Spring 2-1-2023

EDU 501.01: Curriculum Design, Implementation, and Evaluation

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Course Description:

This course will focus on the big ideas in curriculum. Teachers and leaders in education need to understand the bases of curriculum: its design, its use, and its evaluation. The study of the workings of curriculum in context allows educators to implement curriculum evaluation and change. Class participants will investigate a curriculum of individual interest, applying theory and hands-on learning in a collaborative learning environment. The program, philosophy, aims, structure, major learning outcomes, assessment, evaluation, and resources related to curriculum all contribute to developing teacher-leader professional knowledge so one can communicate better with peers, students, and the public.

Course Objectives:

Following this course, you should be able to:

1. understand the nature of content and how teachers fit content with
   a. purposes for schools,
   b. characteristics of students,
   c. learning theories,
   d. culture of the school and classes, and
   e. educational philosophy

   so that all these elements form a plan for conducting lessons and advising students;
2. explain how curricula units and lessons are combined with teaching strategies, classroom activities, and instructional materials to produce learning to meet needs of individual students;
3. evaluate the effectiveness of a curriculum and specific aspects of a curriculum.
4. analyze models of instruction in terms of learning theory, philosophy of education, and goals of instruction;
5. access resources, both leaders in the field and sources from the Internet and libraries;
6. identify local, regional, and national standards that effect curriculum design; and
7. participate effectively on school curriculum writing teams by analyzing curricula documents, underlying perspectives and implementation factors in using any curriculum materials.

Accommodations: Please let me know at the beginning of the semester if you need accommodations for learning in my classroom or through Disability Services for Students (DSS). I am happy to help facilitate these needs.

Course Text:
> Null, W. (2017). *Curriculum: From theory to practice,* (2nd ed.). Rowman & Littlefield h
> ttps://www.amazon.com/Curriculum-Theory-Practice-Wesley-Null/dp/1475821824/

Teaching-Learning Strategies and Instructional Methods:
This course is not a lecture class, but rather engages learners in small group work as well as large group work. Ongoing weekly participation is essential to the flow of learning; your comments, your suggested readings, and your analysis of the text including disagreements with the author and/or instructor are encouraged. It is through a critical analysis of information that we grow and learn, rather than just collecting more data/facts to know.

The following practices will be modeled by faculty and students and are expected practices by members of the class:
1. reading and responding to experts in the field as well as innovative and visionary thinkers;
2. researching and writing about curriculum;
3. spirited discussion based on extensive reading and investigations outside class;
4. individual, small group, and large group interactions;
5. cooperative learning activities;
6. written responses to assignments;
7. hands-on applications of theories and other information to specific curricula materials; and
8. inquiry and other teaching techniques that promote thinking and learning.

A Definition of Community (excerpt from UM Student Teaching Handbook, 2013)
It is part of the human condition that we strive simultaneously to be self-sufficient individuals and respected members of larger social communities. Although we value personal autonomy, we are ultimately social creatures who need each other not only for companionship but also to bring meaningfulness and purpose to our lives. According to Berman (1990), the definition of community is "*a group of people who acknowledge their interconnectedness, have a sense of common purpose, respect their differences, share in group decision-making as well as in responsibility for the actions of the group, and support each other's growth*" (p. 11). It is by belonging to such communities that many of our needs as humans are satisfied.

A learning community is a special kind of community that is sometimes created in the classroom or in an educational institution as a whole. It comes into being when everyone involved in the learning process shares a common purpose and commitment to learning. A growing body of research now supports the view that learning occurs best in communities. Because the concept of "learning community" has been used in many different contexts, it must be given a clear and precise meaning before it can be of value as a unifying theme. For our purposes, then, a learning community is one characterized by the following elements:

Integration of Ideas
Members of a learning community look beyond the traditionally segmented curriculum and think about the interrelationships among ideas. They work with a variety of fields of study and search for unifying themes that cross disciplinary lines. There is an emphasis on ideas that either explain realities or help deal with real problems.

Cooperative Endeavors
In a learning community there is a commitment to engage students cognitively, emotionally, and psychologically in constructing knowledge that is active and personally meaningful. Knowing and learning are viewed as communal acts, and members are encouraged to assist each other to learn and grow. In the process a cohesiveness is created among members of the community that encourages a sense of personal responsibility and commitment to their group and its goals.

