


Education, Knowledge & Curriculum (EDST 403)

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Based on a work at blogs.ubc.ca/edst403.

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Agenda

- Transforming Curriculum & Assessment
- Academic Integrity
- Credibility of Websites
- Looking Back: Concept Map

(2)

Proposed learning objectives

By the end of today, you should be able to...

- Begin to articulate how, if at all, the concept of “core knowledge” appears in *Transforming Curriculum and Assessment*
- Define academic integrity and describe ways to foster it in your practice
- Explain ways to help students assess the credibility of sources
- Reflect on concepts from this course that have been particularly significant to your learning and create a concept map for these.

(3)




<https://curriculum.gov.bc.ca/>

Go to: <https://curriculum.gov.bc.ca/rethinking-curriculum>


Read/skim through the section on Core Competencies. Go also to Curriculum Drafts and pick out a subject/grade and read the associated page. As you read, consider:

- 1) How, if at all, is the notion of “core knowledge” (a la Hirsh et al.) appearing in the curriculum?
- 2) What is your understanding of “curricular competencies”? How do curriculum competencies compare with “concept and content learning standards”? (you may wish to see the “Glossary of Curriculum Terms”)
- 3) To what extent does the text resonate (or not) with your own approaches to teaching?



- How, if at all, is the notion of “core knowledge” (a la Hirsh et al.) appearing in “Transforming Curriculum and Assessment”?
- How do “curricular competencies” compare with “concept and content learning standards”?

Image credit: Gwyneth Anne Bronwynne Jones
Creative Commons: <https://i1c.kr/fp/dnc3>



- Is core knowledge or content knowledge more/less important in certain subjects than in others?
- Does core knowledge apply towards all skills and practices acquired through school (e.g. public speaking, working in groups)
- Should we still have core curriculum? Why/why not?

Image credit: Gwyneth Anne Bronwynne Jones
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Academic Integrity & Plagiarism


In pairs or small groups, discuss (2-3 minutes):

- your understanding of the words “academic integrity” and “plagiarism”
- how these concepts are related to one another

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Academic Integrity

Is evidence of one's own learning through demonstration of responsibility, honesty, trust and respect.



Giulia Forsythe Creative Commons: <https://www.flickr.com/photos/gforsythe/5705480123/>

Academic Integrity

Maintaining your academic integrity involves:

- “Creating and expressing your own ideas in course work
- Acknowledging all sources of information
- Completing assignments independently or acknowledging collaboration
- Accurately reporting results when conducting your own research or with respect to labs
- Honesty during examinations”

(<http://learningcommons.ubc.ca/resource-guides/avoiding-plagiarism/>)

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Plagiarism

“The practice of taking someone else's work or ideas and passing them off as one's own.” (dictionary definition)

Taken verbatim from: International Center for Academic Integrity. <http://www.academicintegrity.org/ica/integrity-1.php>

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Plagiarism occurs when someone...


1. uses words, ideas, or work products
2. attributable to another identifiable person or source
3. without attributing the work to the source from which it was obtained
4. in a situation in which there is a legitimate expectation of original authorship,
5. in order to obtain some benefit, credit, or gain which need not be monetary.

Taken verbatim from: International Center for Academic Integrity. <http://www.academicintegrity.org/ica/integrity-1.php>

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NOT Academic Integrity



- Cheating
- Plagiarism (*"unacknowledged use of someone else's words, ideas or creations as one's own whether deliberate or accidental"* <http://www.education.gov.sk.ca/Academic-integrity>)
- Others complete the work
- Buying papers on internet
- Re-submitting previously submitted work



http://www.mercatornet.com/articles/view/teaching_academic_integrity

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Why do students cheat?

<http://www.todaysparent.com/family/parenting/cheating-in-school/>

<http://easy1001.com/high-school-kids-still-love-to-cheat/>

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Your role as teachers

- Emphasize learning, not grades
- Introduce concepts of personal responsibility, honesty (age appropriate moral/ethical issues)
- Talk about cheating openly
- Review correct methods for citation, paraphrasing.
- Clearly explain your expectations for assignments.

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Your role as teachers

- Give assignments to teach best practices (non-graded, formative)
- Model good practices
- Work with colleagues to plan assignments (balanced workload for students)
- Work with staff, students, community to develop a statement of student responsibilities and expectations (support these)
- Professional development with parents/guardian

References: <http://carleton.ca/edc/wp-content/uploads/Promoting-Academic-integrity-in-the-Classroom.pdf>

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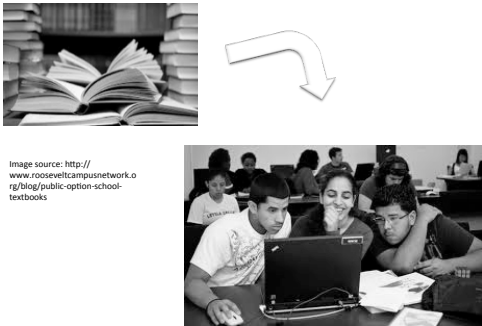


Image source: <http://www.rooseveltcampusnetwork.org/blog/public-option-school-textbooks>

Image source: <http://www.princeton.edu/main/news/archive/S25/17/26K56/>

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How do students assess the credibility of information?

(when the traditional ways of acquiring information are disturbed)

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Activity: Characteristics of a credible website

On your own, think of a topic relevant to your teaching and go to a website on that topic.

As you look at the site, create a list of what constitutes a credible website.

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Some characteristics of a credible website

- Evidence that author has some authority in the field
- States sources of information
- States organization/institution author is associated with (.org, .edu, .gov)
- Clear navigation and a site map
- Appealing visual design, links work, spelling/grammar
- Posts a physical address
- May post employee bios
- Current information
- Has a history and reputation of delivering trusted information

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Other factors that influence students' perceptions of credibility:

- Compare to information at another website
- Intrinsic plausibility
- Ranking
- Endorsed



<http://www.at.com/ebout/organization/education/>

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Looking back



Image: <http://tdshaw1.blogspot.ca/>

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Concept Map
(Step 1: on your own, SILENTLY) (5 mins)

- Select 1-2 concepts that have been particularly significant to your learning (may stay with you in 2-3 years, will influence your practice).
 - To help jog your memory, review the course goals and learning objectives, browse the course website
- Jot down 5 things you remember most about this concept

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Concept Map (in groups) – Step 2 (7-10 mins)

- Form a group of NO MORE than 6 people (move if you have to please)
- Share on step 1.
 - What do you have in common? What is unique?
- Decide on maximum 3 concepts you will include and **expand upon** on your concept map.

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Concept Map (in groups) – Step 3 (10 mins)

- Put your TOP (1-3) ideas onto a flipchart paper and expand on these with lines and arrows and labels
- add images, colour, magazine cutouts to reinforce ideas.
- Labels tell how the ideas are connected.
- Write in a way that an incoming student would be able to grasp the essence of that concept.

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