THE UNIVERSITY OF BRITISH COLUMBIA
Faculty *of* Education

Department of Curriculum and Pedagogy

EDCP 471A (3) Technological Practices in Education: Technical Problems
(3 Credits) (Winter 2017)

Instructor: Theresa Magee **Email:** temagee@mail.ubc.ca **Coordinating Professor:** Dr. Stephen Petrina **WWW:** http://blogs.ubc.ca/dandt	**Office:** Scarfe Bldg., Room 2222 **Office Hours:** By appointment, M, W **Location:** Scarfe Bldg., Room 1106 **Time:** M/W - 8:30am-10:00am

COURSE DESCRIPTION

This course complements EDCP 374, again providing an effective encounter between the "what to teach" and "how to teach." The course focuses on curriculum, learning, and teaching in the new Applied Design, Skills, and Technologies (ADST) cluster in British Columbia. Technology Education in ADST has traditionally been called Design and Technology (D&T) Education and commonly represents the T and E in Science, Technology, Engineering, Arts and Mathematics (STEAM) education. Technology Education extends to include other domains within ADST, including ICT and Media Arts.

The Curriculum II course (EDCP 374) focuses on the development of instructional materials, unit and lesson plans. This course (EDCP 471) focuses on lesson planning and practice teaching or microteaching. The main goal is to provide the fundamentals for teaching design, engineering, technology education and information and communication technology. The intention is to help students develop a framework for understanding themselves as a teacher, and technology as a field of study and school curriculum.

Purpose of the Course

The purpose of this course is to prepare teacher candidates with the knowledge, attitudes and skills to enhance learning in the context of teaching technology education, including ICT (Information and Communications Technology) and Media Arts, in ADST.

COURSE OBJECTIVES

This course aims to help teachers:

1. Demonstrate an appreciation for systematic lesson planning.
2. Demonstrate an appreciation and understanding of the design process.
3. Develop artful and logical approaches to demonstrating and presenting in the classrooms, labs and workshops.
4. Develop a design brief, an instructional material, as part of the planning process in the design of curriculum.

PARTICIPATION AND ASSIGNMENTS

Students will complete the following assignments:

1. **Participation**: Complete all readings and participate fully in activities, lectures and discussions.	30%
2. **3x - Microteaching and Lesson Plans:** The intention of this requirement is to help you develop artful and logical approaches to demonstrating and presenting in the classrooms, labs and workshops. This will also provide a tangible way of understanding the importance of small scale planning in curriculum. For each of the microteaching demonstrations that you do, you are required to hand in a lesson plan a week before the demonstration.	30% (10% each assignment: planning and presentation)
3. Design Brief (groups of 2)	40%

ASSIGNMENT SCHEDULE

Due date	Assignment
3 dates for presentation: Week of October 2: M-Oct. 2, W-Oct. 4 Week of October 16: M-Oct. 16, W-Oct. 18 Week of November 6: M-Nov. 6, W-Nov. 8	Micro-teaching presentations x 3, with a lesson plan for each handed in a week ahead.
Monday, Dec. 4, electronic copy Wednesday, Dec. 6, in-class presentation	Design Problem and Brief (groups of 2)
	NO LATE ASSIGNMENTS ACCEPTED

ASSESSMENT AND MARKS

The course is graded. The standard for a pass within the B.Ed. program is equivalent to a B+ (76%) in UBC's standard marking system.

EDCP Grading Guidelines - July 2008

A level - Good to Excellent Work

A+   (90-100%) A very high level of quality throughout every aspect of the work. It shows the individual (or group) has gone well beyond what has been provided and has extended the usual ways of thinking and/or performing. Outstanding comprehension of subject matter and use of existing literature and research. Consistently integrates critical and creative perspectives in relation to the subject material. The work shows a very high degree of engagement with the topic.

A   (85-89%) Generally a high quality throughout the work. No problems of any significance, and evidence of attention given to each and every detail. Very good comprehension of subject and use of existing literature and research. For the most part, integrates critical and creative perspectives in relation to the subject material. Shows a high degree of engagement with the topic.

A-   (80-84%) Generally a good quality throughout the work. A few problems of minor significance. Good comprehension of subject matter and use of existing literature and research. Work demonstrates an ability to integrate critical and creative perspectives on most occasions. The work demonstrates a reasonable degree of engagement with the topic.

B level - Adequate Work

B+   (76-79%) Some aspects of good quality to the work. Some problems of minor significance. There are examples of integrating critical and creative perspectives in relation to the subject material. A degree of engagement with the topic.

