

TED 5301-003 (25101)

LEARNING CONTEXTS AND CURRICULUM

Online - Blackboard

Spring 2017

Instructor: Dr. Stacey Duncan
Office Hours: Online & by appointment
Contact: slduncan@utep.edu, Blackboard mail, or (575) 323-1861

REQUIRED TEXTS

- Au, W. (2011). *Critical Curriculum Studies: Education, Consciousness, and the Politics of Knowing*. New York, NY: Routledge.
- Gorski, P.C., & Pothini, S.G. (2013). *Case Studies on Diversity and Social Justice Education*. New York, NY: Routledge.
- Additional articles/links available on Blackboard.

COURSE DESCRIPTION

We will examine the theoretical frameworks and broad definitions of curricula, processes of curriculum alignment, pedagogy and assessment, state standards, curricular resources, curriculum integration, learning theory and lesson planning. Course participants will practice reflective and critical thinking to contemplate their roles as curriculum providers in educational systems.

COURSE GOALS AND VISION

The goal of TED 5301 is to provide educators with understandings of curriculum and instruction in contexts of a diverse society. Education in the 21st century absolutely requires that we deeply understand and engage the social, cultural, historical, and economic problems facing ALL students, and the complex ways these are connected to the structure of schooling and pedagogical process. In this course, we will engage a critical foundational knowledge of the philosophy of curriculum and instruction (theory), while examining current practices in the classroom (praxis).

COURSE FORMAT

Learning Community Overview

Just as in face-to-face (F2F) classrooms, learning and teaching online requires that a sense of community be developed to ensure successful and full understanding of course content, and to meet the criteria of a constructivist curriculum, essential to this course. Community will be developed through the use of continuous communication via multiple modes of networking and group projects. Class members are expected to be prepared and participate fully in all assigned discussion activities, peer and group work, synchronous/asynchronous meetings, etc.

Netiquette & Discussion Expectations

“Netiquette” is the term used to describe the courteous and civil exchange of electronic communications, and will be the guide and expectations of this course. Distance separation between members of this course community does not provide any member the right to be impolite or discourteous to any other member (including the instructor). Members (students and instructor) are expected to desist from personal attacks when disagreeing with others or critiquing their work (“flaming”), and should use emoticons and acronyms to convey emotions. “Capitalized” or “bolded” text imply shouting and will be avoided. Members will “support, not divide”, “critique, not criticize”, “question ideas, not people”, “provide scholarly information, not personal opinions”, “think critically and creatively”, and “communicate assertively while respecting personal boundaries” (Parra & Bovard, 2009).

Online Preparation

Plan to spend at least as much time in this web course as a three-credit F2F classroom course. A F2F classroom lecture course requires three hours a week in class with approximately 3-6 hours of out of class study time; expect to spend the same amount of time or more. **Although this course is designed to be flexible, it is not self-paced.** There are weekly discussions and intermittent assignment deadlines.

STUDENT LEARNING OBJECTIVES

Upon successful completion of TED 5301, students are able to do the following:

LEARNING OUTCOMES	ASSESSMENTS
<ol style="list-style-type: none"> 1. Simulate the teacher’s role in curriculum planning for the school year, for instructional units, and for daily lessons by demonstrating understandings of the course readings 2. Develop an understanding of the key tenets of curriculum 3. Select, develop, and incorporate appropriate cognitive and affective objectives by successfully addressing all the stated objectives of a curriculum issue group project 4. Design learning experiences and materials for the enrichment of quality curriculum, including the effective use of technology 5. Integrate critical theory into effective teaching strategies through an assessment of existing curricula 6. Align culturally relevant instructional approaches to state and national standards 	<ul style="list-style-type: none"> ● Written analysis papers, reflective written discussions, research presentations and projects assessed through the use of a rubric ● Reflective writing assignments, research presentations and projects assessed through the use of a rubric ● Research presentations and projects assessed through the use of a rubric ● Final project assessed through the use of a rubric, analysis papers, online written discussions ● Analysis papers, class discussion, reflective written discussions, presentations, and projects assessed through the use of a rubric ● Reflective papers, reflective written discussions, oral presentations, and projects assessed through the use of a rubric

ASSIGNMENTS [200 POINTS TOTAL]

Attendance & Participation

Weekly participation and attendance online are expected, missing one week or an assignment can have a huge impact on your learning and will affect your final grade. All students should be prepared and actively engaged in class discussion and online activities. Successful completion of the course depends on your participation and interaction online with colleagues and the instructor. *If you are having any difficulty keeping up, get in touch with me immediately to negotiate a plan.*

