

Welcome Education, Knowledge & Curriculum

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Blogs.ubc.ca/edst403



Education, Knowledge & Curriculum (EDST 403) Class
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Agenda for May 26

- Quick review of last class
- Core knowledge (pros and cons)
- Mindfulness
- Wisdom Hierarchy
- How does Wikipedia work?

2

Learning objectives

By the end of today's session, you should be able to:

- Assess several pros and cons of the “core knowledge” approach
- List at least 2 benefits of mindfulness for teachers and students
- Explain how data, information and knowledge differ from one another
- Explain how Wikipedia works (basic explanation).
- Reflect on how “good” Wikipedia's knowledge is

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Curriculum:

- **“What” is studied. The *content* of instruction.**
- **Consists of content *and* learning experiences.**
- **Prescribed learning outcomes**

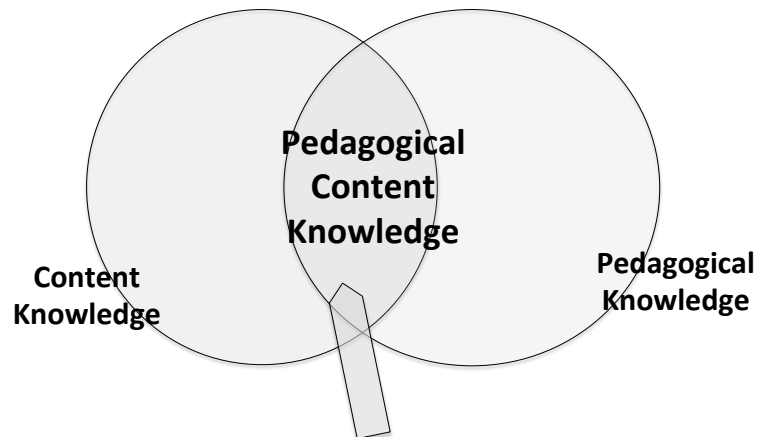
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Broad concept

Curriculum: Consists of a process in which teachers, students, and knowledge *interact.*

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Pedagogical Content Knowledge



**I teach French to youth.
I teach youth French.**

Credit: <http://reflectionsinthewhy.files.wordpress.com/2013/04/pk-pck-ck.jpg>

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- The way you understand your subject influences the way you teach.
- *How does somebody who knows something teach it to somebody who doesn't?*
- How do the variety of ways in which teachers understand, interpret and make sense of their subject affect their teaching, planning, etc?

Berry, A., Loughran, J., & van Driel, J. (2008) Revisiting the roots of pedagogical content knowledge.

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Pedagogical Content Knowledge

- How do I make this understandable to my learners?
- What are the most powerful analogies, illustrations, examples, explanations, and demonstrations...?
- What makes learning this topic easy/difficult
- What conceptions/pre-conceptions do my learners have about this topic?

Reference: Shulman, L. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*, 15(2), 4-14.

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Core Knowledge: In-class activity

Source: Dias, P. (1992). Cultural literacy, national curriculum: What (and how) does every Canadian student really need to know? *English Quarterly*, 24(3-4), 10-19.

On your own, READ the following:

- p.10-11 (excluding the last sentence on page 11)
- p.14 (Starting at "Reading and Knowing") to p.16 (top) to the sentence "The question remains...from secondary school?"

As you read, consider & jot down some responses to:

1. What are Hirsch, Cheney, Ravitch, and Finn promoting and what is their rationale for doing so?
2. What are Dias' main concerns with respect to what Hirsch & company are advocating? What is Dias advocating for?

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Form a group of 3-4 people. Choose a **REPORTER**.

Discuss your answers to Questions 1, 2 & 3:

1. What are Hirsch, Cheney, Ravitch, and Finn promoting and what is their rationale for doing so?
2. What are Dias' main concerns with respect to what Hirsch & company are advocating? What is Dias advocating for?
3. What are some of the pros and cons of having a common and pre-determined set of required knowledge that students (K-12) must attain?

In point form, write your group's response to each question.

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Core Knowledge

Hirsch, Cheney, Ravitch, and Finn

- For students to become culturally literate, they must possess a set body of knowledge.
- This set body of knowledge should make up the curriculum.