B   (72-75%) Adequate quality. A number of problems of some significance. Difficulty evident in the comprehension of the subject material and use of existing literature and research. Only a few examples of integrating critical and creative perspectives in relation to the subject material. Some engagement with the topic.

B-   (68-71%) Barely adequate work at the graduate level.

NOTE: For UBC's Faculty of Graduate Studies (FOGS), a final mark below 68% for Doctoral students and below 60% for Masters students is the equivalent of a Failing mark.

C & D level - Seriously Flawed Work

C   *(55-67%)* Serious flaws in understanding of the subject *material.* Minimal integration of critical and creative perspectives in relation to the subject material. Inadequate engagement with the topic. Inadequate work at the graduate level.

D level

D   (50-54%)

F level - Failing Work

F (0-49%)

POLICIES

Policies regarding attendance and missed or late assignments follows those recommended by the University and the
Faculty of Education.

- **Attendance policy:** If you must miss a class, notify the TEO and your instructor immediately. The nature of the Teacher Education Program is participatory. Teacher candidates who miss a significant amount of class time (i.e., more than 15% of course hours) are normally required to repeat the course. Teacher candidates are not able to proceed to practicum until all prior courses are successfully completed.
  See http://teach.educ.ubc.ca/students/policies-and-guides/
- **Academic Honesty and Standards, and Academic Freedom:** Please refer to *UBC Calendar* Policies and Regulations (Selected): http://www.students.ubc.ca/calendar
- **Academic Accommodation for Students with Disabilities:** Students with a disability who wish to have an academic accommodation should contact the Disability Resource Centre without delay (see UBC Policy #73 www.universitycounsel.ubc.ca/ policies/policy73.pdf).

TEXTS

Required:

1. Petrina, S. (2007). *Advanced teaching methods for the technology classroom*. Hershey, PA: Information Science Publishing. Download from https://blogs.ubc.ca/dandt/files/2014/07/Petrina2007.pdf
2. BC Ministry of Education documents: all ADST curriculum documents for Technology Education, ICT, and Media Arts. Download from BC Ministry https://curriculum.gov.bc.ca/curriculum
3. ITEA. (2000). *Standards for technological literacy.* Reston, VA: author. https://www.iteea.org/File.aspx?id=42513&v=2a53e184
4. Applied Design, Skills and Technologies Framework: http://innovativelearningcentre.ca/wp-content/uploads/2014/09/applied-skills.pdf

Recommended:

1. Crawford, M. B. (2009). *Shop Class as Soulcraft: An inquiry into the value of work*. New York, NY: Penguin.

When possible, handouts are available online for download. However, a photocopying fee will be charged for any hardcopy handouts

COURSE OUTLINE: EDCP 471 – Winter 2017

Week 1-4: Guiding Features in Technology Education Teaching Practice	
Week 1 **Monday,** **Sept. 6**	**Introduction: Coursework expectations** • Assignments • BC's new curriculum, *Standards for the Education, Competence and Professional Conduct of Educators* in BC
Readings	1. BC's new curriculum: https://curriculum.gov.bc.ca 2. https://curriculum.gov.bc.ca/curriculum 3. http://www.bcteacherregulation.ca/Standards/StandardsDevelopment.aspx 4. https://www.bcteacherregulation.ca/documents/AboutUs/Standards/edu_stds.pdf

Week 2: ADST Curriculum: Communicating and Planning for Instruction (Sept. 11, 13)	
Guiding Questions	• What's in a word: Technology? Technology Education? Design? Design Thinking? • ADST: Applied Design, Skills and Technologies
Activities	• ADST Activities • Design Challenge activity (putting on your Student's hat while holding onto your Teacher's hat)
Readings	1. BC's new curriculum: https://curriculum.gov.bc.ca 2. (Core Competencies) https://curriculum.gov.bc.ca/competencies) 3. Petrina, S. (2007). *Advanced teaching methods for the technology classroom.* Hershey, PA: Information Science Publishing, Chapter 1: Communicating and Planning for Instruction Bruce Nussbaum, one of Design Thinking's biggest advocates (04/05/11) https://www.fastcodesign.com/1663558/design-thinking-is-a-failed-experiment-so-whats-next **What's in a word? Technical, technology,** • http://www.definitions.net/definition/technical • http://www.thefreedictionary.com/technical • http://www.freethesaurus.com/technical • http://encyclopedia2.thefreedictionary.com/Technical+Education • http://www.definitions.net/serp.php?st=technical • http://encyclopedia.thefreedictionary.com/Technology+Education • http://medical-dictionary.thefreedictionary.com/instructional+technology