Critical Reflective Discussions (70 points total)

You will post weekly critically reflective discussions this semester, which includes a total of three postings per reflection; your first (1) response to the prompt based on the readings/videos, and then one response to two different colleagues. These discussions are meant to gauge your growth and understandings of curriculum, pedagogy and diverse learning contexts so should be written from your own personal and/or professional perspective, with support from each reading/video covered for that reflection period. See *Instructions and Rubric below.*

Community/School Board Meeting Presentation (30 points)

You will attend a school board or community meeting in your district and connect what you see to curriculum, pedagogy, and diverse learning contexts grounded with a *minimum of three readings from class.* From your observations and experience you will create a reflective presentation to share with the class what you learned. See *Instructions and Rubric below.*

Curriculum Project (100 points total)

This semester long assignment is contextualized to student need, which can be completed individually, in pairs, or in groups of no more than 3. Suggested ways to do this can be through a common group focus project, or could consist of projects such as (but not limited to) – (a) developing an in-service workshop for teachers or colleagues; (b) analyzing a curriculum project, a government policy, an educational program; (c) conducting a small research project such as studying the curriculum experiences of a single child; (d) doing a theoretical paper on some aspect of curriculum or pedagogy that we have dealt with in class; (e) develop/re-develop a curriculum unit. As not all of you may be in-service teachers currently - these are only ideas that you can further develop or you may choose a different project with my consent. See *Instructions, Guidelines and Rubric below.*

Grading Scale

Your earned points divided by the total points possible equals your grade percentage. Use the following scale for letter grade:

A: 90 – 100%, **B:** 80 – 89%, **C:** 70 – 79%, **D:** 60 – 69%, **F:** <60%

UTEP POLICIES

Standards of Academic Integrity

Students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others.

Students with Disabilities

If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Office of Disabled Student Services located in Union E, Room 203. Students who have been designated as disabled must reactivate their standing with the Office of Disabled Student Services on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of Disabled Student Services. You may call (915) 747-5148 for general information about the Americans with Disabilities Act (ADA).

Disclaimer: The instructor reserves the right to **adjust schedules and change topics** in support of student and instructor needs.

Critical Reflective Discussions

Assignment Instructions & Rubric (70 points total)

You will submit weekly critically reflective discussions this semester, which includes a total of three postings per reflection; your first (1) response to the prompt based on the readings/videos, and then one response to two different colleagues.

These discussions are meant to gauge your growth and understandings of curriculum, pedagogy and diverse learning contexts so should be written from your own personal and/or professional perspective, with support from each reading/video covered for that reflection period.

Remember; do not tell us what the authors said -reflections are not reviews-, integrate their work with your own words and understanding. Posted responses should be **significant*** – helping our thinking about the topic and the discussion to move forward. *See examples of significant, moderate and non-substantive postings below.

There is a variety of ways to do this, including;

- Providing concrete examples, perhaps from your own personal/professional experience
- Describing possible consequences or implications
- Using research, class readings and cited studies or lessons from your own experience
- Posing a clarifying question
- Suggesting a different perspective or interpretation
- Synthesizing ideas and pulling in related information from other sources – books, articles, websites, other courses, etc.

Discussion Responsibilities

1. Respect each other's differences and do not make or take it personal.
2. Keep to the issues and not persons.
3. Keep conversations professional regarding other programs and colleagues.
4. Use "I" messages as much as possible when sharing.
5. Ask for understanding of another's perspective if you are unclear.
6. Because the discussion board is text based, use **Netiquette** and check your writing from another person's perspective before posting.
7. Ask for clarification if you feel offended, concerned, or do not understand.

Scoring

Your participation score for each reflection will be based on the number and quality of messages you post to that discussion. A *minimum* of three postings per reflection are required; one response to the original posting and two responses to two different colleagues. Discussion reflections will be evaluated in terms of quality as well as number of postings, based on the following scale and examples of significant, moderate and non-substantive responses.