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Core Knowledge

- Students need certain knowledge foundations in order to understand what they see, hear, and read
- Content deficit curriculum – Process has become more important than content
→ Result: loss of cultural identity

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Dias' Stance

- Knowledge is not static and does not consist of only discreet facts
- Knowledge should not be viewed as something that can be “transmitted” from expert (teacher) to student
- Must distinguish between “interpretation teaching” vs. “transmission teaching”

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Pros

- Set flow of content throughout K-12
- Common set of knowledge throughout schools across country; students can anticipate what material will be coming up in the curriculum
- Makes planning easier (& expectations clearer)
- Fairness: Establishing sense of equity

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Pros

- Reduction of cost
- Allows for standardized testing
- Promotes accountability
- Reinforces a more unified cultural identity
- Time and materials used more efficiently

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Cons

- How to determine what is “required knowledge”?
- Less responsive to issues of place and time and to a changing world
- Might not allow for a culturally diverse learning

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Cons

- Becomes irrelevant
- Status quo maintained
- Spreads biases
- Rigid, unflexible
- Minimal student involvement in content (loss of motivation)

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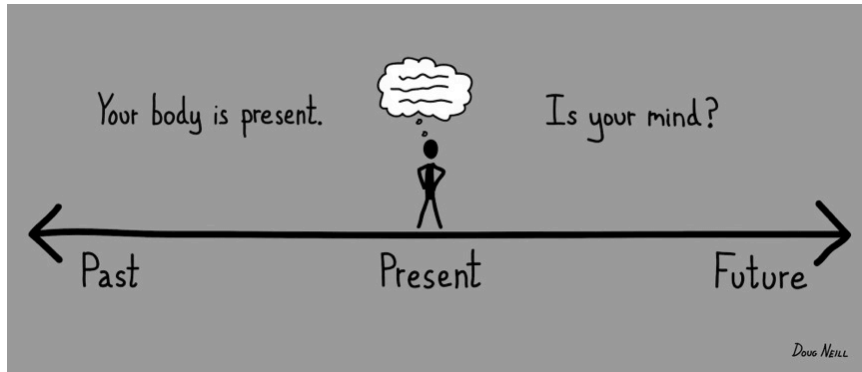
Cons

Teachers:

- feel like they must get through all the material
- unable to alter lessons according to students' interests and abilities.
- may not be teaching to their strengths or interests

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Mindfulness



Source: <http://www.inspirelivingprojects.com/wp-content/uploads/2014/01/Mindfulness.jpg>

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Mindfulness

“Mindfulness is deliberately paying full attention to what is happening around you and within you—in your body, heart, and mind. Mindfulness is awareness without criticism or judgment” (Chozen Bays, 2011).

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Mindfulness

“Mindfulness is a state of active, open attention on the present. When you're mindful, you observe your thoughts and feelings...without judging them good or bad....Mindfulness means living in the moment and awakening to experience” . (<http://www.psychologytoday.com/basics/mindfulness>)

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Mindfulness

- Research has shown that for teachers mindfulness can increase teachers':
 - Sense of well-being and teaching self-efficacy
 - Ability to manage classroom behavior
 - Capacity to maintain supportive relationships with students

Mindfulness in Schools website (see next slide)

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Mindfulness

- When well taught and when practiced regularly mindfulness can improve students':
 - mental health and wellbeing, attention, self esteem, relationship with others, optimism, positive behaviour and academic learning

References:
Mindfulness in Schools Website:
<http://mindfulnessinschools.org/wp-content/uploads/2013/09/Children-and-mindfulness-journal-of-childrens-services-weare.pdf>
<http://mindfulnessinschools.org/wp-content/uploads/2013/09/remple.pdf>

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Guiding Questions



- What is the difference between knowledge and information?
- Does more information lead to better knowledge?
- How does Wikipedia work? How “good” is its knowledge?
- How do we help students to assess the credibility of sources?

Syllabus p.4



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“Knowledge Pyramid”

- Knowledge pyramid
- Knowledge hierarchy
- Information hierarchy
- Wisdom hierarchy

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Image: <http://raws.adc.rmit.edu.au/~s3326816/blog2/?p=995>

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Data

- Data are discrete, objective facts or observations, which are unorganized and unprocessed, and do not convey any specific meaning.
- Seemingly random and useless until organized



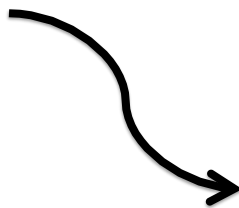
Reference: Rowley, J. (2007). The wisdom hierarchy: Representations of the DIKW hierarchy. *Journal of Information Science*, 33(2), 163-180.

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Information

- Information is data that have been shaped into a form that is meaningful and useful to human beings

Data



Information

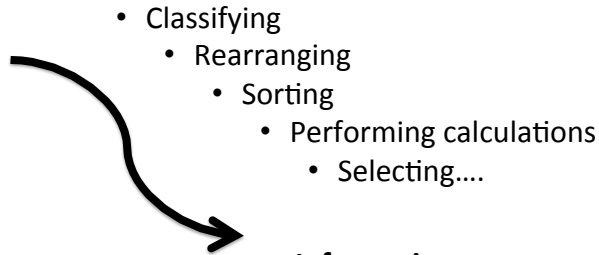


Reference: Rowley, J. (2007).

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Information

Data



Information



Reference: Rowley, J. (2007).

Knowledge is...

Data and/or information that have been organized and processed to convey understanding, experience, accumulated learning, and expertise as they apply to a current problem or activity.



