

EDUC 623 Developing Educational Programs *Trinity Western University (Summer 2010; 3 sem. hrs.)*

Instructor: Mr. Robert Koole Email: koole@twu.ca
Dates: July 5-16, 2010 (8:30 – 12:30)
Location: Trinity Western University, Langley, BC
Office Hours: Every afternoon
Prerequisites: Bachelor's degree in education and teaching certificate

COURSE DESCRIPTION

This course reviews the foundations and practices of curriculum and educational program development for classrooms, schools and school systems. We will consider the underlying assumptions and effects of alternative approaches to curriculum and programs. We will explore how worldviews shape curriculum theory and analyze how they affect curriculum development. We will also examine contemporary issues and research problems related to curriculum change and development. Participants will develop a framework and criteria for developing curriculum and educational programs based on a Christian worldview.

COURSE OUTCOMES

This course is designed so that you will:

1. consider how curriculum decisions are based on foundational issues and perspectives;
2. analyze and critique major curriculum orientations and explore their implications for teaching and learning
3. determine curriculum aims and the values embedded in a curriculum;
4. investigate avenues to develop a Biblical worldview for curriculum;
5. design and develop a classroom project or initiative applicable to the participant's own setting;
6. examine the factors influencing curriculum planning, implementation, evaluation and change;
7. examine and evaluate government curriculum requirements and resources;
8. develop strategies for managing the components of curriculum (aims, outcomes, organization, pedagogy, resource selection, assessment and evaluation, special needs, etc.);
9. explore and implement school mission-based curriculum plans.

COURSE MATERIALS

Required Texts:

1. Van Brummelen, H. 2002. *Steppingstones to curriculum: a Biblical path*. Second Edition. Colorado Springs, CO.: Purposeful Design, ACSI.
2. Jacobs, H.H. ed. 2010. *Curriculum 21: Essential Education for a Changing World*. Alexandria, VA.: ASCD
3. Resource articles posted on course website.

COURSE TOPICS and TENTATIVE SCHEDULE

| Date | Topic | Pre-reading | What's Due |
|--|---|--|---|
| MON JULY 5 | What are our questions about curriculum? What is curriculum? What and who shapes curriculum direction? What are some of the current issues? | <ul style="list-style-type: none"> ▪ Steppingstones Ch1 ▪ Jacobs Ch 1 ▪ "How do we think about curriculum?" | |
| TUES JULY 6 | What beliefs and values shape curriculum? On what basis do people make decisions about curriculum? | <ul style="list-style-type: none"> ▪ Steppingstones Ch 2 ▪ Jacobs Ch 2 ▪ Excerpt from "Teaching redemptively" | Journal # 1 draft copy for Learning Op # 1 |
| WED JULY 7 | How do people come to know? What forces and factors shape curriculum? | <ul style="list-style-type: none"> ▪ Steppingstones Ch 3 & 4 p.75-85 ▪ Articles by P. Palmer | Journal # 2 Learning Op # 1 |
| THURS JULY 8 | What does it mean 'to develop curriculum'? How can curriculum foster learning and develop understanding? | <ul style="list-style-type: none"> ▪ Steppingstones Ch 5,6,7 ▪ "Six facets of understanding" ▪ Jacobs Ch 7 | Journal # 3 |
| FRI JULY 9 | What is the relationship between curriculum, pedagogy, and assessment? What does differentiated curriculum look like? | Readings | Journal # 4 |
| MON JULY 12 | How should curriculum be organized? What integrative possibilities exist in school curriculum? | <ul style="list-style-type: none"> ▪ Steppingstones Ch. 4 p.86-103 ▪ "Planning for learning" ▪ Jacobs Ch 4 | Journal # 5 |
| TUES JULY 13 | Why do we have the school subjects we have? What are their significant features? | <ul style="list-style-type: none"> ▪ Steppingstones Ch 8 ▪ Jacobs Ch 3, 5, 6, 8, 9 | Learning Op # 4 |
| WED JULY 14 | What if schools were organized as professional learning communities? | <ul style="list-style-type: none"> ▪ Steppingstones Ch 9 ▪ Jacobs Ch 10, 11, 12 | Learning Op # 3 draft copy |
| THURS JULY 15 | Sharing and Critiquing Projects | | |
| FRI JULY 16 | Concluding assessment | <ul style="list-style-type: none"> ▪ Jacobs Ch 13 | Learning Op # 5 |
| Wednesday July 21 Final Due Date for Major Project | | | |

LEARNING OPPORTUNITIES

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| 1. Personal perspective statement for curriculum | 10% |
| 2. Reflection Journals | 15% |
| 3. Group Research and Presentation | 15% |
| 4. Curriculum Project | 40% |
| 5. Concluding Assessment | 20% |

Learning Opportunity # 1 Personal Perspective/Platform for Curriculum

Curriculum grows out of our view of life. Our assumptions about the nature of human beings, about knowledge, and about what is of value form a framework that guides our views about the purpose of schooling, the worth of knowledge, and about curriculum design and planning.