DISCUSSION ASSIGNMENT RUBRIC

Criteria Engaged	SIGNIFICANT	MODERATE	NON-SUBSTANTIVE	Possible Points
<i>Responsiveness to discussion topic & demonstration of knowledge & understanding from assigned readings/videos</i>	<p>Response adds to the discussion by identifying important relationships, putting ideas together in some unique way, or offering a critique as a point of discussion.</p> <p>All readings/videos were incorporated into discussion as relates to topic.</p> <p style="text-align: center;">2-3 pts</p>	<p>Response adds to the discussion by clarifying information or showing how it can be applied in a particular situation, but does not break down individual thoughts and ideas to create something new or criticize an idea based on new thoughts.</p> <p>Some use made of readings in relation to topic.</p> <p style="text-align: center;">1-2 pts</p>	<p>Response indicates agreement or disagreement with a prior message, but is too general to help move the discussion forward.</p> <p>Little or no use made of readings.</p> <p style="text-align: center;">0-1 pts</p>	3 pts
<i>Timeliness & APA</i>	<p>3(+) postings on time</p> <p>All sources cited correctly in APA.</p> <p style="text-align: center;">2 pts</p>	<p>1-2 postings on time</p> <p>Few sources cited correctly in APA.</p> <p style="text-align: center;">1-2 pts</p>	<p>0-1 postings</p> <p>No sources cited correctly in APA.</p> <p style="text-align: center;">0-1 pts</p>	2 pts
TOTAL POINTS POSSIBLE				5 pts

Examples of NON-SUBSTANTIVE Messages
They may indicate agreement or disagreement with a prior message, but they are too general to help move the discussion forward.

Example 1 – “Good idea for assessing whether people know what to do.”

Example 1 is a "non-substantive" message because it's simply a compliment to the student that posted the original message. It doesn't move the discussion forward or add anything substantial to the discussion and/or meaning.

Example 2 – “I have to agree. Having a subject matter expert or experienced designer look at the work is of tremendous help. It is so easy to assume things, and leave out steps here and there. It is certainly not as easy as it looks, and I can see where this process makes for a much better learning experience for the participants.”

Example 2 is a "non-substantive" message because the student is simply agreeing with a statement made by another student. This message does little to move the discussion forward.

Example 3 – “I disagree with your definition of soft technology. Can you please tell me how you came to that conclusion?”

Example 3 is a "non-substantive" message because, although the student disagrees, she/he doesn't expand on the question by saying why there is disagreement.

Examples of MODERATE Messages

These messages add to the discussion by clarifying information or showing how it can be applied in a particular situation, but they don't break down individual thoughts and ideas to create something new or criticize an idea based on new thoughts.

Example 4 – “As far as having used behavioral objectives, I've used them to advertise the training and again at the beginning of training in order to explain to employees what they're going to learn. For instance, an example of a behavioral objective in training for managers would be: "At the end of the class, participants will define the steps in the disciplinary process." In describing the behavior, I agree that using action verbs such as define, rather than a verb like understand lets the employee know that he/she will actually be able to do something at the end of the training.”

Example 4 is a "moderate" message because the student displays knowledge of behavioral objectives and gives an example.

Example 5 – “As an example, I work with someone who is an instructional designer, yet he's one of the slowest in adapting new elements and methods to our work. My point is that although his background is in the training field, he just couldn't seem to transition and apply that to Web-based training. Perhaps his individual capacity just isn't tailored to developing this type of training application.”

Example 5 is a "moderate" message because this student shows comprehension of the definition of the term "capacity," as it's used in Gilbert's Behavioral Engineering Model, and is applying that definition to an example at her work.

Example 6 – “Perhaps the next important thing to consider is: Does the measurement we make (or invent) have meaning? Can it be applied in a useful manner or is it just more information? Can this measurement be used to produce or improve results?”

Example 6 is a "moderate" message because the student is asking questions to move the discussion forward. Notice that the questions in this message are more specific than the question in Example 3. If this student had attempted to answer her own questions by providing some solutions on how to ensure measurement was useful, the posting may have been considered substantial.

Examples of SIGNIFICANT Messages

These messages add to the discussion by identifying important relationships, putting ideas together in some unique way, or offering a critique as a point of discussion.

Example 7 – “I believe that learning is more effective if we allow learners to create their own behavioral objectives. Like Driscoll, I believe that 'Learners are not empty vessels waiting to be filled, but rather active organisms seeking meaning'. Bearing in mind that we are all products of our own experiences; be it socioeconomic, gender specific, cultural and/or family related, I firmly believe that the learning needs of learners should always be the force, which guides the instructional development process and the crafting of meaningful behavioral objectives. Therefore, differentiated instruction is of paramount importance if we are to provide meaningful learning environments, which emulate challenge, variety, creativity, and innovation. Consequently, a synergistic blend between Bloom's Taxonomy and Gardner's Theory of Multiple Intelligences must be found if learning is to be truly effective.”

