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THE UNIVERSITY OF BRITISH COLUMBIA

FACULTY OF EDUCATION

DEPARTMENT OF CURRICULUM & PEDAGOGY

EDCP 374A

**Curriculum & Pedagogy in
Design & Technology I**

(3 Credits) (Winter 2019)

General Course Outline

Location: SCARFE Room 1106

Time: Monday & Wednesday - 10:30am - 12 Noon

Academic staff:

Dr. Tony Edwards

Office: Scarfe Bldg., Room 1106

Email: anthony.edwards@ubc.ca

Meetings: by appointment

Ms. Theresa Magee

theresa.magee@ubc.ca

by appointment

Coordinating Professors: Dr. Stephen Petrina & Dr. Jillianne Code

WWW: <http://blogs.ebc.ca/dandt>

COURSE DESCRIPTION

This course provides 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. Specifically, the focus is on lesson and unit planning for ADST. 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, and Mathematics (STEM) education. Technology Education extends to include other domains within ADST, including ICT and Media Arts. The main goal is to provide the fundamentals for designing curriculum and teaching ADST. One intention is to help students develop a framework for understanding themselves as a teacher, and technology as a field of study and school curriculum. A second major intention will be in providing students with an understanding of what teaching technology entails, in terms of cultural-historical, ecological-natural, existential-spiritual, ethical-personal, socio-political, and technical-empirical dimensions. A third major intention is in preparing students for their extended practicum experience leading up to their eventual role as a classroom teacher.

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. State the philosophical basis and principles of design, technology, and engineering education, which include ICT and media arts in ADST.
2. Provide a rationale for implementing the study of technology (or design or engineering) at all levels -- elementary, middle school, high school, and adult.
3. Develop ADST, D&T, ICT, Media Arts, and STEM curriculum and instructional strategies.
4. Evaluate appropriate materials and develop a resource file for use in an ADST, D&T, ICT, Media Arts, and STEM course.
5. Using professional graphic design approaches, design curriculum materials that incorporate a variety of instructional media, including video.
6. Evaluate technology curriculum and recommend appropriate revisions based on findings.
7. Demonstrate an appreciation for systematic curriculum and instructional planning.

UBC Values

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here (<https://senate.ubc.ca/policies-resources-support-student-success>)

TEXTS

Required:

1. Bird, K. & Savage, K. (2016). *P.L.A.N. for better learning*. Markham, ON: Pembroke. (access via UBC Library portal)
2. BC Ministry of Education. (2018-2019): all ADST curriculum documents for Technology Education, ICT, and Media Arts. Download from BC Ministry. <https://curriculum.gov.bc.ca/curriculum>
3. Graff, N. (2011). "An effective and agonizing way to learn": Backwards design and new teachers' preparation for planning curriculum. *Teacher Education Quarterly*, 38(3), 151-168.
4. ITEA. (2000). *Standards for technological literacy*. Reston, VA: Author. Download from <http://blogs.ubc.ca/dandt/courses/edcp-374/>
5. Moss, C. M., & Brookhart, S. M. (2019). *Advancing formative assessment in every classroom: A guide for instructional leaders*. ASCD.
6. Petrina, S. (2007). *Advanced Teaching Methods for the Technology Classroom*. Hershey, PA: Information Science Publishing. Download from <http://blogs.ubc.ca/dandt/courses/edcp-374/>
7. Urbani, J. M., Roshandel, S., Michaels, R., & Truesdell, E. (2017). Developing and modeling 21st-century skills with preservice teachers. *Teacher Education Quarterly*, 44(4), 27-50.

Recommended:

1. Braundy, M. (2012). *Men & women and tools: Bridging the divide*. Halifax, NS: Fernwood. <http://fernwoodpublishing.ca/book/men-women-and-tools>
<https://fernwoodpublishing.ca/files/menandwomentools.pdf>
2. Crawford, Matthew B. *Shop Class as Soulcraft: An Inquiry Into the Value of Work* (The Penguin Press, 2009)
3. Davidson, M., Lunn, S., & Murphy, P. (2002). Developing an effective pedagogy in the classroom: implications for design and technology. Design & Technology Association International Research Conference, 12-14 April, pp. 51-55
4. de Vries, M. J. (2005). *Teaching about technology: An introduction to the philosophy of technology for non-philosophers*. http://digitalcommons.usu.edu/cgi/viewcontent.cgi?article=1002&context=ncete_publications
5. Kola, M. I. (2017). Technology Teacher Trainees' Lesson Planning Approach in South Africa: Room for Improvement. *African Journal of Research in Mathematics, Science and Technology Education*, 21(3), 293-303.
6. Stein, S. McRobbie, C., & Ginns, I. S. (2001). Authentic program planning in technology education. *International Journal of Technology and Design Education*, 11, 239-261. Owen-Jackson, G. (2013). *Learning to teach design and technology in the secondary school: A companion to school experience*. Routledge.