Week 3: Organizing Knowledge for Instruction (Sept. 18, 20)	
Guiding Questions	• How do we expand or transition from TE to STEM or STEAM? • Working in groups: prequel to 'Design Project and Brief' assignment
Activities	• ADST Activities • Design Activities
Readings	1. BC's new curriculum: https://curriculum.gov.bc.ca 2. (Core Competencies) https://curriculum.gov.bc.ca/competencies) 3. Petrina, S. (2007). *Advanced teaching methods* (Chapters 2 + 7) 4. http://www.technologystudent.com/designpro/problem1.htm

Week 4-7: Instructional Methods and Learning Styles (Sept. 25, 27)	
Guiding Question	• What should a repertoire of design and technology teaching practices include?
Activities	• ADST Activities: preparing for micro-teaching • Design Activities
Readings	1. Petrina, Advanced teaching methods (Chapter 4: Instructional Methods and Learning Styles)

Week 5: Teaching Practice	
Activities	**Micro-teaching #1 (Oct. 2, 4)** Microteaching – presentation in class to be videotaped with peer-review Lesson Plan handed in previous week, Sept. 27
Readings	Petrina, *Advanced teaching methods* (Chapters 1, 2, 4 + 11)

Monday, October 9, Thanksgiving Holiday (NO CLASSES)

Week 6: Instructional Methods and Learning Styles (Oct. 11)	
Guiding Question	• What should a repertoire of design and technology teaching practices include? • Reflecting on past practice (Micro-teaching #1)
Activities	• ADST Activities • Design Activities
Readings	1. Petrina, Advanced teaching methods (Chapter 4: Instructional Methods and Learning Styles)

Week 7: Teaching Practice	
Activities	**Micro-teaching #2 (Oct. 2, 4)** Microteaching – presentation in class to be videotaped with peer-review Lesson Plan handed in previous week, Oct. 11
Readings	Review: Petrina, *Advanced teaching methods* (Chapters 1, 2, 4 + 11)

NO CLASSES
October 20-21: **BCTEA + Super Conference** (including District Rep meeting and AGM)
Vancouver Convention Centre

Week 8 - 9: Assessment and Evaluation, Classroom Management (Oct. 23, 25, 30)	
Guiding Question	• How can assessment strategies be used to be a reflective practitioner? • What various kinds of questions should you be using?
Activities	• In-class group work on Design Project and Brief • ADST Activities • Design Activities
Readings	Petrina, Advanced teaching methods (Chapter 1: The Concept of Knowledge Media: Past and Future, Chapter 2: Organizing Knowledge for Instruction, Chapter 4: Instructional Methods and Learning Styles, Chapter 11: Classroom Management, Facilities, Design and Safety) • http://www.merga.net.au/documents/RP72007.pdf

Wednesday, November 1 -- Field Trip: Museum of Anthropology

Week 10: Teaching Practice	
Activities	**Micro-teaching #3 (Nov. 6, 8)** Microteaching – presentation in class to be videotaped with peer-review Lesson Plan handed in previous week, Oct. 30

In lieu of Remembrance Day -- NO CLASSES **November 13**

Short Practicum Experience **Week 11-12: November 14 - 24**

Week 13: Reflections - Monday, Nov.27	
Activities	Monday Nov.27 Debrief the Practicum experience: Teaching Practice + Classroom Management – Joining us will be Rob Williamson, Faculty Advisor.
Guiding Questions and Activities	**Sharing the Practicum Experience** (students to present their learning experience with supporting artifacts including anecdotal report with photos or videos, take-away learning, etc.) What went well, what went badly, what can be done to improve for the long practicum?
Readings	Review: Petrina, *Advanced teaching methods* (Chapter 11: Classroom Management, Facilities, Design and Safety)

Week 13 - 14: Design Project and Brief (Nov. 29, Dec. 4, Group presentations on Dec. 6)	
Activities	- In-class group work on Design Project and Brief - ADST Activities - Design Activities
Assignment Due	**Design Project and Brief:** (groups of 2) 1. **Monday, End of day, Dec. 4, Design Project and Brief assignment (electronic copy emailed to TM)** 2. **Wednesday, Short in-class presentation of assignment with peer review and questions.** (8 groups: 5-7 min. each with peer review and Q&A)
	Wrap-up! Thank you! Enjoy your Christmas Holiday. See you in the Long Practicum.

PARTICIPATION

Participation is interdependent with **preparation** for each class, which involves *reading* (highlighting, pagination post-its, margin notes, comments & questions, etc.), *writing* and *speaking* (discussing, corresponding with peers, chat, etc.). *Activities* also are expected to be completed and presented on their due dates; presentations and assignments should be polished, creative, and informative.

