Kingdom of Saudi Arabia

King Saud University

College of Education

The National Commission for Academic Accreditation & Assessment

COURSE SPECIFICATION

Secondary School Curriculum CI 528

Dr. Ahmed Hasan Al- Bdour

Second Semester

1432/1434

Course Specification

For Guidance on the completion of this template, please refer to Handbook 2 that includes Internal Quality Assurance Arrangements

Institution: King Saud University
College/Department: College of Education, Curriculum and Instruction Department

A Course Identification and General Information

1. Course title and code: **Secondary School Curriculum**
2. Credit hours **2 hrs.**
3. Program(s) in which the course is offered. **Master of Art in General curriculum and Instruction**
4. Name of faculty member responsible for the course **Dr. Ahmed Hasan Al- Bdour**
5. Level/year at which this course is offered: **Level 2 , Second Semester 1432/1434**
6. Pre-requisites for this course (if any) : **N/A**
7. Co-requisites for this course (if any) **N/A**
8. Location if not on main campus **Main Campus – Direyya**

B Objectives

1. Summary of the main learning outcomes for students enrolled in the course.

This course is presented to Masters Degree Students taking General curriculum and Instruction Discipline in Curriculum and Instruction Department. This course introduces the following concepts:

1. Secondary School Students with relevance to their personal, psychological, social, intellectual aspects,
2. Different sorts of education presented to students, and objectives of each sort,
3. Secondary Stage Curricula, and
4. Assessment and Evaluation methods of curricula of secondary stage

2. Briefly describe any plans for developing and improving the course that are being implemented.

- Emphasizing field experience
- Cooperation between male and female staff to exchange experience in:
    1. Developing course specifications and deciding on a common description
    2. Suggesting learning resources and modern references
    3. Functioning common teaching approaches and assessment strategies to facilitate concept acquisition assurance and peer correction.

C. Course Description (Note: General description in the form to be used for the Bulletin or Handbook should be attached)

1. TOPICS to be COVERED	No. of Weeks	Contact Hours
Orientation with the course / Course requirements / Introduction to the course and its adjectives	1	2
Personal, psychological, social, intellectual aspects of secondary school students	2	4
Effect of secondary school students features on such stage curriculum	1	2
Sorts of Secondary School Education and their local, regional, and international objectives	3	6
Secondary school education improvement projects, locally, and internationally	3	6
Features of secondary stage education	2	4
Assessment and evaluation strategies of secondary school curricula	2	4
Suggested model for improvement of secondary stage education	1	2

2 Course components (total contact hours per semester):

Lecture:	Tutorial:	Practical/Fieldwork /Internship:	Other:
30 h per semester	**4 h individual meeting with instructor**	**8 h field visits**	**----------**

3. Additional private study/learning hours expected for students per week. (This should be an average :for the semester not a specific requirement in each week)

6 hours per week

Learning Outcomes

For each of the domains of learning shown below indicate:

A brief summary of the knowledge or skill the course is intended to develop;

A description of the teaching strategies to be used in the course to develop that knowledge or skill;

The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.

a. Knowledge

(i) Description of the knowledge to be acquired

This course aim at recognizing features of students in such educational stage, and notifying objectives of different relevant sorts of education in such stage (General – Technical – Career Professional), and studying developments that took place in each, moreover, enabling students to evaluate curricula of such stage.

(ii) Teaching strategies to be used to develop that knowledge

Discussion, cooperative learning. Lecturing

(iii) Methods of assessment of knowledge acquired

- Discussion, presentations,
- Observation during classroom participation
- Informal worksheets (feedback worksheets)
- Presentations
- Reports
- Final examination

b. Cognitive Skills

- Writing skill
- Ultra cognitive thinking skills

(ii) Teaching strategies to be used to develop these cognitive skills

- Observation during classroom participation and working in groups
- Informal worksheets (feedback worksheets)
- Formal worksheets (Reports)

(iii) Methods of assessment of students cognitive skills

Examination, quizzes, take home assignments

Discussion, presentations, observation

c. Interpersonal Skills and Responsibility

(i) Description of the interpersonal skills and capacity to carry responsibility to be developed

- Skill of dialoguing and respecting others' perspectives
- Carrying responsibility skill
- Making and taking decisions skill
- Criticism skills

(ii) Teaching strategies to be used to develop these skills and abilities

- Discussion and dialoguing,
- Cooperative learning

(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility

- Presenting the course on time
- Presentations,
- Observation

d. Communication, Information Technology and Numerical Skills

(i) Description of the skills to be developed in this domain.

- Skill of indirect communication between students and teachers via e-mail
- Skill of using technology in research and fulfilling course requirements
- Skill of nonverbal (written) communication
- Skill of verbal communication through discussion during presentations

(ii) Teaching strategies to be used to develop these skills

- Presentations
- Presenting feedback on worksheets

(iii) Methods of assessment of students numerical and communication skills

- Observation
- Worksheets
- presentations

e. Psychomotor Skills (if applicable)

(i) Description of the psychomotor skills to be developed and the level of performance required

- functioning the following skills targeting developing self confidence and breaking the

barrier of fearing to speak to others: • Skill of modifying voice to perform verbal communication • Skill of using body language and facial expressions in communication
(ii) Teaching strategies to be used to develop these skills - Teacher as an idol - Lecturing
(iii) Methods of assessment of students psychomotor skills - Individual assessment (worksheets) - Collective assessment (presentations) - Observation