Example 7 is a "significant" message because the student is combining ideas learned from various resources into a new thought.

Example 8 – “I agree with the statement ‘learning is generally less effective when only the learners create the objectives’, However, I would not wish to lump ALL learners into this category, whether they are intellectually gifted or not. I believe that in much instruction the student is an integral part of defining the objective, especially in skills training, or efficiency of operations. If a company has been producing X product in the same manner for an extended time, it is reasonable to believe that new employees have been trained in that "tried and proven" method of production. However, as times and markets change, production techniques must also change. The student (employee) who is being taught the same "old" method would invariably attempt to modify the technique to increase efficiency of the production. If the student is stifled by being held only to the objectives stated in the training, no improvement will be made and the company will ultimately suffer.”

Example 8 is a "significant" message because the student is disagreeing and making a contrary argument, based on an evaluation of the idea expressed in a previous message.

Example 9 – “I’m a Thomas Gilbert fan and I saw a parallel here with Gilbert’s Behavioral Engineering Model and what Rossett is calling barriers. Barriers, of course, could include anything, including supervisor resistance (data and incentives), lack of alignment between training and actual work (knowledge), lack of tools (information), and lack of information (data).”

Example 9 is a "significant" message because the student is identifying relationships between ideas presented by Gilbert and Rossett. Another thing to notice here is that messages don’t have to be long to be "significant", but they do have to show a level of analysis, synthesis, or evaluation of the material.

A FINAL GUIDELINE FOR POSTINGS: MAKE SURE YOUR COMMENTS ARE CRISP

Considerate. You may have strong views and will want to express those views. That’s great. But remember that others may have equally strong views that are the polar opposite of your views. Feel free to question, challenge, or disagree with anything in the discussion, but do so in a respectful, considerate way.

Reflective. An asynchronous discussion may lack the spontaneity of a live discussion. But this can be an advantage. There is more time to think before responding. Take the time to think about the ideas that have been expressed (in the readings and the discussion) from the perspective of your own experience. Then add your own comments and insights.

Interactive. Remember that you’re a participant in a discussion and talk with one another. You have learned how to respond to posted messages and how to cut and paste parts of previous messages into your message. Use these methods. The idea is to be interactive, not just active.

Succinct. Get to the point. Short, focused message are usually more effective than long comments.

Pertinent. Comments and questions should be related to the discussion topic. There will be times when you want to talk with someone about something unrelated to the topic. That’s fine. Please do that privately at other times. When you enter into a weekly discussion, please remember that this is a professional dialogue related to course content, not a private conversation.

(Adapted with gratitude from Dr. Manal Hamzeh’s Online Guide, 2008)

Community Event/School Board Meeting Presentation Assignment Instructions & Rubric (30 points)

This assignment is an ethnographic activity meant to extend our contextual understandings by relating our knowing through engaging, or learning “from” not “about”. For this assignment, you have two options to consider what is happening in your community and our surrounding school districts. You may find an educational community event to attend, or choose to attend a school board meeting. You will create a presentation* based on your experience, grounded in readings from the course.

- ❖ Choose an educational event in your community –OR– a school board meeting to attend, and connect what you experience to curriculum, pedagogy and diverse and learning contexts.
- ❖ Since this is an [ethnographic activity](#) be sure you take good [field notes](#) of what you learn, including both descriptive and reflective information.
- ❖ Ground your observations with a minimum of three (3) readings from class.
- ❖ Create a presentation that contextualizes and highlights what you learned. *See *Course Home -> Resources -> Presentation Options for creative ideas!*

PRESENTATION ASSIGNMENT RUBRIC

Descriptive Information <ul style="list-style-type: none"> • time, date, duration • a description of the setting • a portrait of the participants • a detailed account of the event 	5
Reflective Information <ul style="list-style-type: none"> • your thoughts and feelings • interpretations and impressions • ideas and questions 	5
Connections to Course Concepts and Readings <ul style="list-style-type: none"> • Especially significant is to be specific about how you incorporate what you learned from the event into your understanding of curriculum and learning contexts. (5 pts) • Include at least one example of how the meeting/event informs and/or affects you and those you teach/will teach. (5 pts) • Include a connection with a <i>minimum of three</i> course readings and elaborate upon how they support your reflection of the experience. (5 pts) 	15
Organization and Creativity <ul style="list-style-type: none"> • Presentation introduces the context with descriptive information, then cohesively and/or creatively flows into a reflection of the event/meeting and how it connects to course concepts and readings. 	5
TOTAL POSSIBLE POINTS	30

