Subject Description Form

Subject Code	APSS 5012
Subject Title	Curriculum–Based Designs and Response To Instructional Strategies
Credit Value	3
Level	5
Pre-requisite / Co-requisite/ Exclusion	Nil
Minimum Pass Grade	D

Assessment Methods

100% Continuous Assessment	Individual Assessment	Group Assessment
1. Class Attendance and Participation	10%	--
2. Seminar Presentation of one group-designed curriculum and/or Instructional Strategies	--	50%
3. Written Critique of One Curriculum Design and/or Instructional Strategies	40%	--
0% Examination	--	--

- The grade is calculated according to the percentage assigned;
- The completion and submission of all component assignments are required for passing the subject

Objectives

With a goal to improving the curriculum-based designs and proactively responding to instruction, this subject provides students (Educational Psychologists-in-Training, EPiTs) with the following learning objectives:
1. To provide comprehensive knowledge and skills of curriculum planning and instructional strategies, including exemplar (good) practices, theoretical and research bases of differentiating curriculum instruction relevant to cultural contexts;
2. To examine the implementation and sustainability of diversifying curriculum structure and differentiating instruction for meeting special educational needs and catering for diverse abilities of school-aged students;

	3. To support continual evaluation and evidence-based research on curriculum designs and instructional practices; and 4. To examine contemporary trends of curriculum and instruction for diversity, such as the educational technology's role, students' diverse experience of school curricular and responses to instruction (RTI).
Intended Learning Outcomes	Upon completion of the subject, students will be able to: a. Acquire essential theoretical and evidence-based knowledge and skills in curriculum planning and differentiated instruction for students with SEN as well as students with diverse abilities and learning problems, including SpLD, G/T, ASD /AD, ADHD, SEM, etc.; b. Demonstrate adequate level of knowledge and skills competency through successful completion of assignments on curriculum planning and differentiating instruction for both high-end and low-end students in mainstream schools; c. Integrate knowledge and acquired skills of contemporary models of curriculum designs and instructional strategies into responses to challenges of changing education reforms, including infusing curricular with creativity, disseminating higher-order thinking skills, learning and teaching through multiple intelligences, effectively formulating problem-solving and research-based instruction strategies, etc.; d. Assess and evaluate critically in curriculum teaching and practice, including structuring curriculum, curriculum implementation and sustainability; e. Make effective use of the educational research and technology skills for curriculum designs and responses to instructional strategies for students with special educational needs; f. Monitor curriculum in context and respond effectively to general curriculum instructions, including examining diversity of teaching and learning styles, teachers' experiences of curriculum designs, and contexts relevant to implementation of policy, pedagogy and situation; and; g. Inquire into issues concerning with curriculum designs and instructional strategies, including attempts to engage in empirical studies relevant to students' strengths, learning motivations and academic interests.

Subject Synopsis/ Indicative Syllabus	1. An Overview of Theoretical and Evidence-Based Knowledge of Curricular and Instructional Approaches for Inclusive Education and Mainstream Schools
	
	2. Assessment and Measurement for Curriculum and Instruction
	
	   2.1 Principles of Outcomes-Based Education and Foundations for Quality Teaching and Positive Learning
	
	   2.2 Curriculum Based Measurement (CBM) and psychometric consideration of evaluating Responses To Instruction (RTI)
	
	   2.3 Decision-making validity in teaching curriculum and response to instruction
	
	   2.4 Assessing teachers' and students' experiences of curriculum and their responses to instruction
	
	   2.5 Contextual influences of curriculum and instruction: Critical issues and strategies
	
	3. Research-Based Curriculum Designs and Responses to Instruction
	
	   3.1 Brain-compatible instruction and personal responsibility for learning

3.2 Identifying specific learning disabilities based on response to instruction: Evidence from early intervention research

3.3 Differentiating the learning process: Scaffolded instruction and metacognition

3.4 Monitoring curriculum in context and response to general curriculum instruction

3.5 Effects on assessing implementation of curriculum teaching and response to instruction

4. Implementing Curriculum Teaching and Instructional Strategies

    4.1 Differentiated Curricular for Students with Special Educational Needs (SEN)

        4.1.1 Instruction for students with Specific Learning Disabilities / Learning Difficulties: Spelling, Reading & Literacy, and Numeracy

        4.1.2 Enrichment Triad Model (ETM) for high ability, gifted and talented students;

        4.1.3 Curriculum Compacting and Mentorship for Independent Studies for Exceptionally Gifted and Talented students;

        4.1.4 Positive Curriculum and Classroom Management for Creating Positive Learning Environments for Specific Groups: Personalized Personal-Social Education for Bullying/ School Violence, Social-emotional Maladjusted, Crisis Management, etc.;

        4.1.5 ADOS & KADI for students displaying behavioural features of Autistic Spectrum Disorder & Asperger's Disorder;

    4.2 Curriculum Designs and Instructional Strategies for All Students

        4.2.1 Schoolwide Enrichment Model for improving overall quality of education;

        4.2.2 Teaching Higher-Order Thinking Skills (HOTS) in secondary, primary and preschool sectors: Promoting *"The Thinking School and Learning City"*

        4.2.3 Integrative Curriculum through Teaching and Learning of Multiple Intelligences

        4.2.4 Infusing with evidence-based teaching strategies: Creativity/ Problem-solving, Co-operative Learning, Problem-based Learning, Role-play, Small-group Work, Focus Discussion, Student Research and Case Study.