Unit Title	Learning Outcomes	Conceptual framework items	Teaching strategies	Performance Assessment Strategies
1) personal, psychological, social, intellectual aspects of secondary stage students	**a) Knowledge** a.1) Knowing psychological features of secondary school student a.2)knowing students' psychological features in depth a.3) knowing main features of learners linking such features to learning a.4) knowing the most outstanding inlets to learning sciences in the secondary stage	Perfection Researching to enhance knowledge and improve performances	Reading Lecturing Group discussions	Achievement test Questionnaires Inquiring opinions of employers Designing tools to collect data Developing learning experiences based upon individual differences and diversity
2) Effect of secondary school students features on secondary stage curricula	**b) Career Professional** b.1) Ability to analyse and discuss distinctions among age stages b.2) Ability to analyse	Achieving competence in specialization	Field visits	Continual career and professional development Merging describing technologies

	the content and knowing most important scientific concepts **Professional Directions** Ability to work in teams Ability to lead a team in discussion			
3) Sorts of Secondary Stage Learning and Objectives 4) International Models in Teaching Science	**c) Knowledge** c.1) Students would know national and international experiences in secondary education development c.2) Students would liaise sound scientific methods usage to curricula development c.3) Students would recognize outstanding international models of secondary stage education	Achieving competence in specialization	Reading Lecturing Discussion	Thinking cards
5) Assessment and development strategies of secondary stage education 6) Contemporary complications in secondary stage education	**Career professional skills** 3.b.3) Students would be able to form genuine behavioral objectives 2.b.4) Students would be convert theoritical visions into practical projects **Career Directions** 4.g.4) Students would be cooperate with	Achieving competence in specialization	Reading Lecturing Discussion Groups	Crticizing theories and applications of objevtives' concepts Writing a profile of a professional person based on cognitive concepts Reaserching with an aim to enhance knowledge

	school administration 3.g.4) Students would be work with teachers			and improve performance Continuing professional development Considering diversity and

5. Schedule of Assessment Tasks for Students During the Semester			
Assessment	Assessment task (eg. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	Participation and discussion	weekly	10%
2	Speculation worksheets	According to whatever specified on the course	20%
3	Presenting a project on one of the course's topics	According to whatever specified on the course	10%
4	Critical papers	According to whatever specified on the course	40%
	Final exam	End of semester	20%

D. Student Support

Staff is there to help students and give consultations and advice
Office hours
Email
Faculty mobile numbers

E Learning Resources

1. Required Text(s)

In addition to what is discussed in classrooms and whatever is provided to students, students can depend on some modern books, researches, and articles such as: Work sheets relevant to secondary stage education symposium (Education Beaureau E-Gate)
http://www.abegs.org/sites/Secondary/default.aspx

"Al-Maarefa Magazine" issue number 154 (Reevaluating Secondary Education in arab Countries)

http://www.almarefh.org/news.php?action=show&id=95 Topics relevant to Secondary Education in Al-Maarifa Magazine http://www.almarefh.onllsearch.oho?action=startsearch
2. Essential References 1. Faraj Abdullatif Hussein, Secondary Education – New Vision, 2007 2. Al-Zeid abdullah, General Education in Saudi Arabia – Saudi Publishng House, Jeddah, 1990 3. Abbas Fawzi, Secondary Education, University Institution, Beirote 1991 4. Subeih Nabil Amer, Secondary Education in Arab Countries, General Book Authority, Egypt 5. Saleh Ahmed Zaki, Psychological Fundamentals of Secondary Education, Dar Al-Nahda, Egypt
3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List) • Studies on Curricula and Teaching MethodologiesMagazine • Educational Studies and Researches Magazine
4-.Electronic Materials, Web Sites etc • KSU Website and other universities • MOE website • ERIC Search Engine
5- Other learning material such as computer-based programs/CD, professional standards/regulations • Science Lab equipped with a projector, and a computer • Computer Lab connected to the internet

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (ie number of seats in classrooms and laboratories, extent of computer access etc.)
Educational Facilities – Equipped Science Lab that spacious enough for 30 students
Computer Lab – Projector – Internet Access Points
Other Resources – N/A

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching • Open ended question distributed at the end of the course to check opinions about the course, teaching approaches, and what has to be done if repeated for a second time • Observation • Required work sheets • Utilizing students' evaluation carried out by relevant deanship
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department

- Questionnaires for students regarding teaching approaches
- Procedures that took place after the visit of NCAAA and directions to use students' feedback about the course and revisit the course description

3 Processes for Improvement of Teaching

- Updating subjects depending on students' feed back
- Encouraging the use of technology in handling the courses
- Encouraging self learning
- Encouraging external and extensive reading
- Encouraging students to make speeches and presentations
- Encouraging students' group discussions
- Encouraging students to lead a team
- Emphasizing field experiences

4. Processes for Verifying Standards of Student Achievement (eg. check marking by an independent

Haven't been applied yet, and process is carried out to put them into action. The reason for this is the small number of students, as there is only one class with a few students, and sometimes with no female students.

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

Course review has been done by responsible staff and employees in charge of the course in the department in order to ensure quality and coping with recent updates
Updating references and resources relevant to the course according to latest breakthroughs taking place in the specialization
Utilizing latest technology in handling the course
Considering results of internal reviews in order to improve and develop the course