Reference: Rowley, J. (2007). The wisdom hierarchy: Representations of the DIKW hierarchy. *Journal of Information Science*, 33(2), 163-180.

Knowledge consists of/draws from:

- Multiple sources of information over time
- Expert opinion
- Values
- Experience
- Rules
- Training
- Skills
- Common sense
- Perception
- Understanding

Reference: Rowley, J. (2007). The wisdom hierarchy: Representations of the DIKW hierarchy. *Journal of Information Science*, 33(2), 163-180.

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Wisdom

- accumulated knowledge, which allows you to understand how to apply concepts from one domain to new situations or problems
- 'Wisdom is the ability to act critically or practically in any given situation. It is based on ethical judgement related to an individual's belief system' *Jashapara (quoted in Rowley, 2007)

Reference: Rowley, J. (2007). The wisdom hierarchy: Representations of the DIKW hierarchy. *Journal of Information Science*, 33(2), 163-180.

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Information Literacy

Information literacy is knowing when and why you need information, where to find it, and how to evaluate, use and communicate it in an ethical manner. <http://www.informationliteracy.org.uk/>

Information Literacy

To be information literate, a person must be able to **recognize** when information is needed have the ability to **locate, evaluate, and effectively use** the information

Includes:

Skimming, scanning, synthesizing information, using search engines, using indexes and tables of contents, note taking etc

Reference: Probert, E. (2009). Information literacy skills: Teacher understandings and practice. Computers & Education, 53, 24-33.

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Worth looking into

- BC's Digital Literacy Framework
 - https://www.bced.gov.bc.ca/dist_learning/docs/digital-literacy-framework-v3.pdf
- BC's Digital Literacy Characteristics
 - http://www.bced.gov.bc.ca/dist_learning/digital-literacy-characteristics.htm

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5 Pillars of Wikipedia (Fundamental principles)

1. Wikipedia is an encyclopedia.
2. Wikipedia is written from a neutral point of view.
3. Wikipedia is free content that anyone can edit, use, modify, and distribute.
4. Editors should treat each other with respect and civility.
5. Wikipedia does not have firm rules.

https://en.wikipedia.org/wiki/Wikipedia:Five_pillars

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Core Content Policy #1: Neutral Point of View

- Avoid stating opinions as facts.
- Avoid stating seriously contested assertions as facts.
- Avoid stating facts as opinions.
- Prefer nonjudgmental language.
- Indicate the relative prominence of opposing views.

http://en.wikipedia.org/wiki/Wikipedia:Neutral_point_of_view

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Core Content Policy #2: Verifiability

- Readers and editors can check that information comes from reliable sources
 - Most reliable sources are:
 - peer-reviewed journals
 - books published by university presses
 - university-level textbooks
 - magazines, journals, and books published by respected publishing houses
 - mainstream newspapers
- Must be able to cite/reference an existing and reliable published source

https://en.wikipedia.org/wiki/Wikipedia:No_original_research#Reliable_sources

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Core Content Policy #3: No original research

- “No original research” refers to material—such as facts, allegations, and ideas—for which no reliable, published sources exist
- *Attributable* (even if not *attributed*)
- Must not plagiarize or violate copyright from the reliable sources

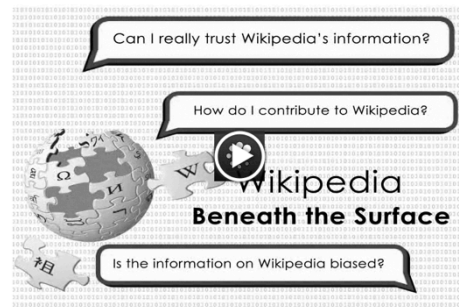
http://en.wikipedia.org/wiki/Wikipedia:No_original_research

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Wikipedia: Beneath the Surface

Wikipedia: Beneath the Surface

What is a wiki? How does the information get into Wikipedia? Find out what goes on behind the scenes.



Play: <http://www.lib.ncsu.edu/tutorials/wikipedia/>

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Wikipedia Activity

(on your own or in pairs)

- Find a page on a topic of relevance to your teaching practice/interest to you as a teacher
- Explore the various tabs at that page and see what these sub-pages tell you (“talk”, “read” “edit” “view history”)
- Consider the extent to which the core content policies are being upheld at the page you have explored

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One Minute Paper (anonymous)

What was the most meaningful/interesting/
useful (please circle which one) thing you
learned today in class?

What important questions remain unanswered
for you?

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Wikipedia Collaboration Assignment



<http://blogs.ubc.ca/edst403/assignment-wikipedia/>

Image: <http://www.thedailycrate.com/2014/01/30/looter-news-want-to-contribute-wed-love-it/>

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Next week (June 2)

- Outdoor mindfulness activity (weather permitting)
- Required: Smith, M. U. & Siegel, H. (2004). Knowing, believing, and understanding: What goals for science education?
 - Read and do activity (see May 26 “announcement”)
- See optional mindfulness activity (and resources)