Respect for Diversity and Individual Worth
A learning community embraces diversity with respect to ideas, abilities, viewpoints, ages, learning styles, and cultural backgrounds. Diversity is valued and the inherent worth of each individual is respected. The ethics of

caring and mutual respect are viewed as essential for creating supportive learning environments that enhance each member's self-esteem and foster risk-taking, creative conflict, and excellence.

A university provides an excellent example of the principle that learning occurs best in communities. When people gather purposefully to transmit knowledge and share ideas, a synergy is created that can result in learning of the highest order. Teachers and learners assume many roles, often shared, often overlapping, always interdependent. They respect each other in those roles. The community of learners is aware of the uniqueness of each other's background, and values this uniqueness as it contributes to the diversity of the whole. Ideas, too, are valued for their diversity as well as for their correspondence to current teachings and opinions. People delight in their opportunities to pursue and construct knowledge actively and cooperatively, regardless of age, academic status, cultural heritage, or interest. They discover together the connections among discrete subject areas and among people, ultimately coming to understand and value the importance of lifelong learning for full citizenship in a global society.

In all programs at both the basic and advanced levels, the teacher education community at The University of Montana prepares school personnel for elementary, middle and secondary school settings. Within the context of the learning community and embracing the emphases of integration of ideas, cooperative endeavors, and respect for diversity and individual worth, it is our goal to prepare teachers and school services personnel who demonstrate:

1. competence in their subject matter and an understanding of the interrelatedness of knowledge;
2. intellectual skills that lead to reflection, creativity, and risk-taking in their professional lives;
3. a sense of self-worth and a respect for the uniqueness and dignity of others;
4. communication skills in a variety of types of expression;
5. a spirit of cooperation and the ability to problem solve as citizens in a democratic society; and
6. a lifelong love of learning.

Goals for Learning in Community: Basic Programs

In its undergraduate programs, the teaching education community at The University of Montana prepares candidates to teach in elementary, middle, and secondary school settings. In most schools, academic information continues to be the most valuable medium of exchange. That is, teachers are increasingly held accountable for their students' mastery of a discrete body of information. However, teachers whose careers will span the next thirty or forty years will live and work in the emerging post-industrial information age, characterized by rapid and unprecedented economic, political, and technological change. Shifts in national and world demographics already dictate pressing needs for awareness of diverse cultures and global inter-dependencies that are environmental, social, and economic. If we think it is important that our young people become active and responsible citizen-participants in the world of the next century, we must prepare teachers accordingly. We must recruit and cultivate talented individuals of high intelligence, who possess the skills and personality conducive to effective teaching, and have themselves developed a love of learning. We are committed to help prepare such educators.

Toward this end, the faculty of the University of Montana believes that an educational orientation is insufficient and outmoded if it is teacher-dominated, centered on discrete definitions of content, and directed primarily toward passive students learning in isolation. Therefore, we advocate shared inquiry, believing that the purpose of schooling must be the development of students who are increasingly able and willing to use information as a means for thinking and learning independently and cooperatively throughout their lifetimes, and who understand the importance of enhancing the self-worth and dignity of each member of the community. (UM Elementary and Secondary Student Teaching Handbook, 2013, pp. 5-7)

Grading Scale

A = 93 ≤ x ≤ 100	A- = 90≤ x < 93	B+ = 87 ≤ x < 90
B = 83 ≤ x < 87	B- = 80 ≤ x < 83	C+ = 77 ≤ x < 80
C = 73≤ x < 77	C- = 70 ≤ x < 73	D = 60 ≤ x < 70
F = < 60		

Assignments All assignments are listed below. Additional details may be found on Moodle. When you post online: PLEASE label your assignments in the following manner: Lastname.Firstname.assignmentname.PDF. If they are not labeled appropriately, it makes it

difficult for me as the grader. Also, PLEASE get to know the APA format. Use this link <u>APA reference</u> whenever you are citing within a document or at the end under References.

