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| arm2بسمه تعالی  دانشگاه آزاد اسلامی واحد ارومیه  سؤالات امتحانی پایان‌ترم نیمسال اول 95-94  نام و نام خانوادگی : شماره دانشجویی : رشته:  نام درس : متون تخصصی برنامه‌ریزی درسی1 تاریخ امتحان: 23/10/1394- ساعت 30/8 وقت: 90 دقيقه | | |
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|  | Part 1. Translation   1. Curriculum can be defined as Everything that goes on within the school/organization including extra-class activities, guidance, and interpersonal relationships; Everything that is planned by school/organization personnel or That which an individual learner experiences as a result of schooling/organization participation; while program is generally defined as an organized set of activities directed toward a common purpose or goal, undertaken or proposed by an agency in order to carry out its responsibilities. In practice, however, the term program has many uses and is used to describe an agency's mission, programs, functions, activities, services, projects, and processes 2. Hass defines the curriculum as all of the experiences that individual learners have in a program of education whose purpose is to achieve broad goals and related specific objectives, which is planned in terms of a framework of theory and research or past and present professional practice. Kerr’s definition includes all the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school. 3. Glatthorn’s Four Curriculums  |  |  |  | | --- | --- | --- | | Enrichment | Basic |  | | Team Planned | Mastery | Structured | | Student Determined | Organic | Non-structured |  1. Assumption of curriculum development as Bobbit believes: “Scientific” experts are qualified and justified in designing curricula based on expert knowledge of what qualities are desirable in adult members of society and it can be know what experiences would produce those qualities. Thus, curriculum is defined as *the experiences that someone ought to have in order to become the kind of adult they ought to become.* Curriculum is an ideal rather than reality of what will actually happen. 2. Deductive Process characteristics are as follows; It is top down, Extensive administrator involvement is common, Starts by examining broader questions/purposes of education and societal needs before addressing the classroom level. But inductive process highlights by Bottom up flow, Curriculum development by classroom teachers, starting by developing individual units which will be assembled into a cohesive program. 3. Hass and Parkay model of curriculum includes these stages; 1.Identify context (gather data about intended learners and the human, social, and environmental variables within which learners interact) 2. Determine objectives; Set goals 3. Select, Prepare, & Implement strategies and alternatives 4. Evaluate. 4. Hunkins model includes: 1. Conceptualization and legitimization, built on society’s values, beliefs, knowledge bases, institutions, and artifacts and complete front end analysis. 2. Curriculum diagnosis; Identify reasons for human performance deficiencies, Translate needs into causes, Generate goals, objectives, expected learner outcomes. 3. Content selection; Identify criteria for content selection (ie. economy, significance, validity, interest, learnability, feasibility) and Sequence content. 4. Experiences and material selection (by teacher), Determine methods, strategies, activities, incentives, materials, nature of educational environment. 5. Implementation; Pilot curriculum (assess curriculum not students), Modify where necessary and Full implementation 6. Evaluation; Determine if curriculum is presented/taught as written and recommended (supervision function), Furnish data so decisions can be made to continue, modify or discontinue program. 7. Maintenance; Monitor and maintain curriculum. 5. Glatthorn Naturalistic Model involves these steps; 1. Assess the alternatives - evaluate current approaches 2. Stake out the territory (define course parameters, define learning audience, define learning activities) 3. Develop a constituency 4. Build the knowledge base (identify content, gather data on faculty skill and support, gather data on student audience) 5. Block the unit (select unit topics, write general objectives) 6. Develop unit planning guide 7. Plan quality learning experiences (Select experiences not content to be learned) 8. Develop course examination (Tell how learning will be documented (not test development)) 9. Develop learning scenarios 10. Package the product. 6. SBCD has been a highlight of China’s new curriculum reform since 1999. A curriculum policy change towards devolving partial power in curriculum decision-making to teachers. 10% of curriculum is decided by local regions and individual schools. Transforming teachers’ role from “book-knowledge transmitters” to curriculum developers. In Hong Kong; Innovative teachers are selected to be seed teachers and given special training at head office. Creation of new promotional positions of curriculum leader in each primary school, Setting up of school-based support team in each education district and Celebration of exemplary efforts are from the other characters of SBCD in this country.      1. Advantages of the above model are as follows; It highlights major factors, processes and desired outcomes; It includes a number of major elements; It gives clear indication of steps involved; It highlights the need for celebration of successful efforts.disadvantages are: It under-estimates government constraints; Some factors listed are complex to understand.   Part 2. Write the meaning in Persian:   1. Constructivism 2. Progressivism 3. Pedagogy 4. Emergent curriculum 5. Deliberation 6. Reflective thinking 7. Curricular commonplace 8. Cross- curricular 9. Eclecticism 10. Implicit Curriculum 11. Reconceptualism 12. Non-formal Education   Good Luck |  |