This link to examples of D&T units in NZ is helpful as well <http://technology.tki.org.nz/Technology-in-the-NZC/Planning-programmes-and-units-of-work/Unit-Planning>

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

COURSE OVERVIEW

Week	Date	Content	Text/readings
1	September 4	<p>Welcome & orientation</p> <p>Coursework expectations; assignments; BC's new curriculum; Professional Standards for BC Educators.</p> <p>Guiding Questions:</p> <ol style="list-style-type: none"> 1. What are the expectations for teacher candidates' learning process in this course? 2. What is important for teacher candidates to know? For their students to know? 3. What is your passion for teaching applied design, skills and technology education? 4. What's new in ADST? https://curriculum.gov.bc.ca/curriculum/applied-design-skills-and-technologies/whats-new <p><i>Activities:</i></p> <ul style="list-style-type: none"> • Think-Pair-Share • Video: <i>Nature of Things: The Power of Play</i> (https://gem.cbc.ca/media/the-nature-of-things/season-58/episode-12/38e815a-01033501556) 	<p>1. BC's new curriculum:</p> <ul style="list-style-type: none"> • https://curriculum.gov.bc.ca • https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/starting_points.pdf • http://www.bcteacherregulation.ca/Standards/StandardsDevelopment.aspx
2	September 9	<p>Topic: Introduction to Lesson Planning</p> <p>Guiding Questions:</p> <ol style="list-style-type: none"> 1. What is a lesson plan? Why plan lessons? 2. How do I adapt a lesson plan format? <p><i>Activities:</i></p> <ul style="list-style-type: none"> • Lesson plan formats & templates • Think-Pair-Share 	<ol style="list-style-type: none"> 1. Petrina, S. (2007). <i>Advanced teaching methods for the technology classroom</i>. Hershey, PA: Information Science Publishing, Download from http://blogs.ubc.ca/dandt/files/2014/07/Petrina2007.pdf <ol style="list-style-type: none"> a. Chapter 1: Communicating and Planning 2. Lesson Plan formats http://blogs.ubc.ca/dandt/resources/examples/
	September 11	<p>Topic: Unit Planning (ADST: The New Curriculum)</p> <p>Guiding Questions:</p> <ol style="list-style-type: none"> 1. A = What do we mean by Applied? What is applied? Minds on? Hearts on? Hands on? What about theory? 2. D = What do we mean by Design? 3. S = What do we mean by Skills? Cognitive Skills? Emotional Skills? Motor Skills? 4. T = What do we mean by Technologies? Which technologies are most important? 5. What is a big idea? <ol style="list-style-type: none"> a. What are the big ideas of Technology Education, ICT, and Media Arts? 6. What is a Core Competency? <ol style="list-style-type: none"> a. What are the core competencies of Technology Education, ICT, & Media Arts? 7. What is a Learning Standard? <ol style="list-style-type: none"> a. What are the learning standards for Technology Education, ICT, & Media Arts? 8. What are the Goals and Rationales for ADST in Technology Education, ICT, & Media Arts? 	<ol style="list-style-type: none"> 1. BC's new curriculum: <ul style="list-style-type: none"> • https://curriculum.gov.bc.ca • https://curriculum.gov.bc.ca/curriculum