I. Complete Inventory (5 points and will assist you in other assignments)
II. Personal Curriculum Bio **(**5 points)
With this task, we'll learn who we are and where we've come from by reading these, and that should help as we work in groups this term. Please include the following in a post to the designated discussion:

  *Name with picture of you or who you would like to be
  *School(s) you teach in, or licensure area you are working on, length of time having taught or spent preparing to teach
  *Subjects/levels you've taught over the years, i.e., curriculum (if never taught before, identify the courses you are hoping to teach),
  *An interesting fact or highlight of yourself, and
  *Your understanding of the difference between curriculum and education based on the introduction in the Null text and your personal experiences

III. Discussions/Participation (20 points)
Throughout the term, we have class discussions or forums (DF) in which we will participate. Topics posted in moodle. Reading the topic ahead of time will help prepare you for class discussions.
        DF #1 Glossary Comments
        DF #2 Questions from text
        DF #3 Questions from text
        DF #4 Respond to one other curriculum theorist post
        DF #5 IEFA and multi-cultural classroom
IV. Glossary of Websites or Webliography (5 points)
 Choose one curriculum focused web site to review and post to the Glossary in Moodle. Please post at least ONE comment on a NEW to you site! Mine, stated below, are posted in Moodle.

Shared by:	Website URL	Annotation
Georgia Cobbs	<u>www.edutopia.org/</u>	Dedicated to transforming K-12 education so that all students can acquire and effectively apply the knowledge, attitudes, and skills necessary to thrive in their studies, careers, and adult lives. Founded by innovative and award-winning filmmaker George Lucas in 1991.
Georgia Cobbs	<u>http://www.teachingforchange.org/</u>	By drawing direct connections to real world issues, Teaching for Change encourages teachers and students to question and re-think the world inside and outside their classrooms, build a more equitable, multicultural society, and become active global citizens.

V. Dewey Profile (5 points) Who was John Dewey? You will collect a variety of resources to create a 1 to 2-page profile of Dewey's theory of curriculum. There are two main goals to the assignment: 1) practice collecting and citing diverse sources and 2) giving you practice synthesizing information. These will help you both with assignments in this class and down the line in your programs. The sources should be scholarly in nature (see https://scholar.google.com/

VI. Personal Perspective on Foundations (5 points) With this assignment, you will consider the curriculum "commonplaces" and curriculum map (offered by Null p.34 in the text) and think through the lens of your own experiences. These two elements will form the backbone of our curriculum discussions throughout much of the course. It is critical that you feel comfortable discussing them and that you can bring in examples as appropriate when discussing them. Giving you a chance to consider them from your own experiences and initial beliefs is where we start our discussions.

VII. Curriculum Theorists to Know Report (10 points) Prepare a report on one of the theorists listed in Moodle using Google Docs and/or other multimedia format. Your report can be a combination of a word-processed document, a presentation, images, and videos from the Internet. Publish to the web from the File menu withing Google Docs. (https://www.google.com/docs/) Open the Discussion Forum, "Curriculum Theorists to Know" and claim your choice; first come, first serve. However, you should choose someone you are not 100% familiar with so you are actually learning to research via the internet and come up with a report that shares information from which we all can learn. Two necessary components: 1. Include at least the ideology (Schiro)/philosophy(Null) to which this person aligns. 2. Take a stand on whether or not you could or do incorporate these practices in your teaching. Other information you include will inform the readers, your classmates, as to what we need to know about your educational theorist.

VIII. Curriculum Research Essay (15 points) Write an essay on an educational issue related to curriculum design, implementation, or evaluation. You can go most any direction so long as there is a curriculum lens. If you have an idea for a topic and are unsure if it works, just contact me. This topic list is meant to get you started, but is certainly not an exhaustive list: multicultural education, gifted education, influence of families on curriculum, creativity and education, schools of choice, magnet schools, charter schools, equity, non-graded (multi-age) schools, inclusion, special education and Title I, home schooling, technology (distance learning), time (year-round schools, pre-after school programs), influence of special interest groups (religious, language, etc.), National Board for Professional Teaching Standards (NBPTS), alternative accreditation, service learning, youth citizenship, character/moral education, school-to- work, Smarter Balanced, Common Core State Standards, assessment, school violence, safe schools, standards, grade configuration, urban education vs. rural education, national curriculum, definition of literacy and numeracy, access to education. It should be approximately 1000-1500 words in length and follow APA style. You should cite at least 7-10 sources in-text and in a reference list. APA formatting and use of appropriate references will be included as part of the grade. The sources should be scholarly in nature (see https://scholar.google.com/ .

IX. Curriculum Ideologies and Analysis (20 points) This task is based around the curriculum ideologies developed by Schiro and how these ideologies influence what curriculum looks like. First, you will use the completed inventory that help identify the curriculum ideology most/least aligned to you and reflect on the sense of accuracy of the inventory in identifying

your preferences. With those in mind, the second part of the project will have you analyze curriculum developed with these ideologies. You will be required to identify elements (template provided) in the curriculum which suggest alignment with each ideology as well as comment on addition aspects of the curriculum.

