University of Montana

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EDU 501.50: Curriculum Design,. Implementation, & 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 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
   https://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 (Taken 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;
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. (Elementary & Secondary Student Teaching Handbook, 2013, pp. 5-7)

Grading Scale $A = 93 \leq x \leq 100$ $A\text{-} = 90 \leq x < 93$
  $B+ = 87 \leq x < 90$ $B = 83 \leq x < 87$ $B\text{-} = 80 \leq x < 83$
  $C+ = 77 \leq x < 80$ $C = 73 \leq x < 77$ $C\text{-} = 70 \leq x < 73$
  $D = 60 \leq x < 70$ $F = < 60$

Personal Curriculum Bio (5%)

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 small groups as well as large groups throughout the coming weeks. 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

Dewey Profile (5%)

Here, you will collect a variety of resources to create a 1 to 2-page profile of John 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. Further details about the assignment will be posted on Moodle.

Personal Perspective on Foundations (5%)

With this assignment, you will consider the curriculum "commonplaces" and curriculum map offered by Null in the text through the lens of your own experiences. These two elements will form the backbone of our curriculum discussions throughout most 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. Further details about the assignment will be posted on Moodle.

Discussion Forums (30%)

Throughout the term, we will have _six_ discussion forums (DF) in which you will participate. These are noted on the syllabus. The Null text includes discussion questions at the end of each chapter. These will drive discussion. My intent is to replicate the sort of discussion we would have in a live class. Individuals (sometimes pairs) will be assigned to make an initial response to each question associated with the given chapter. I will post a list on Moodle of who is to make the initial response to each question so you can read with your question specifically in mind. Initial responses will be due on the THURSDAY 6pm of each DF week. Following these initial posts, you will _meaningfully respond to two_ of the initial responses via the DF. The goal here is interacting with your peers in a way similar to how we would do it live. I will take part in this these discussions as well and look forward to lively exchanges and stretching your thinking. Feel free to challenge me as I will certainly try to challenge you.

Curriculum Theorists Mapping (10%)

Having discussed many theorists and five curricular traditions at some length, I expect that you will have the ability to characterize the beliefs of a theorist from their writings and biographies. Furthermore, I think that you ought to be to place them on Null's curriculum map based on your findings. In this assignment, working with your assigned group, you will place a series of theorists (not discussed in the text) onto the map. You will be required to provide evidence/justification for your placement of each theorist. Groups will be posted on Moodle as well further instructions about the assignment.

Personal Curriculum Theory Mapping (10%)

In this task, you will write a 1000 to 1500-word essay explaining where you would place yourself on Null's curriculum map. In doing so, you should include comparisons of your own views to at least 5 theorists discussed in the text or in the previous group project. Importantly, the goal is not for you to espouse a particular view of curriculum. Instead you should view it as an opportunity to clearly demonstrate your broader understanding of curriculum theories and core elements of curriculum. Further details about the assignment will be posted on Moodle.

Curriculum Research Essay (10%)

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 this 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/PARCC, 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 ten sources in-text and in a reference list. The 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/). Further information will be posted on Moodle.

Curriculum Ideologies and Analysis (15%)

This task is based around the curriculum ideologies developed by Shiro and how these ideologies influence what curriculum looks like. First, you will complete an inventory meant to 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 in the curriculum which suggest alignment with each ideology as well as comment on addition aspects of the curriculum. The requirements of the project will be detailed further on Moodle.

Final Exam (10%)
Details about the content of the Final Exam will be posted on Moodle at the beginning of finals week. You will be allowed until 6pm on Friday, April 30 to make your submissions. The task will involve two parts. Both are intended as practical applications of the course content to your future careers and both involved a certain amount of choice on by you to allow you to put your best foot forward. For each you will prepare a prepare a one-hour written response. As this class is online, you are on your honor to write for one hour.

Summary Table of Readings, Assignments, and Due Dates

Week	Week of	New Readings	Assignments (Due Date)
1	Jan 11-17	What and Why of Curriculum (Intro, pp 1-11)	Personal Curriculum Bio (Jan 17)
2	Jan 18-24	Liberal Education and Curriculum (Ch 1, pp 15-26)	Dewey Profile (Jan 24)
3	Jan 25-31	Commonplaces and a Map of Curriculum (Ch 1, pp 26-36)	Personal Perspectives on Foundations (Jan 31)
4	Feb 1-7	Systematic Curriculum (Ch 2)	Discussion Forum (Feb 4, Feb 7)
5	Feb 8-14	Existentialist Curriculum (Ch 3)	Discussion Forum (Feb 11, Feb 14)
6	Feb 15-21	Radical Curriculum (Ch 4)	Discussion Forum (Feb 18, Feb 21)
7	Feb 22-28	Pragmatic Curriculum (Ch 5)	Discussion Forum (Feb 25, Feb 28)
8	Mar 1-7	Deliberative Curriculum (Ch 6)	Discussion Forum (March 4, March 7)
9	Mar 8-14	State Standards (Ch 7)	Discussion Forum (March 11, March 14)
10	Mar 15-21		Curriculum Theorist Mapping (March 21)
11	Mar 22-28		Personal Curriculum View (March 28)
12	Mar 29 – Apr 4		Research Essay (April 11)
13	Apr 5-11		Research Essay (April 11)
14	Apr 12-18	Curriculum Ideologies (Schiro)	Curriculum Ideologies and Analysis (April 25)
15	Apr 19-25	Curriculum Ideologies (Schiro)	Curriculum Ideologies and Analysis (April 25)
Finals	Apr 26-30		Final Exam (April 30)

Expectations: The University of Montana *Student Conduct Code*: *All students need to be familiar wit the Student Conduct Code. The Code is available for review online at* http://www.umt.edu/student-affairs/community-standards/Student%20Conduct%20Code%20%20FINAL%20-%208-24-18.pdf. 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 : Click it or see last page of the syllabus and watch this 5 min video.

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.

Please report suspicious activity by calling 911 or (406) 243-4000. An online form is also available. 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.