Instructor’s Resource Manual

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|  | | Curriculum & Assessment: Storylines  Second Edition  Robyn Ewing | |
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CHAPTER 1: TOWARDS SOME DEFINITIONS OF CURRICULUM AND ASSESSMENT

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# Icebreakers

1. What features make a story?
2. How does a narrative differ from a report? From a recount? From a procedure?

# Tutorial activities

1. Do you think the author’s rationale for the use of curriculum ‘storylines’ makes sense?
2. Draw your own curriculum or assessment concept/mindmap.
3. Construct a poster depicting the kind of curriculum and/or assessment race you have run and share the major milestones with your peers.
4. Describe one particular kind of assessment that you have experienced that does not fit the guidelines for authentic assessment? Could it have been structured more authentically? How?

# Sample essay topics

1. Define the concept of ‘curriculum’ in your own words. What elements do you consider must be part of any definition? Why?
2. Which curriculum and assessment themes/issues have had the most prominence currently? Choose one and trace the storyline over the last decade or two.
3. Should testing be the main assessment strategy used in schools? Why? Why not?

# Short-answer questions

1. People frequently interchange syllabus and curriculum. How can we delineate ‘syllabus’ from ‘curriculum’?
2. Why is curriculum sometimes described as a decision-making process?
3. Why is testing such an over-used assessment strategy?