

University of
Lethbridge



Faculty of Education

EDUCATION 5200OL
CURRICULUM STUDIES AND
CLASSROOM PRACTICE

Fall 2020: September 9 – December 13, 2020
Online Delivery

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Please feel free to call, email, or text me if you have any questions, or would like to make an appointment to call or meet via Zoom.

The course will be administered through Moodle. All relevant resources will be provided there: <https://moodle.uleth.ca>

CALENDAR DESCRIPTION

This course is an examination of the relationship between curriculum studies and practices in a variety of educational settings.

COURSE DESCRIPTION

Curriculum often refers to a course of study. Since the late nineteenth century, it has been linked with the development, administration, and implementation of prescribed and planned courses and programs within educational institutions. More recently, the focus of curriculum studies as an academic field of study has shifted away from an instrumentalist approach to an *inquiry* conceptualization of curriculum, incorporating questions such as: How do we decide what knowledge is of most worth? How do social, cultural, historical, political, and economic forces influence curriculum change? Can changes in curriculum direct social change? How do students and teachers together negotiate the lived curriculum of the classroom? These kinds of questions invite us to engage creatively with issues of curriculum as a complex and often difficult lived experience. At this time of fevered curriculum discussion, it is more crucial than ever that educational leaders are able to ask critical questions about the purpose and nature of official curriculum, and bring sophisticated, nuanced thinking to curricular issues.

ED 5200 explores scholarly understandings of curriculum, their theoretical foundations and their implications for classroom practice. It examines the tensions and debates that have characterized the field of curriculum studies, and curriculum development. Its aim is to explore curriculum reforms and provide educators with the understandings and skills to engage with and lead those reforms critically and constructively. It is framed around the overarching question:

What is a high-quality curriculum?

INTENDED LEARNING OUTCOMES

Upon completion of this course, it is expected that participants will be able to:

- 1: Articulate and defend their own vision of a high-quality curriculum.
- 2: Demonstrate a sophisticated understanding of curriculum theories and their implications for pedagogy.
- 2: Demonstrate an applied understanding of curriculum theories within their professional contexts.
- 3: Identify ways in which curriculum theories guide and challenge contemporary curriculum discourses, policies and practices.
- 4: Analyze and assess the reasoning of current scholarly and professional writing about curriculum.
- 5: Demonstrate effective communication through proficient academic and professional writing, in a variety of traditional and on-line formats.

ALBERTA'S LEADERSHIP QUALITY STANDARD

By fostering a deep and critical understanding of foundational curriculum theories, and of current curriculum reform initiatives, ED 5200 attends to the following competencies of the Leadership Quality Standard:

- (1) Building positive working relationships while modeling and promoting open, collaborative dialogue with professional peers;
- (2) Engaging in professional learning and ongoing critical reflection by seeking, critically reviewing and applying educational research to inform effective practice, and by building a shared understanding of current trends and priorities in the Education system;
- (3) Gaining foundational knowledge about FNMI peoples and considering the implications of applying this knowledge to curriculum theory and practice;
- (4) Providing instructional leadership by demonstrating a strong understanding of effective pedagogy and curriculum.

REQUIRED READING

All readings/resources will be posted on Moodle.

STUDENT CONDUCT

I am obliged to remind you that all participants in this course are subject to the Student Discipline policies for [academic](#) and [nonacademic](#) offences in accordance with Section 4 of Academic Regulations, Policies and Program Requirements in the [Graduate Calendar, 2020-21](#).

PROFESSIONAL CONDUCT

As graduate students in the Faculty of Education at the University of Lethbridge, please note that you are subject to the [Standards of Professional Conduct specific to the M.Ed \(Leadership\) program](#). Members of the Alberta Teachers Association are also expected to abide by its [Code of Professional Conduct](#).

PRIVACY AND CONFIDENTIALITY

Although we place a heavy emphasis in this course on your own school settings and professional practices, it is imperative that we maintain professional standards in our discussions, and respect the confidentiality of our colleagues. The information your classmates and course instructor disclose to you should not be discussed with anyone outside the course, now or in the future, unless the author of the information has stated otherwise. Consistent with expectations of privacy, the (optional) Zoom sessions will not be recorded.

ACADEMIC ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

If you are a student requiring academic accommodations to complete the required activities and/or assignments, please follow the procedures outlined in the [University Calendar](#). You are encouraged to contact the Accommodated Learning Centre for guidance and assistance.