		<p><i>Activities:</i></p> <ul style="list-style-type: none"> • BC Curriculum Unit Planning Template • Concept Maps • Think-Pair-Share • Jigsaw 	
3	September 16	<p>Topic: Lesson Planning</p> <p>Guiding Questions:</p> <ol style="list-style-type: none"> 1. What does lesson planning entail? <p><i>Activities:</i></p> <ul style="list-style-type: none"> • Lesson plan formats & templates • Think-Pair-Share 	<ol style="list-style-type: none"> 1. Bird & Savage (2016). <i>P.L.A.N.</i> a. Introduction + Chapter 1 2. Petrina (2007). Chapter 1: Communicating and Planning. Download from http://blogs.ubc.ca/dandt/files/2014/07/Petrina2007.pdf
	September 18	<p>Topic: Unit Planning (Procedure, Safety and Information Sheets)</p> <p>Guiding Questions:</p> <ol style="list-style-type: none"> 1. What does unit planning entail? 2. What is the role of Procedure, Safety and Information Sheets? <p><i>Activities:</i></p> <ul style="list-style-type: none"> • BC Curriculum Unit Planning Templates • Concept Maps • Graphic Organizers 	<ol style="list-style-type: none"> 1. Petrina (2007). Chapter 2: Organizing Knowledge for Instruction. Download from http://blogs.ubc.ca/dandt/files/2014/07/Petrina2007.pdf
4	September 23	<p>Topic: Lesson Planning</p> <p>Guiding Questions:</p> <ol style="list-style-type: none"> 1. What are considerations for communication and planning for instruction? 2. What are some ways to structure and 'teach' lessons to a diverse group of learners? <ol style="list-style-type: none"> a. What is reflective practice? 3. How can deliberation be used to assess one's teaching the curriculum, and considerations for pedagogical change? <p><i>Activities:</i></p> <ul style="list-style-type: none"> • Lesson planning Scaffold • Collaboration on distilling the official curriculum into lesson plans 	<ol style="list-style-type: none"> 1. Bird & Savage (2016). <i>P.L.A.N.</i> a. Chapter 2
	September 25	<p>Topic: Unit Planning (Procedure, Safety and Information Sheets)</p> <p>Guiding Questions:</p> <ol style="list-style-type: none"> 1. To what degree have I developed my topic or theme for my unit plan? 2. Have I identified the standards, competencies, and big ideas for my unit plan? 3. To what degree have I developed my Procedure, Safety and Information Sheets? <p><i>Activities:</i></p> <ul style="list-style-type: none"> • Unit Plan Scaffold 	<ol style="list-style-type: none"> 1. Petrina (2007). Chapter 9: C&I Design
5	September 30	<p>Topic: Lesson Planning for a differentiated curriculum</p> <p>Guiding Questions:</p> <ol style="list-style-type: none"> 1. How do I differentiate a lesson plan for a demonstration versus a discussion? <p><i>Activities:</i></p> <ul style="list-style-type: none"> • Lesson Planning Activities • Think-Pair- Share + Jigsaw Activities • Investigating Bloom & Gardner 	<ol style="list-style-type: none"> 1. Bird & Savage (2016). <i>P.L.A.N.</i> Chapter 3