5. Evaluation of the Curricular and Instructional Strategies

    5.1 Initiating action research and conducting self-evaluation for differentiated instruction

    5.2 Evaluation of learning outcomes of targeting students in need

    5.3 Developing a professional improvement plan of curriculum and instruction

    5.4 Reflective exercises for the positive curriculum and instructional differences for the learners

Teaching/Learning Methodology	In lectures, students (Educational Psychologists-in-Training, EPiTs), are introduced to theoretical and knowledge of curricular and evidence-based instructional approaches for inclusive education and mainstream schools relevant to the practice of professional educational psychologists. The teaching/ learning approach is based on *experiential learning*, which demands more of reflective thinking, including EPiT's own experience in curriculum planning and instructional strategies, observations of the issues concerned. Participatory learning is emphasized, and EPiTs are encouraged to develop an open-minded attitude and build up confidence in intellectual discussion. The *web-assisted exercises* are designed for self-revision to maximize effects of experiential learning. Ideas and concepts relevant to focus-specific and target-specific curriculum models and instruction for students with diverse learning abilities are examined through *in-depth discussion during seminars and a written critique*. Moreover, a *problem-solving model* is promoted, which maximizes the collaboration and involvement of children, parents, teachers and other professionals in designing school-based curricular, and promoting instructional strategies. The EPiTs are given opportunities to examine and to reflect their roles and functions as professional educational psychologists within the psycho-educational consultation framework.

Assessment Methods in Alignment with Intended Learning Outcomes

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						
		a	b	c	d	e	f	g
1. Class Attendance and Participation	10%	✓	✓	✓	✓	✓	✓	✓
2. Seminar Presentation of one individual/ group-designed curriculum and/or Instructional Strategies	50%	✓	✓	✓	✓	✓	✓	✓
3. Written Critique of One Curriculum Design and/or Instructional Strategies	40%	✓	✓	✓	✓	✓	✓	✓
Total	100%							

1. *Attendance and participation*. Class participation is rated for each class based on preparation and participation in class discussion and activities. Students (EPiTs) are expected to be present for **_ALL_** class meetings, and to participate actively in presentation and discussion.

2. ***Seminar presentation of <u>ONE</u> curriculum plan and/or instructional strategies for targeted students.*** Students will form groups of three and they will select a condition for presentation. The presentation should be 1.5 hours. The presentation should include brief description of the nature of the condition, but will focus on curriculum design/programming for the condition, and suggestions for teachers, types of questions asked by parents and ways to help the parents.

3. ***Written critique of <u>ONE</u> Curriculum and instruction strategies.*** Each EPiT is required to write a written critique of ONE self-selected curriculum and related instructional strategies that should be either covered in lectures and/or already being implemented in local schools. The EPiTs are required to conduct an appraisal of the contributions and limitations of curriculum and critically examine instructional strategies whether they are feasible for practice in local context. Each student is assessed and graded according to: **(i)** the appropriate application of the acquired curriculum and instruction knowledge and skills in the local context; **(ii)** the comprehensiveness and precision of the proposed curriculum-based design and/or instructional strategies; and **(iii)** clarity in presentation and creative originality in contents. Sample curricular and instructional strategies are disseminated in class.

Student Study Effort Required	Class contact:	
	▪ Lecture	26 Hrs.
	▪ Seminar	13 Hrs.
	Other student study effort:	
	▪ Reading and reflection	40 Hrs.
	▪ Private study	42 Hrs.
	Total student study effort	121Hrs.
Reading List and References	<u>**Recommended Textbooks and Journal Articles**</u> Adelson, J.L., Housand, A., Vieth, R., & Reis, S.M. (2006). Differentiation and data: Extraordinary achievement at Hartford Magnet Middle School. In P. Behuniak, S.M. Reis, D.B. McCoach, J.M. Stephens (Eds.). *A study of student achievement in Connecticut* (pp. 86-112). Hartford, CT: Connecticut State Department of Education. Armstrong T. H. S. (1983). *Multiple intelligences in the classroom.* New York: Random House. Boggeman, S, Hoerr, T., & Wallach, C. (Eds.). (1996). *Succeeding with multiple intelligences : Teaching through the personal intelligences.* St. Louis, Mo.: New City School. [HKPolyU serial no. LB1060 .S83 1996]

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