X. Final Exam (10 points) Details about the content of the Final Exam will be posted on Moodle at the beginning of finals week. You will be allowed until 12am on 10 days before it is due, to make your submission of chosen questions. The task will involve choosing among two parts. Both are intended as practical applications of the course content to your future careers and both involve a certain amount of choice by you to allow you to put your best foot forward. For each you will prepare a one-hour written response. As this class is online, you are on your honor to write for a total of two hours, one hour per question. Upload your exam as one file with your lastnamefinal.pdf (e.g., cobbsfinal.pdf) to arrive before midnight on Monday 2 May.

Summary Table of Readings, Assignments, and Due Dates

Week	Dates	Readings	Assignments
1	January 17 Martin Luther King Day No class!	What and Why of Curriculum (Intro, pp 1-11)	Curriculum Inventory & Personal Curric-Bio Post both in Moodle: We will share both on Jan 24
2	January 24	Liberal Education & Curriculum (Ch 1, pp 15-26)	Webliography; We will share/discuss sites DF # 1 Comments on sites
3	January 31	Commonplaces and a Map of Curriculum (Ch 1, pp 26-36)	Dewey Profile Choose your curriculum theorists
4	February 7	Ch 2 Systematic Curriculum	We will discuss Personal Perspectives on Foundations
5	February 14	Ch 3 Existentialist Curricula	Curriculum Theorists to Know Report
6	February 21 NO Class	President's Day	Curriculum Research Essay Share on Feb 28
7	February 28	Ch 4 Radical Curriculum	Share Curriculum Research Essay DF #2 Existentialist & Radical
8	March 7	Ch 5 Pragmatic Curricula	DF #3 Responses to Curriculum Theorists
9	March 14	Ch 6 Deliberative Curricula	DF #4 IEFA and multi-cultural education
10	March 21-25	Spring Break	– No Assignment
11	March 28	Ch 7 State Standards IEFA website	IEFA Essential Understandings and Banks (both in moodle);
12	April 4 Mike Jetty (OPI)	Posner (2004) chapter	Have questions for Mike Jetty
13	April 11	Choose articles for your Debate	DF #5 Debate TBD
13	April 18	Choose articles to prep for your Project	Work on Curriculum Project Send exam choices to Dr. Cobbs
14	April 25	Readings for Project	Share out projects; Curriculum Project due
15	May 2	Readings for your final	Prep for final
	May 9	Readings for your final	Final due Monday May 9

Expectations: University of Montana *Student Conduct Code*: *All students need to be familiar wit the Student Conduct Code. The Code is available for review online HERE*

Please be aware of the expectations for academic student conduct. If you have any questions related to this code, please ask.

Campus Safety and Emergency Procedures
Campus safety is of the utmost importance at the University of Montana and the Phyllis J. Washington College of Education and Human Sciences. *Emergencies are rare*, but if one should arise during class, everyone will need to work together. Be aware of your surroundings and familiar with some basic safety and security concepts. Emergency procedures will be discussed during the first class of each semester or session. Above all, remember to dial 911 to report all emergencies.

Emergency procedures are posted in every classroom. Should a building evacuation become necessary, know the evacuation route, the location of the nearest fire extinguisher and the location of the nearest area of refuge. (Areas of refuge are located at the elevator doors on the second and third floors.) Please notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency situation.

UM's emergency notification system notifies the campus community of emergencies by sending subscribers a text or email. Sign up for notifications through Cyberbear.

For further information., see Emergency page HERE. Please report suspicious activity by calling 911 or (406) 243-4000. You may elect to remain anonymous when making a report. Active shooter preparedness requires that we develop a survival mindset. UM recommends the "Run, Lock, Fight" response for an active shooter incident.

RUN: -Quickly assess your situation.
  · Leave your belongings behind.
  · Keep your hands visible for law enforcement.

HIDE. -Hide in an area out of the shooter's view.
  · Block entry to your hiding place and lock the doors. · Silence your cell phone and/or pager.

FIGHT. -As a last resort and only when your life is in imminent danger. Attempt to incapacitate the shooter.
  · Act with physical aggression and throw items at the active shooter.

Finally, stay current with campus safety information by following UM's Police Department on Twitter @UMPublicSafety.