	October 2	<p>Topic: Unit Planning (Procedure, Safety and Information Sheets)</p> <p>Guiding Questions:</p> <ol style="list-style-type: none"> 1. Have I identified the standards, competencies, and big ideas for my unit plan? 2. Have I refined and completed my Procedure, Safety and Information Sheets? <p><i>Activities:</i></p> <ul style="list-style-type: none"> • Unit Plan Scaffold 	1. Petrina (2007). Chapters 2 + 9.
6	October 7	<p>Topic: Lesson Planning (Application, Assessment & Evaluation)</p> <p>Guiding Questions:</p> <ol style="list-style-type: none"> 1. The nature and place of assessment 2. What are the lesson planning options for teachers? 3. How can we plan for authenticity? <p><i>Activities:</i></p> <ul style="list-style-type: none"> • Designing assessment for learning 	<ol style="list-style-type: none"> 1. Santoyo, C. & Zhang, S. (2016). Secondary teacher candidates' lesson planning learning. <i>Teacher Education Quarterly</i>, 43(2), 3-27. 2. Bird & Savage (2016). <i>P.L.A.N.</i> Chapter 4
	October 9	<p>Topic: Unit Planning (Procedure, Safety and Information Sheets)</p> <p>Guiding Questions:</p> <ol style="list-style-type: none"> 1. To what degree have I developed my topic or theme for my unit plan? 2. Have I identified the standards, competencies, and big ideas for my unit plan? 3. To what degree have I developed my Procedure, Safety and Information Sheets? <p><i>Activities:</i></p> <ul style="list-style-type: none"> • Unit Plan Scaffold 	1. Petrina (2007). Chapters 2 + 9.
7	October 14	Thanksgiving Holiday	
	October 16	<p>Topic: Unit Planning - <i>Field Trip to the Museum of Anthropology</i></p> <p>Guiding Questions:</p> <ol style="list-style-type: none"> 1. What ideas can I take away from this field trip to the Museum of Anthropology? 2. What units and lessons can I design from the material I learned from MOA? 3. What sensitivities should I exercise with regards to my educational practices? And why? <p><i>Activities:</i></p> <ul style="list-style-type: none"> • MOA curators Jill Baird and Karen Duffek will each take half of the cohort and give an educational tour of the MOA based on ADST curriculum guidelines. 	1. Museum of Anthropology website: https://moa.ubc.ca/
8	October 21	<p>Topic: Lesson Planning (creating the conditions for effective teaching and learning)</p> <p>Guiding Questions:</p> <ol style="list-style-type: none"> 1. How can we plan for effective classroom management? 2. What are the lesson planning options for teachers? <p><i>Activities:</i></p> <ul style="list-style-type: none"> • Lesson planning Scaffold • Role play 	1. Bird & Savage (2016). <i>P.L.A.N.</i> Chapter 5
	October 23	<p>Topic: Unit Planning (alternate: Students' presentation of their school visits re: Classroom Management)</p> <p>Guiding Questions:</p> <ol style="list-style-type: none"> 1. To what degree have I developed my topic or theme for 	1. Petrina (2007). Chapters 2 + 9.

		<p>my unit plan?</p> <p>2. Have I identified the standards, competencies, and big ideas for my unit plan?</p> <p><i>Activities:</i></p> <ul style="list-style-type: none"> • Unit Plan Scaffold <p><i>Assignment Due:</i></p> <ul style="list-style-type: none"> • Procedure, Safety and Information Sheets for Assignment #3. 	
9 - 10	October 28 – November 8	School-based orientation practicum - short	
11	November 11	Remembrance Day	
	November 13	<p>Topic: Unit Planning Practicum Reflection & Discussion</p> <p>Guiding Questions:</p> <p>Sharing the Practicum Experience (students to present their learning experience with supporting artifacts including anecdotal report with photos, diagrams or videos, take-away learning, etc.)</p> <ol style="list-style-type: none"> 1. What did I learn from my two-week practicum? 2. What went well, what went badly, how can I improve during my contacts with my school advisor(s) to be prepared and ready to teach in my long practicum? <p><i>Activities:</i></p> <ul style="list-style-type: none"> • Practicum Reflection and Discussion with Faculty Advisors: Theresa Magee and Rob Williamson. 	
12	November 18	<p>Topic: Lesson Planning (Intentions & Reflections)</p> <p>Guiding Questions:</p> <ol style="list-style-type: none"> 1. How can we enhance teaching practice in response to our experience? 2. What is involved in creating a design for learning? <p><i>Activities:</i></p> <ul style="list-style-type: none"> • Case studies • Small group investigations 	<ol style="list-style-type: none"> 1. Bird & Savage (2016). <i>P.L.A.N.</i> Chapter 6
	November 20	<p>Topic: Unit Planning (Accommodations, Assessments/Evaluation)</p> <p>Guiding Questions:</p> <ol style="list-style-type: none"> 1. Have I developed the timetable for my unit plan? <p><i>Activities:</i></p> <ul style="list-style-type: none"> • Unit Plan: Independent work day 	<ol style="list-style-type: none"> 1. Bird & Savage (2016). <i>P.L.A.N.</i> Chapter 6 2. Petrina: Chapter 9
13	November 25	<p>Topic: Lesson Planning (Planning for inclusive education)</p> <p>Guiding Questions:</p> <ol style="list-style-type: none"> 1. How can educators utilize the official curriculum to establish inclusivity? 2. What are the challenges and opportunities of diverse classrooms? 3. What is the significance of our students' prior knowledge? <p><i>Activities:</i></p> <ul style="list-style-type: none"> • Collaboration on constructing inclusive lessons • Case studies 	<ol style="list-style-type: none"> 1. Bird & Savage (2016). <i>P.L.A.N.</i> Chapter 7
	November 27	<p>Topic: Unit Planning</p> <p>Guiding Questions:</p> <ol style="list-style-type: none"> 1. <p><i>Activities:</i></p>	<ol style="list-style-type: none"> 1.