Prepare a 500 word statement that outlines and explains your personal perspective/platform for curriculum. The statement should address questions such as:

- who is man/woman? why does he/she exist? what is his/her relationship to his/her environment and culture?
- what is knowledge? how do human beings come to know? how do human beings learn?
- what is truth? what is worth knowing? ... and learning?
- what should students learn? what should schools teach?

Learning Opportunity # 2 Reflections Journal

Write a journal entry for each day of the first week of the course.

A reflections journal is a notebook or folder in which you record your personal reactions to, questions about, and reflections on:

- what you read, write, observe, listen to, discuss, develop, create, do, and think;
- how you actually go about reading, writing, listening, discussing, and thinking;
- why you do what you do, think what you think, believe what you believe about teaching and learning.

Learning Opportunity # 3 Curriculum Unit or Curriculum Project

Curriculum Unit

Design and develop an integrative unit for children/students that you will be teaching next year or hope to teach in the future.

- Select a topic/theme/issue. (Identify level and context)
- Develop a one page outline-diagram or web chart
- Write a thematic statement and formulate guiding questions
- Design student assessment and evaluation
- Develop five - ten learning outcomes
- Design learning activities
(Outline the learning activities that will be included in the unit and develop 4 in more detail)
- Plan an approximate time schedule
- Identify the learning resources

Journal: As you develop the unit, occasionally write out some of your reflections about the process.

Develop the project in the context of your personal platform, school mission statement, and course dialogue. (See also *Steppingstones* Chapter 7 “Planning Classroom Units”)

Curriculum Project

If you wish to do curriculum project (instead of a unit) develop an alternative proposal and discuss it with the instructor. Many of the sub-headings of unit development noted above also apply to staff development plans, educational programs and/or a course outline. If you choose to do a project, please prepare a one-page proposal to discuss with the instructor.

Learning Opportunity # 4 Group Research and Presentation (choose A or B) (pairs or triads)

A. Research a Subject Discipline

Research in some depth one of the school subject disciplines.

- Identify what you consider to be crucial issues in this field today.
- Outline the central ideas of a Biblical worldview for this area of study.
- Research what one other curriculum text considers to be the central ideas for this area of study.
- Compare and contrast # 2 and # 3.
- Build a case for what you consider to be enduring understandings about what students should experience, know, and be able to do in this field.

B. Research a Curriculum Topic

Research in some depth a topic such as one of the following:

- Research multiple sources to identify and explain the central components of the topic.
- Outline several principles of a Biblical worldview for this topic.
- Build a case for the potential value of this topic for enhancing student learning
- Explain the significance for, and impact on, your curriculum.

(potential topics: differentiating instruction; understanding by design, 21st century skills, digital learning, multiple intelligences, problem-based learning, curriculum integration, multi-cultural education, etc.)

Learning Opportunity # 5 Concluding Assessment

Recommended Resources

(bring several with you)

- Graham, D. L., 2003. *Teaching redemptively: bringing grace and truth into your classroom*. Colorado Springs, CO: Purposeful Design, ACSI.
- Greene, A. E., 1998. *Reclaiming the future of Christian education: a transforming vision*. Colorado Springs, CO: Association of Christian Schools International.
- Jacobs, H. H., ed., 2004. *Getting results with curriculum mapping*. Alexandria, VA: ASCD.
- Jacobs, H. H., 1997. *Mapping the big picture: integrating curriculum and assessment K-12*. Alexandria, VA: ASCD.
- Palmer, P., 1983. *To know as we are known*. San Francisco, CA: Harper.
- Palmer, P., 1998. *The Courage to Teach*. San Francisco: Jossey-Bass.
- Stronks, G. G. and Blomberg, D. eds 1993. *A Vision with a task: Christian schooling for responsive discipleship*. Grand Rapids, MI: Baker Books.
- Van Brummelen, H., 1998. *Walking with God in the classroom: Christian approaches to teaching and learning*, 2nd ed. Seattle, WA: Alta Vista College Press.
- Wiggins, G. and McTighe, J., 2005. *Understanding by Design*, Expanded 2nd edition. Alexandria, VA: ASCD.
- Wiggins, G. and McTighe, J., 2007. *Schooling by Design: mission, action, and achievement*. Alexandria, VA: ASCD.