Curriculum Project Assignment Instructions, Guidelines & Rubric (100 points total)

This assignment is meant to serve your individual needs and should reflect your personal and professional interest in diverse learning contexts, curriculum and pedagogy. Thus, you have a choice in what you will do for this semester long project, which should be based on whether you're currently in the classroom or not. You will need to consider what you want to know more about and what will serve you best at this time. For example, if you are a pre-service teacher and have not taught before, then you may want to do a research paper to learn more about a particular curriculum topic you are interested in. If you are currently in-service and teaching or have taught before, then you may want to do a curriculum unit or project that elaborates on your practice in the classroom. You may also do this assignment in pairs or groups of *no more than 3*.

The following are suggested ideas that you can further develop, or you may choose a different project with my consent. You will submit a Prospectus that elaborates on your idea first.

- A common group focus project that emerges from the course, or
- Individually contracted projects such as –
 - developing an in-service workshop for teachers or colleagues;
 - analyzing a curriculum project, a government policy, an educational program;
 - conducting a small research project such as studying the curriculum experiences of a single child;
 - researching a theoretical paper on some aspect of curriculum or pedagogy that we have discussed in class;
 - develop/re-develop a curriculum unit;
 - your choice ...

PART I: PROSPECTUS (10 POINTS)

After deep thoughts about what you want your final project to be, you will write a 1-2 page prospectus of your curriculum project idea using the guidelines below. Depending on your choice, you may modify the guidelines for the assignment as needed. **If you choose an alternative, include an adaptation of these guidelines for your project within your prospectus.**

1. Introduction – 2 pts

- Describe the project you have chose and the general area to be studied.
- Explain why this area is important to yourself and to the larger general area under study (*the field of Curriculum & Pedagogy*).

2. Background/Review of the Literature – 2 pts

- Describe what you already know about this area and what your research topics will include.
- Consider (at minimum) three questions that are guiding your interests. These may be narrowed down, expanded and/or changed over the course of your project.
- Include 1-2 literature references and explain how they support for your project.

3. Research Questions/Methodology – 2 pts

- Describe the question(s) you are considering and a brief exploration of the claim(s).
- List the specific question(s) and possible methodology.
- Explain how these research questions are related to the larger issues raised in the introduction.

4. Next Steps & Evaluation – 2 pts

- Describe how you will go about collecting research to answer the questions you are examining. What are the next steps to your project?
- Consider the *General Project Evaluation and rubric (below) for this assignment. How would you modify it to fit your project best? Provide example rubric you will use to guide your progress in this project.

5. Significance and Conclusion – 2 pts

- Discuss, in general, how your proposed research may be significant to diverse learning contexts in curriculum and pedagogy, and how your project may benefit the field. (*In other words, why should someone care? If you were applying for money to do this, why would someone fund you? If you wanted to publish your results, why would they be interesting?*)
- Include all references in APA style.

PART II: PROJECT/PAPER (75 POINTS*)

Below are the general options available and the general evaluation rubric. **Again - if you choose an alternative to these options, include an adaptation of these guidelines and evaluation rubric for your project with your Prospectus.**

A) RESEARCH PAPER

If you have chosen to do a research paper, the following are your guidelines.

- **Introduction** - Explain the issue you are examining and why it is significant to you and to main ideas within diverse learning contexts in curriculum and pedagogy.
- **Literature Review** - A description of your main focus in this area and discussion of your research topics in relation to the literature reviewed. 12 required references, 6 must be from in class readings, etc.
- **Research Exploration** - An exploration of the claims found in response to your specific research questions. Explain how the research questions are related to the larger issues raised in the introduction.
- **Reflection** - A description of how you went about collecting research to answer the questions you examined. What were the challenges and/or possibilities you found?
- **Conclusion** - Discuss your final conclusions and significance of how your research informed your understanding of the topic specifically, and generally in relation to learning contexts of curriculum and pedagogy.
- **References** - Include all references in paper and bibliography in APA style.

B) RESEARCH STUDY¹

If you have chosen to do a research study, the following are your guidelines.