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14	December 2	<p>Topic: Lesson Planning (formative)</p> <p>Guiding Questions:</p> <ol style="list-style-type: none"> 1. What are the ways I can find out about the knowledge and skills that my students have or are developing? <p><i>Activities:</i></p> <ul style="list-style-type: none"> • Group activities and presentation 	<ol style="list-style-type: none"> 1. Bird & Savage (2016). <i>P.L.A.N.</i> Chapter – Final Word 2. Moss, C. M., & Brookhart, S. M. (2019). <i>Advancing formative assessment in every classroom: A guide for instructional leaders.</i> ASCD. Chapter 1
	December 4	<p>Topic: Unit Planning</p> <p><i>Activities:</i></p> <ul style="list-style-type: none"> • In-class work to complete Unit Plan <p><i>Assessment due:</i></p> <ul style="list-style-type: none"> • Practicum Unit Plan (based on ADST Curriculum formats) (include Procedure, Safety & Information Sheets & 3 Lesson Plans from Assignments #1-#2) 	
15	December 9	<p>Topic: Lesson Planning</p> <p>Sounds like a plan – summing up our personal insights</p> <p>Guiding Questions:</p> <ol style="list-style-type: none"> 1. What have we learned so far? <p><i>Activities:</i></p> <ul style="list-style-type: none"> • Group reflection and presentations 	<ol style="list-style-type: none"> 1. Bird & Savage (2016). <i>P.L.A.N.</i> Chapter – Final Word
	December 11	<p>Topic: Unit Planning</p> <p>Guiding Questions:</p> <ol style="list-style-type: none"> 1. What can I learn from my cohort? 2. What have I learned during my short practicum that will help me plan for my long practicum? 3. Am I ready? <p><i>Activities:</i></p> <ul style="list-style-type: none"> • Unit Plan assignment presentation to class <p><i>Assessment:</i></p> <ul style="list-style-type: none"> • All Assignments must be completed by this date. 	

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.

POLICIES

Policies regarding attendance and missed or late assignments are 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).

PARTICIPATION AND ASSIGNMENTS

Students will complete the following assignments:

1. Participation: Complete all readings and participate fully in activities, lectures and discussions.	10%
2. Procedure, Safety and Information sheets: are standard curriculum documents for teaching in labs and Lab/Workshops. Prepare one set (Procedure + Safety + Information) for a specific activity related to your practicum unit plan.	30%
3. Practicum Unit Plan: A unit is an intentionally designed, integrating, thematic organization of curriculum and knowledge through combinations of activities, demonstrations, discussions, modules, problems, and projects. Develop a Technology Education, ICT, or Media Arts unit plan that conforms to the Ministry's ADST curriculum.	30%
4. Lesson Plans: our lesson plans are to guide you - the teacher to help your students to reach the objectives for this course the lesson plan helps you to think about what you want the students to accomplish during the lesson and how they will engage with their learning.	30%

ASSIGNMENT SCHEDULE

Assignment	Due Date
Procedure, Safety and Information sheets	October 23
Practicum Unit Plan	December 4
Lesson Plans	December 4

Please be aware that late assignments will not be accepted.

ASSESSMENT

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-----10
Prepares and plans with innovative and progressive ideas 1-----4 ----- 8
Total: --- / 25

Assignments

1. Procedure, Safety and Information Sheets: Procedure, Safety and Information sheets are standard curriculum documents for teaching in labs and Lab/Workshops. Prepare one set (Procedure + Safety + Information) for a specific activity related to your practicum unit plan. Choose an apparatus, software, tool, material, machine or process that you know you will be teaching as part of your practicum unit plan and this document will be included within your unit plan. This is an opportunity for you to demonstrate your expertise in desktop publishing (DTP) and to transfer your design skills to a graphic design medium. Elements and principles of design are crucial (Chapters 2 and 11). Due: Wednesday, October 23

*Length: Material for Procedures to use the apparatus, etc; Safety information; Information on the apparatus as for example the machine parts = 1-2 pages for each (include in Practicum Unit Plan)