ASSESSMENT

Please refer to the assignment sheets (under Course Information on our Moodle site) for detailed information about each assessment.

Thoughtbook 30%

In order for you to map your thinking about the course focus question, reflect on modules and course readings, and demonstrate how your thinking has grown or changed, you will keep a **Thoughtbook** throughout the term. This will allow you to record questions and insights that come out of your reading, make connections to your professional practice, and provide an outlet for your emerging ideas and understandings. This is an integral part of your learning for this term. At the end of the semester, you will complete and submit a **Final Reflection** (of about 2000 words) on your learning based on your review of your Thoughtbook entries.

DUE: The Thoughtbook and the Final Reflection are due by 11:59 pm, Sunday, December 13.

Curriculum Artifact Analysis 25%

Select a curriculum artifact and write an analysis (of around 1500 words) that explains its connection to one of the curriculum theories examined in the course (Essentialism, Perennialism, Progressivism, Social Reconstructionism). The analysis should clearly address how (or in what ways) the artifact embodies the selected curriculum theory (or perhaps theories).

DUE: by 11:59 pm, Sunday, October 11.

Article Review 25%

Analyze and assess the reasoning of a scholarly or professional article related to competency-based curriculum. (Options will be provided for you). Your review should clearly indicate to what extent the author has made a convincing argument.

DUE: by 11:59 pm, Sunday, November 6.

Response to Readings 20%

Write a critical response to one of the curriculum frameworks presented in the module.

DUE: by 11:59 pm, Sunday, November 29

Your writing should meet the expectations of a graduate level program, including abiding by the APA Publication Manual (7th edition) when required. Writing must demonstrate appropriate standards of written communication; grammatical errors, lack of clarity, poor structure or organization are not acceptable.

Please note assignment deadlines. If you anticipate having difficulty meeting established assignment deadlines, please contact the instructor well in advance in order to discuss if reasonable accommodations can be made.

TENTATIVE COURSE SCHEDULE: September 9 to December 13, 2020

Sept. 9 – 13: Introductions

Please post your introduction to the discussion forum by 11:59 pm, Sunday, Sept. 13.

Sept. 14 – 20: What is Curriculum?

There will be an *optional Zoom session at 10 am on Saturday, Sept. 19* to review course information, and assignment expectations.

Sept. 21 – Oct. 11: What are the theories of education that inform curriculum?

Sept. 21 – 27: Essentialism and Perennialism
Sept. 28 – Oct. 11: Progressivism and Social Reconstructionism

There will be an **optional Zoom session at 7 pm on Monday, Oct. 5** to review the theories and assignment expectations.

Curriculum Artifact Analysis is due by 11:59 pm, Sunday, Oct. 11.

Oct. 12 – Nov. 8: What theories and social trends inform the movement toward competency-based curriculum frameworks?

Oct. 12 – 18: Learning theories
Oct. 19 – 26: Neoliberalism, technology and 21st century learning
Oct. 27 – Nov. 8: Competency-based curriculum and its critics

There will be an **optional Zoom session at 7 pm on Wednesday, Oct. 28** to review the content of the module, and assignment expectations.

Article Review is due by 11:59 pm, Sunday, Nov. 8.

Nov. 9 – Dec. 6: What kind of curriculum can facilitate students' deep understandings, and do justice to diverse ways of knowing?

There will be an **optional Zoom session at 7 pm on Tuesday, Nov. 24** to review the content of the module, and assignment expectations.

Response to Readings is due by 11:59 pm, Sunday, Nov. 29.

THOUGHTBOOK AND FINAL REFLECTION ARE DUE BY 11:59 PM, SUNDAY, DEC. 13

GRADES

The Faculty of Education has a standardized grading schedule for graduate courses if numeric grades are assigned. This is shown below. **In this course, assignments will be assessed using letter grades that reflect the level of achievement.** The final letter grade will be determined by weighting assignment grades as indicated in this outline.

Numeric Value	Letter Grade	Grade Point
97 – 100	A+	4.00
93 – 96	A	4.00
90 – 92	A-	3.70
87 – 89	B+	3.30
83 – 86	B	3.00
80 – 82	B-	2.70
Note: Any course with a grade of less than B- cannot be considered for credit in the M.Ed. program.		
77 – 79	C+	2.30
73 – 76	C	2.00

70 – 72	C-	1.70
67 – 69	D+	1.30
63 – 66	D	1.00
<63	F	0.00