- **Introduction** - Explain the issue you examined and why it is significant to yourself and to the larger general area of Curriculum & Pedagogy. Include brief overview of study (Lit Review, Methods, etc.).
- **Literature Review** - A description of your main research questions in this area and discussion of your research topics in relation to the literature reviewed. Explain how these questions relate to the larger issues raised in the study. 12 required references, 6 must be from in class readings, etc..
- **Methodology** - A description of the method and theory used to examine your claims, and how you went about collecting research to answer them.
- **Analysis/Results** - Discussion of your research data findings in relation to your initial questions.
- **Conclusion** - Discuss the implications of your research, and its significance to learning contexts in curriculum and pedagogy. How does it would benefit the field (specifically, and in general)? (In other words, why should someone care? If you were applying for money to do this, why would someone fund you? If you wanted to publish your results, why would they be interesting?)
- **References** - Include all references in paper and bibliography in APA style.

C) CURRICULUM WORKSHOP

If you have chosen to do a curriculum workshop, the following are your guidelines.

- Introduce and explain the issue you are examining, why it is significant, and according to whom? (Include literature review)
- Identify target audience and expected outcomes. (*Is this for parents? Teachers? Administration? What do you want them to take away from the workshop?*)
- What is the length of the workshop, materials and resources needed?
- What is the essential question(s) guiding the workshop?
- Identify goals and objectives of workshop, aligned with professional development standards (as applicable to your field and state or national standards)
- Include detailed Workshop Agenda

D) CURRICULUM RE-/DESIGN

If you have chosen to create a curriculum unit or redesign one, the following are your guidelines.

¹ Unless you have approval from the Institutional Review Board (IRB), no data collected as part of the class project should under any conditions be presented in any public outlet, for example, in a conference presentation, research colloquium, or publication. All participants shall remain anonymous.

Unit Format	Individual Lesson Plan Format*
<ol style="list-style-type: none"> 1. Unit Title 2. Rationale and Overview of unit* 3. Unit Objectives 4. Overview of Lessons 5. Resources and Materials for the Unit <ol style="list-style-type: none"> a. Reproducibles/Handouts b. Videos c. Publications d. Technology e. Audiovisual Equipment f. Consumables <p><i>* Introduce and explain the curriculum unit you are designing/re-designing, why it is significant, and according to whom? (Include references) Also include the length of the unit, and applicable grade level(s).</i></p>	<ol style="list-style-type: none"> 1. Overview 2. Objectives 3. Materials and Resources 4. Planning and Preparation 5. Background Info for Teachers <ol style="list-style-type: none"> a. Vocabulary b. Body of the Lesson c. Summary and Closure 6. Assessment and Evaluation 7. Extensions / Interdisciplinary connections 8. Correlated local, state and national standards <p><i>*If you use a different format/template than this, that is fine to use instead.</i></p>

GENERAL PROJECT EVALUATION

In general, evaluation will be qualitative and in accordance with criteria appropriate to the subject matter. Evaluation criteria (where possible and appropriate for participation/projects and any of the above assignments) include:

- Evidence of knowledge of the course subject matter (references to readings, concepts, issues, use of language specific to discipline, use of APA, etc.).
- Understanding of the range of meanings and contexts of curriculum (e.g., curriculum commonplaces; curriculum concepts; historical themes; curriculum arguments).
- Understanding issues of pedagogy and method.
- Knowledge of general and alternative forms of inquiry in curriculum (such as ethnography, phenomenology, hermeneutics, case study, narrative inquiry, action research, gender theory, autobiography, critical theory, deconstructionism, etc.)
- Competence in detecting assumptions and suppositions.
- Originality of argument, presentation.

GENERAL EVALUATION RUBRIC

Project Indicators	Possible points
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Provides evidence of knowledge of the course subject matter and the meanings of the concept of curriculum. References <i>no less than 6</i> readings, concepts, issues, etc. discussed in class, in addition to outside research (minimum 12 references total).	20
Demonstrates an understanding of the issues of pedagogy and method.	20
Shows competence in detecting assumptions, biases, and/or pros and cons.	15
Incorporates a critical perspective, which addresses diverse and alternative forms of inquiry in curriculum.	20

PART III: PRESENTATION (15 POINTS)

Create a brief presentation to share with the class that provides an overview/highlights of your project. Be sure to include an abstract/introduction (max 250 words) to your project.

Structure the abstract in the same order as your project guidelines. For example, if you did a research study, begin with a brief summary of the Introduction, and then continue on with a summary of the Method, Results, etc. of your paper. Be clear and concise in your overview.