Procedure, Safety & Information Sheets

Fail ----- Pass
Accuracy & Comprehensiveness of Information F-----P
Presentation of Information F-----P
Graphic design principles and Quality F-----P
Total: F or P

2. Practicum Unit Plan: A unit is an intentionally designed, integrating, thematic organization of curriculum and knowledge through combinations of activities, demonstrations, discussions, modules, problems, and projects. An ADST unit is a thematic organization of design challenges, tools, machines, information and software, instruments and processes, and technologies. Units typically mean that existing activities or technical skills are "contextualized," or cast into a larger frameworks to provide unity.

Develop a Technology Education, ICT, or Media Arts unit plan that conforms to the Ministry’s ADST curriculum. For example: CAD or ACE-It Carpentry; a Unit in Design — for example: design a Tiny House using Google SketchUp (https://youtube/nir6Qk_sSrw) *include information on Tiny House history, design, and manufacturing. Present work to the class.

Format: Use the format provided in the Ministry’s Board/Authority Authorized Courses: Requirements and Procedures and ADST curriculum documents (see examples given). Download template from Ministry: https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/starting_points.pdf

Practicum Unit Plan	
	Fail ----- Pass
Introduction, Synopsis & Rationale (Relevance to Technology Education & Students)	F-----P
Organizational Structure (Comprehensiveness)	F-----P
Unit Topic & Descriptions + Learning Outcomes (Articulation w/ ADST, Creativity, Relevance & Comprehensiveness)	F-----P
Instructional & Assessment Components + Learning Resources (Currency & Relevance)	F-----P
Grammar & Format	F-----P
Total: F or P	

Use formats 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 of Content ✓ DeskTop Publishing ✓ Images + Text	<ul style="list-style-type: none"> Quality is compromised Materials look unprofessional 	<ul style="list-style-type: none"> Quality is OK Attempt to meet Standard 	<ul style="list-style-type: none"> Extremely professional High standard of quality for materials 	P / F
Format ✓ See formats	<ul style="list-style-type: none"> Format is incomplete Certain aspects are missing 	<ul style="list-style-type: none"> Format is generally complete Most aspects of format are OK 	<ul style="list-style-type: none"> All aspects of format are outstanding Format is clear and thorough 	P / F
Content ✓ Relevance ✓ Comprehensiveness ✓ Progressiveness	<ul style="list-style-type: none"> Content is sparse Content is inappropriate for Grade level 	<ul style="list-style-type: none"> Content is adequate Content is conventional 	<ul style="list-style-type: none"> Content is very relevant and thorough Content is fresh and exciting 	P / F
Resources ✓ Applicability ✓ Relevance ✓ Volume	<ul style="list-style-type: none"> Few resources Inappropriate resources 	<ul style="list-style-type: none"> Resources are somewhat thoughtful Adequate volume of resources 	<ul style="list-style-type: none"> Resources are extremely thoughtful Large volume of resources 	P / F

3. Unit Plan – 3 lesson plans: Your lesson plans are to guide you - the teacher to help your students to reach the objectives for this course the lesson plan helps you to think about what you want the students to accomplish during the lesson and how they will engage with their learning. by creating a lesson plan you will have a clear idea of the goals you are setting, developed activities, and determined the materials that will be used. You will have developed a Unit Plan that is to be delivered during your practicum. You will submit 3 lesson plans from this practicum work for assessment. The lesson Plan template that you use is to be negotiated with the instructor (Tony Edwards) prior to submission.

Practicum Lesson Plans (3)

Fail ----- Pass Organizational Structure (Comprehensiveness) F-----P Lesson Planning (comprehensiveness, clarity of objectives, focus) Goals and Objectives, Comprehensiveness of Information F-----P Instructional & Assessment Components + Learning Resources (Currency & Relevance) F-----P Grammar & Format F-----P Total: F or P
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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.

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 (50-54%) Flaws or deficits in understanding. Unable to integrate broad orientations towards language and learning

F level - Failing Work

- F (0-49%) Inadequate for successful completion of the course or submitted beyond the final date of acceptance or not all required work provided for assessment. Reveals an inadequate or lack of engagement with learning experiences in the course and an unwillingness or inability to participate appropriately.