

(Units: 1-4)

- Q. 1 What are the possibilities that technology with ability to use it in problem solving may become a leading contender for a basic academic competency? **(10)**
- Q. 2 For centuries, different disciplines in Sciences have been viewed as the sources of knowledge for best attaining the goals. Is this true today? Why? Why not? **(10)**
- Q. 3 The issue of "elitism" versus "populism" shows clearly in curriculum changes from personal and social relevance to academic excellence. Are the goals of relevance and excellence mutually exclusive? Is it possible for the curriculum to reflect the different directions simultaneously? If so, how? **(10)**

- Q. 4 Consider one of the following curriculum tasks, and indicate the model or approach you would take to determine purposes for the following endeavours: **(10)**
- a) To generate a curricular vision for a school.
 - b) To determine curriculum goals for a program in science, the arts, or health.
 - c) To select purposes and content for a new course of instruction. Give reasons for your answer.
- Q. 5 In using the needs assessment model, would you want the preferences of teachers, students to be given equal or weighted importance? Why or why not? **(10)**
- Q. 6 What do you believe is the function of the school? Is there something the school can do better than any other agency? Indicate how your answer might be used in deciding what and what not to teach. **(10)**
- Q. 7 How do you think the use of emergent models will impact our lives? **(10)**
- Q. 8 Think of an experience in school when your perception of your own abilities changed positively or when you found that a certain subject “made sense”. What was different about the activity where this imply about criteria for effective experiences? **(10)**
- Q. 9 Consider a learning opportunity that you might like to introduce as an innovation within a school “system. What factors would you use in depending the proposed innovation? How would you justify the proposal? Would you use costs as a criterion? **(10)**
- Q. 10 Explain the standards based and outcomes based curriculum. Also analyse the common components of these curricula. **(10)**

ASSIGNMENT No. 2

(Units: 5–9)

Total Marks: 100

Pass Marks: 50

- Q. 1 State an organizing element –a concept, value, or skill that you would like to build on throughout a number of activities in a course or program of interest to you. **(10)**
- Q. 2 Curriculum constructed in accordance with hierarchical theories (i.e., curriculum in which there is an attempt to specify prerequisites and to order them from simple to complex) is sometimes criticized for being boring, ineffective, and controlling.

Critics charge that there are too many unnecessary steps for some learners and that many learners who successfully complete the en route steps fail at transfer tasks at the end of the programs. What is your response to this criticism? **(10)**

- Q. 3 Assume that you are a member of a planning committee charged with recommending a curriculum organization for a school. You have been asked whether the new plan should attempt to provide for integration of subject matter and, if so, how it can best be achieved. What is your reply? **(10)**
- Q. 4 What kind of student progress is best revealed by (a) products of learners, (b) self-reports, and (c) observation of students? **(10)**
- Q. 5 a) Compare the purpose and construction of norm-referenced and criterion-referenced tests. **(5 x 2)**
 b) Think of a learning opportunity that you might select for learners (a particular educational game, lesson, field trip, experiment, textbook article, or story). Then indicate what you would do in order to find out whether this opportunity produced both intended outcomes and unanticipated consequences.
- Q. 6 Whose criteria should be used in an evaluation situation known to you: experts, participants, or those affected by its consequences? Explain your answer. **(10)**
- Q. 7 Discuss the strengths and weaknesses of each of the following evaluative purposes and accompanying approaches: **(10)**

S.No.	Purpose	Approach
a	To measure student progress	Determine gain by standardized testing see how students perform on real-world tasks that invite alternative responses.
b	To resolve curriculum crises and increase perception of school as legitimate	Blue ribbon committee
c	To make rational curriculum decisions	Analyze portfolios of student work over time critical inquiry
d	To help students learn	Small groups criteria help each other meet criteria at stages of their work

- Q. 8 Would you choose a moral, principled, and legal model of curriculum making in which curriculum decision are made by authorities on the basis of logic and with the guidance of experts? Or would you proffer a model that depends on agreement among different interests? **(10)**

Q. 9 How do participatory curriculum development processes improve the quality of education? Explain by some examples. **(10)**

Q. 10 Discuss the recent initiatives and trends in improving Science Education curriculum in Pakistan. **(10)**

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