PRESENTATION RUBRIC

Presentation Indicators		Possible Points
<i>Content</i>	Provided concise coverage of topic, which contributed to the field of curriculum studies	5
<i>Delivery and Organization</i>	Presentation was planned, organized, clear and coherent	5
<i>Creativity</i>	Presentation was creative and captured the audience’s attention, highlighting salient points of project	5

Calendar of Assignments and Readings

NOTE: Readings and videos are listed in recommended viewing/reading order, not APA style (alphabetical). All posts/assignments are due by midnight. You will find links to articles under Weekly Modules.

UNDERSTANDING LEARNING CONTEXTS & CURRICULUM

WEEK 1: January 17-22

Introduction to Course & Classmates

DUE 1/22: Course Introduction

Required Readings/Videos

- Lunenberg, F.C. (2011). Theorizing about curriculum: Conceptions and definitions. *International Journal of Scholarly and Intellectual Diversity*, 13(1), pp. 1-6.
- Robinson, K. (2010). Changing education paradigms. *TED Talks*.
http://www.ted.com/talks/ken_robinson_changing_education_paradigms

WEEK 2: January 23-29

Introduction to Curriculum Studies & Terms

DUE 1/27: Critical Reflection 1 (responses to 2 colleagues due 1/29)

Required Readings/Videos

- Smith, M. K. (1996, 2000). Curriculum theory and practice. *The Encyclopaedia of Informal Education*. <http://infed.org/mobi/curriculum-theory-and-practice/>
- Au, W. (2012). Introduction and contradictions in Curriculum Studies. In *Critical Curriculum Studies*. New York, NY: Routledge.
- Gorski, P.C. (2014). Imagining equity literacy. *Teaching Tolerance*.
<http://www.tolerance.org/blog/imagining-equity-literacy>

CURRICULUM, PEDAGOGY AND INSTRUCTION

WEEK 3: January 30-February 5

Perspectives and Practices

DUE 2/3: Critical Reflection 2 (responses to colleagues due 2/5)

Required Readings/Videos

- Adichie, C.N. (2009) "The danger of a single story." *TED Talks*. Retrieved from https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story
- Au, W. (2012). Chapters 2-3. *Critical Curriculum Studies*. New York, NY: Routledge.

WEEK 4: February 6-12

Developing a Curricular Standpoint

DUE 2/10: Critical Reflection 3 (responses to colleagues due 2/12)

Required Readings/Videos

- Au, W. (2012). Chapters 4-6. *Critical Curriculum Studies*. New York, NY: Routledge.

CRITIQUING LEARNING CONTEXTS & CURRICULUM

WEEK 5: February 13-19

The Politics of Knowing

DUE 2/17: Critical Reflection 4 (responses to colleagues due 2/19)

DUE 2/19: Curriculum Project Part I: Prospectus

Required Readings/Videos

- Sleeter, C.E. (2012). "Confronting the marginalization of Culturally Responsive Pedagogy". *Urban Education*, 47(3), pp. 562-584.
- Kellner, D. (2013). The hidden curriculum of education. Retrieved from <https://youtu.be/afBF-ZQgVBs>

WEEK 6: February 20-26

The Case Method Approach

DUE 2/24: Critical Reflection 5 (responses to colleagues due 2/26)

Required Readings/Videos

- Gorski, P.C., Pothini, S.G. (2013). Chapter 1-2. *Case Studies on Diversity and Social Justice Education*. New York, NY: Routledge.
- Gorski & Pothini: Case Studies 3.2, 4.3, 4.4, 5.1, 6.2, 6.5, 7.1, 7.2, 8.2, 9.4

CLASSROOM & SCHOOL CULTURE

WEEK 7: February 27-March 5

Discipline and Engagement

DUE 3/3: Critical Reflection 6 (responses to colleagues due 3/5)

Required Readings/Videos

- Gorski & Pothini: Case Studies 3.3, 4.2, 5.2, 10.1

WEEK 8: March 6-12

School Culture

DUE 3/10: Critical Reflection 7 (responses to colleagues due 3/11)

Required Readings/Videos

- Gorski & Pothini: Case Studies 3.4, 4.1, 9.3, 11.5

WEEK 9: March 13-17

SPRING BREAK

PARENT AND COMMUNITY INVOLVEMENT

WEEK 10: March 20-26

It Takes a Village

DUE 3/10: Critical Reflection 7 (responses to colleagues due by midnight 3/11)

Required Readings/Videos

- Pacheco, M. (2012). Learning in/through everyday resistance: A cultural-historical perspective on community resources and curriculum. *Educational Researcher*, 41(4), pp. 121-132.
- Gorski & Pothini: Case Studies 5.5, 6.1, 11.1, 11.4, 11.5

IMPLICATIONS OF LEARNING CONTEXTS & CURRICULUM

WEEK 11: March 27-April 2

How do Laws/Policies affect Classrooms?

