**EDST 403 (section 105) Education, Knowledge and Curriculum**

Mondays: 1:00 PM – 3:00 PM Location: Ponderosa Oak House, Rm.1002

January 9-February 6, 2017 (inclusive)

Instructor: Dr. Isabeau Iqbal E-mail: isabeau.iqbal@ubc.ca

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Course Site: http://blogs.ubc.ca/edst403/

**COURSE DESCRIPTION AND GOALS**

In Education, as soon as we talk about “knowledge” and “truth,” questions arise: Can teachers teach anything that is absolutely true, or only what hasn’t been proven false yet? How do teachers determine what counts as “true,” and how can they help their students think critically about whether what they learn is true?

In this course, we will explore ways that ideas about curriculum and pedagogy are connected to ideas about knowledge and truth. We will look into what knowledge has been considered of most worth, and how this has shaped curriculum decisions.

COURSE GOALS:

1. To explore how curriculum and pedagogy are connected to ideas about knowledge.

2. To probe how social ideas about knowledge and its value affect the curriculum.

3. To examine differences in understanding between “belief” and “knowledge”.

4. To examine how ideas about knowledge and truth are changing in the context of online search engines, informational websites and other digital media.

5. To consider conceptions of knowledge that are not typically dominant in our local society.

6. To gain a greater awareness of how your own ideas about knowledge and belief impact your teaching practice.

**LEARNING OBJECTIVES**

By the end of this course, you will be able to:

1. Identify how curriculum choices reflect social ideas about knowledge and its value;
2. Articulate several differences between knowledge and belief;
3. Explain some tensions that can arise between beliefs and knowledge in educational contexts, and begin to map out an educational response to these tensions;
4. Recognize how digital media change our relationship to knowledge, and begin to consider some of the associated ethical challenges;
5. Propose potential benefits of drawing on embodied knowledge, mindfulness, and intuition as ways of knowing in your practice;
6. Identify the role you and other educators have in helping your own students question knowledge claims and their justification.

It is my hope that you will develop a keen interest in the issues we address and grasp the relevance of these to your role as a teacher.

**RELATION TO THE BC MINISTRY OF EDUCATION STANDARDS**

The readings, class discussions and assignments in this course primarily contribute to teacher candidates’ attainment of **Standard 6: Educators have a broad knowledge base and understand the subject areas they teach.** This standard indicates that “Educators teach students to understand relevant curricula in a Canadian, Aboriginal, and global context. Educators convey the values, beliefs and knowledge of our democratic society.”

**LOGISTICS**

1. **Participation -** I value diverse, thoughtful comments and insights from all class members. Your contributions to the group’s learning will be greatest when you come to class having done the required readings and assignments and when you are in the mindset to participate. I look forward to learning from you.
2. **Communicating concerns with me** –Please feel free to talk with me and share any concerns. I cannot act upon things of which I am unaware. I prefer in-person communication when the dialogue may be difficult. For smaller matters, you can email.
3. **Course Website and Connect** – Through the course website (http://blogs.ubc.ca/edst403/), I will communicate assignment details, send out reminders, and upload resources, photos etcetera. You will upload your assignments directly to this site and I will provide details on how to do this in class and in writing. I will also be using Connect, but only for storing course readings.
4. **The Syllabus –** This syllabus is meant to serve as an outline and guide for the course. I typically modify the syllabus throughout the course (hence the reason you see “tentative” on p.3). If you have any questions about the syllabus or would like to propose an activity/resource/speaker, please approach me. I am open to your suggestions.
5. **Punctuality** - Classes will begin on time, and I will make every effort to end them on time.

**ASSIGNMENTS/ACTIVITIES & EVALUATION CRITERIA**

**Assignments & Activities**

Each student will complete several short assignments and/or activities in order to pass this course. I have opted for this approach instead of having only one final class assignment for the following reasons:

* When you, the student, are given the opportunity (“required”) to actively engage with the course material/ideas/content in an ongoing manner, this augments your learning.
* This format allows me to get a better sense of what you are learning and/or grappling with and allows me to provide you with more regular feedback and make any course adjustments as necessary. Even in a short course I feel this is important.

I will provide details of each assignment and/or activity in class and on the course website. Assignments/activities can be completed in French or English and will be submitted through <http://blogs.ubc.ca/edst403/> or as specified on the assignment instruction page.

Important: Relevant readings are listed for each class in this course. However, unless I specifically assign you to do a reading (in class or via the website), it is not “required” that you read the article prior to class. Readings are in Connect, unless otherwise specified.

**Evaluation**

The course is graded on a pass/fail basis. In a professional faculty, passing a course entails both good academic performance as well as active participation in learning activities. Students are expected to meet all criteria to receive a passing mark in the course. Reminder: a passing mark in the Teacher Education Program is B+ (76%) or higher. In cases where students fail to meet expected standards, they will have the opportunity to revise and resubmit the assignment.