Participation

Fail-----------------------**Pass**
Appropriately and accurately articulates key constructs and themes in readings, etc. 1---------------3.5---------------7
Reveals an attempt to synthesize knowledge through readings, discussion, design and development of unit/lesson plans and rubrics for assessment, etc. 1---------------5.5--------------15
Prepares and plans with innovative and progressive ideas 1--------------4---------------8
Total: ---/30

ASSIGNMENTS

1. **Microteaching and Lesson Plans x3:** The intention of this requirement is to help you develop artful and logical approaches to demonstrating and presenting in the classrooms, labs and workshops. This will also provide a tangible way of understanding the importance of small scale planning in curriculum. For each of the microteaching demonstrations that you do, you are required to hand in a lesson plan on the day that you give the demonstration **(Chapters 1-3).**

    Microteaching involves completing a lesson plan or portion of a lesson plan, teaching the lesson or giving a demonstration (or part) to the class, sharing expertise with colleagues, presenting information using appropriate pedagogical approaches and technologies, reflecting on the lesson, and providing feedback to peers. Microteaching will be recorded (video taped). (Please bring your USB flash drive for documenting and self- evaluation).

    Each lesson plan should adhere to the template of items provided in the book (*Advanced teaching Methods*): Title, Introduction, Objectives (Goals) and Major Message, Lesson Strategy, Instructional Materials, Tools & Materials, Procedure, Assessment, Special Safety, Integration, Social Context (Relevance), New Terms, Questions, Summary. Lesson Plan Length: 1-2 Pages

    DUE: #1 - October 2, 4 (10%), **#2 – October 16, 18** (10%), **#3 -- November 6, 8** (10%)

<table>
<tr><td colspan="2">Micro-teaching Experience</td></tr>
<tr><td colspan="2">Low------------Avg------------High</td></tr>
<tr><td colspan="2">Lesson Planning (comprehensiveness, clarity of objectives, focus)
Goals and Objectives, Comprehensiveness of Information, Assessment, Questioning, Closure
1--------------2-------------3</td></tr>
<tr><td colspan="2">Effectiveness of Lesson Delivery, Motivational Beginning, Voice, Classroom Presence, Non-Verbal Communication, Pacing
1--------------2.5-------------4</td></tr>
<tr><td colspan="2">Visuals, supplementary materials and Quality
1---------------3--------------3</td></tr>
<tr><td colspan="2">Total: -- / 10</td></tr>
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2. **Design Project and Brief:** Create a Design Project and Brief to present a design challenge. **Create a professional design project and brief**. Choose a topic that: a) is coordinated with your peers; b) is appropriate, appealing, and relevant to students at grades 8-10 or 11-12 levels; c) addresses a design challenge. The Design Brief format should adhere to the format below and have a STEM/STEAM orientation. **(Groups of 2) (40%)**

Name: _____ (Partner) _____ Date: December 2017

Design Brief Title: _____ Total: _____ / 40

University of British Columbia
EDCP 471
Design Brief Assessment

The Design Brief must be for a specific grade (e.g., grade 8), must involve a technology challenge, and must be planned for as part of a larger project brief. The design challenge can be either dynamic or static in nature. All information should be provided—The Design Brief must be comprehensive enough to be self-sufficient. Create a progressive design challenge OR redesign/rethink an existing challenge.
(Chapters 5 and 9 in Dr. Stephen Petrina's book)

Design Brief Format: Use format provided
Criteria for marking:
- Content: (Format, Comprehensiveness, Substance, Depth of Knowledge, Graphic layout and Appropriateness)
- Creativity: (Creativity in strategy, Presentation, Coherence)
- Originality

Component/Level	Redo (1-2)	Average (3)	High (4-5)	Total /40
Professional Quality • Presentation • Content • Desk-Top Publishing • Images & Text	• Quality is compromised • Materials look unprofessional	• Quality is OK • Attempt to meet standard	• Extremely professional • High standard of quality for materials	10
Format • Title • Background Context • Problem • Constraints • Design Consideration • Sequence • Related Studies • Management Issues • Self-Evaluation • Assessment	• Format is incomplete • Certain aspects are missing	• Format is generally complete • Most aspects of format are OK	• All aspect of format are outstanding • Format is clear and thorough	15
Content • Relevance • Comprehensiveness • Progressiveness	• Content is sparse • Content is inappropriate for Grade level	• Content is adequate • Content is conventional	• Content is very relevant and thorough • Content is fresh and exciting	10
Resources • Applicability • Relevance • Volume	• Few resources • Inappropriate resources	• Resources are somewhat thoughtful • Adequate volume of resources	• Resources are extremely thoughtful • Large volume of resources	5