DUE 3/31: Critical Reflection 9 (responses to colleagues due 4/2)

Required Readings/Videos

- Ard, R.L. & Knaus, C.B. (2013) From colonization to R.E.S.P.E.C.T.: How federal education policy fails children and educators of color. *ECI Interdisciplinary Journal for Legal and Social Policy*, 3(1), Article 2. <http://ecipublications.org/ijlsp/vol3/iss1/2>
- Darling-Hammond, L. (2010). The Flat World and Education. *Chautauqua Institution*. Retrieved from http://library.fora.tv/2010/08/02/Linda_Darling-Hammond_The_Flat_World_and_Education

WEEK 12: April 3-9

DUE 4/7: Critical Reflection 10 (responses to colleagues due 4/9)

DUE 4/7: Community/School Board Presentation

Policies and Practices

Required Readings/Videos

- Gorski & Pothini: Case Studies 3.1, 8.1, 8.3, 9.1, 10.2, 11.2, 11.3

PROGRAMS AND POSSIBILITIES

WEEK 13: April 10-16

DUE 4/14: Critical Reflection 11 (responses to colleagues due 4/16)

What Gets Left Out

Required Readings/Videos

- Scoffham, S. and Barnes, J. (2011). Happiness matters: Towards a pedagogy of happiness and well-being. *The Curriculum Journal*, 22(4), pp. 535-548.
- Wesson, K. (2010). What everyone should know about the latest brain research. *ScienceMaster*

WEEK 14: April 17-23

DUE 4/21: Critical Reflection 12 (responses to colleagues due 4/23)

Getting with the Program

Required Readings/Videos

- Gorski & Pothini: Case Studies 5.4, 6.3, 9.2, 10.3

WEEK 15: April 24-30

DUE 4/28: Critical Reflection 13 (responses to colleagues due by 4/30)

DUE 4/30: Final Project Paper

What are Alternative Approaches?

Required Readings/Videos

- Bell, S. (2010). Project-based learning for the 21st Century: Skills for the future. *The Clearing House*, 83, pp. 39-43.
- Camp, E.M. & Oesterreich, H. (2010). Uncommon teaching in commonsense times. *Multicultural Education* 17(2), pp. 20-26.
- Metah, J. & Fine, S. (2013). Teaching differently...learning deeply: High Tech High follows a concept of project-based and technology-supported learning in San Diego that leads students to a differently kind of learning. *Phi Delta Kappan*, 94(2), pp. 31-36.
- Robinson, K. (2013). How to escape education's death valley. *TED Talks Education*. Retrieved from http://www.ted.com/talks/ken_robinson_how_to_escape_education_s_death_valley
- Sugata, M. (2013). Build a school in the Cloud. *TED2013*. Retrieved from http://www.ted.com/talks/sugata_mitra_build_a_school_in_the_cloud

MOVING FORWARD

WEEK 16: May 1-7

DUE 5/5: Critical Reflection 14 (responses to colleagues due 5/7)

Where do We go from Here?

Required Readings/Videos

- Ali-Khan, C. (2013). Challenging inexorability: A journey of critical optimism. In T.M. Kress and R. Lake (Eds.) *We saved the best for you: Letters of hope, imagination and wisdom for 21st century educators*. Rotterdam: Sense Publishers. Pp. 6-10.
- Bigelow, B. (2002). Defeating despair. *Rethinking Schools*, 16(3), pp. 1-4.
- Kress, T.M. (2013). Tilting at windmills: Hope as an ontological need when tilting the machine. In T.M. Kress and R. Lake (Eds.) *We saved the best for you: Letters of hope, imagination and wisdom for 21st century educators*. Rotterdam: Sense Publishers. Pp. 3-5.
- Shor, I. (2010). Afterword: The power not yet in power. In T.K. Chapman & N. Hobbel (Eds.) *Social Justice Pedagogy Across the Curriculum*. Pp. 309-312. NY: Routledge.

FINALS WEEK

WEEK 17: May 8-12

DUE 5/8: Final Project Presentation