Unless otherwise specified, the assessment criteria for text-based work are:

*Pass:* (1) readable (well organized; concise, proofread for grammar, spelling, and punctuation errors); (2) provides examples; (3) makes a clear argument (e.g., supports claims, makes clear transitions); (4) highlights an important educational issue; (5) includes your insights and conclusions; and (6) addresses specific assignment requirements.

*Fail:* (1) contains recurring errors of grammar, spelling, and punctuation; (2) lacks examples; (3) fails to make an argument or lacks transitions between thoughts; (4) fails to address an important educational issue; (5) does not include your insights and conclusions; and (6) does not address the specific requirements of that assignment.

**Remember: you must complete and pass each in-class/out-of-class activity and/or assignment in order to pass the course.**

**COURSE OUTLINE (\*\*\*Tentative\*\*\*)**

January 9: **Introduction to the Course: The Question of Knowledge in Education**

Guiding Questions:

* Where does the question of knowledge emerge in education?
* What is teachers’ relation to knowledge?

Readings (see note on bottom of page 2):

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

Berry, A., Loughran, J., & van Driel. J. (2008). Revisiting the roots of pedagogical content knowledge. *International Journal of Science Education, 30*(10), 1271-1279. DOI:

 10.1080/09500690801998885

**Assignment/Activity**: Conversation with teachers who have experience in the “old” and “new” curriculum (details on course website).

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January 16: **“Other” Ways of Knowing**

**Guiding questions:**

* What knowledge has been considered of most worth in teaching/teacher practice? What do our answers tell us about the values of our community and society?
* What are some conceptions of knowledge (“ways of knowing”) that may (typically) be less drawn upon in BC schools?

Readings (see note on bottom of page 2):

Burke, L. A., & Sadler-Smith, E. (2006). Instructor intuition in the educational setting. *Academy of Management Learning & Education, 5*(2), 169-181.

Parsons, J. & Beauchamp, L. (2012) *From knowledge to action: Shaping the future of curriculum development in Alberta* (see Chapter 3: Ways of Knowing). Alberta Education, Planning and Standards Sector: Edmonton, AB. Retrieved from http://www.education.alberta.ca/media/6809250/f\_chapter3.pdf

**Assignment/Activity**: Read Smith and Siegel article (details on course website).

January 23: **What, if any, are the Differences Between Belief and Knowledge?**

Guiding Questions:

* What is the difference between data, information and wisdom?
* What are some differences between belief and knowledge?
* What tensions can arise between knowledge and belief in educational contexts?

Reading (see note on bottom of page 2):

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

Smith, M. U. & Siegel, H. (2004). Knowing, believing, and understanding: What goals for science education? *Science & Education, 13*(6), 553-582.

**Assignment/Activity**: To be announced in class and posted on course website. Final assignments due between January 30 (not before) and February 6, 2017.

**January 30: Knowledge and Truth in the Digital Age**

Guiding Questions:

* What counts as “authoritative” knowledge in the digital age?
* How do we help students to assess the credibility of sources?
* How do we define academic or intellectual dis/honesty?
* What is 21st century learning?

Readings (see note on bottom of page 2):

Calvert Evering, C. & Moorman, G. (2012). Rethinking plagiarism in the digital age. *Journal of Adolescent & Adult Literacy, 56*(1), 35-44. doi: 10.1002/JAAL.00100

Shen, X., Cheun, C., Lee, M. (2013) What leads students to adopt information from Wikipedia? An empirical investigation into the role of trust and information usefulness. *British Journal of Educational Technology, 44*(3), 502-517.

**Assignment/Activity**: To be announced in class and posted on course website.

**February 6: Knowledge and Curriculum: Imagining the Future and Class Wrap-Up**

Guiding Questions:

* Against the background of our discussions in this course, how do we imagine knowledge and curriculum in the school of the future?
* What expectations do we have of the knowledge conveyed to our students?

Reading (see note on bottom of page 2):

Noddings, N. (2015). A richer, broader view of education. 21st Century Excellence in Education, part 2 (Symposium), 52(3), 232-236. Available at

http://link.springer.com.ezproxy.library.ubc.ca/article/10.1007%2Fs12115-015-9892-4

**Assignment/Activity**: Final assignments due February 6, 2017.

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**UBC POLICIES THAT APPLY TO TEACHER EDUCATION STUDENTS**

All students should familiarize themselves with, and comply with, the Bachelor of Education’s Program Policies and Guides ( http://teach.educ.ubc.ca/students/policies-and-guides/)

Please consult <http://teach.educ.ubc.ca/students/policies-and-guides/teacher-education-program/> for details on:

* **Academic Concessions**
* **Attendance and participation**
* **Copyright**
* **Religious Observance Absences** <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,48,0,0>
* **Academic Honesty and Standards**

http://www.calendar.ubc.ca/vancouver/?tree=3,286,0,0

* **Non-Academic Misconduct** http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,54,750,0

If you require special assistance or accommodations for this course, please contact a program coordinator in the Teacher Education office and me as soon as possible. Please see Access & Diversity (<http://www.students.ubc.ca/access/disability-services/>) for more information.