UNIVERSITY OF BRITISH COLUMBIA
Department of Curriculum and Pedagogy
Winter 1 2011
EDCP 562 (031): Introduction to Curriculum Issues and Theories
(Digital Learning & Curriculum @ 21st Century Learning)

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Course Description:
What is curriculum studies? What is the state of research in curriculum studies? What are the primary challenges of curriculum theory for digital learning, and vice versa? This course is one of the two core requirements in the Department of Curriculum and Pedagogy's graduate program. We survey a wide range of research and practices in curriculum and pedagogy (C&P) or curriculum and instruction (C&I)— i.e., curriculum studies. In this winter 2011 section for the Digital Learning and Curriculum (DLC) cohort, we will focus on curriculum theory and a recent survey of curriculum studies with special attention to digital media, technologies, and 21st century learning. The emphasis is on understanding curriculum as a dynamic discipline or interdiscipline, demanding specific attention to discourses, issues, and practices germane to curriculum studies and digital media or technologies.

Texts (Required):
1. *Readings in Introduction to Curriculum Issues and Theories* (cost recovery).

Valued Ends of the Course:
My intention, as teacher in this course, is to help you develop a framework for understanding curriculum studies as a practice— as a social practice with political borders and boundaries. The guiding end is for all of us to work on developing an attitude and position toward "talking about" and "doing" curriculum studies, C&P, C&I, & DLC. One major effort will be toward providing you with an understanding of cultural, historical, philosophical, psychological and political changes within curriculum studies.

Assessment (for details, see below):	Deadline:
1. Participation (20%)	Ongoing
2. Keyword (20%)	1 Nov
3. Discourse Leadership (groups of 4-5) (25%)	Ongoing
4. Graduating Project / Research (35%)	6 Dec

- **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:
Participation is valued at 20% of your final grade. We refer to the scholarly level of participation as **academic conversation**, which entails a variety of things including academic conversation, articulation and presentation. Participation is interdependent with **preparation** for each week, which involves *reading* (highlighting, pagination post-its, margin notes, comments & questions, etc.), *writing* (posting to discussions, note-taking, outlining, questioning, defining, mapping,

framing, summarizing, journaling, blogging, podcasting, exposition, etc.), *organizing* (documenting, labelling, ordering, archiving, filing, sequencing events, chronicling, etc.), *reflecting* (rethinking, reincorporating, remapping, analyzing, synthesizing, etc.), and *speaking* (discussing, podcasting, corresponding with peers, chat, etc.). One goal of preparation is to sustain increasingly sophisticated academic conversations or engagement with the readings, course and peers. A second goal is to develop systematic approaches for engaging with the readings and your peers (i.e., developing reading, speaking, writing, organizing, and reflection form(at)s and styles that are effective). **Read for <u>Meaning</u> *along with* Purpose…**

Participation

Low------------Avg------------High
Appropriately and accurately articulates key constructs and themes in readings, etc.   1---------------3---------------5
Reveals an attempt to synthesize knowledge of media and technology in education (readings, etc.).   1---------------5.5--------------10
Advances collective knowledge and consciousness by engaging with authors, peers, instructors in the online course   1---------------3---------------5
Total: xx / 20

1. Defining & Analyzing Keywords of Digital Learning and Curriculum (20%)— Choose one keyword to define and contribute to the DLC wiki. In *Keywords*, Williams notes that these are terms that migrate or have mobility and around which semantic clusters are formed. As words migrate to new uses or cultures, they cluster new meanings or are used in novel ways, and hence become keywords. New discourses emerge, suggesting clusters of meaning. Think critically and creatively about what keyword you would like to define and contribute (Cyborg? Unsupervised learning? Pattern recognition? Mobility? Operability? Eco-design? Cyber-identity? 21st century learning?) Will you coin a new keyword? Please coordinate on the wiki to avoid duplication.

Most entries should include a definition, explanation, development and details and, if applicable, examples. This is a common "pyramid structure" used in many encyclopedias. In the opening paragraph, the first few sentences clearly describe and define the topic and explain its importance to curriculum, education, technology, e-learning, instructional design, etc.

Keep the entry as jargon-free as possible. View your entry from a perspective of preparing a speech rather than writing an essay. In this way, we can describe complex issues in thoughtful ways without being needlessly complicated. Do not use direct quotations from other works and but include citations of publications (e.g., APA citations, etc): If you must quote, please limit to one sentence or so and acknowledge the source. Focus on the topic of the entry and avoid digressions. Every word is important.

Keyword Essay Length: 700 words (input into wiki). Please be sure that your entry meets but does not exceed this word count. Word counts include the keyword, your name, cross-references, and a few further readings or links.

Keywords of DLC

Low------------Avg------------High
Clarity of Communication / Grammar / Style / Format
1---------------5.5---------------10
Depth, Comprehensiveness & Substance of Entry
1---------------5.5---------------10
Total: xx / 20

Graduating Project / Research (35%)— Throughout your DLC cohort experiences, you worked to transform or enhance curriculum via a series of affordances, media, and technologies. This included interactive tutorials, Smartboard interactivities, LMS's, videos, podcasts, modules, etc. This assignment provides you an opportunity to follow-up on your graduating project plan, research proposal, and e-Portfolio. Think through and utilize this opportunity to develop your graduating project / research or e-Portfolio. Submit a one page outline and proposal for this by 4 October.

3. Discourse Leadership (25%)— Choose one week and topic on the schedule to coordinate the seminar. It will be your responsibility to clearly re/present the topic and reading(s), and to coordinate the discussions. Please use the approach described below. Format: Group Project— groups of 4-5. For the discussion that you lead, please prepare to:
1. Outline the readings (primary and secondary sources) and post this outline to the group.
2. Provide a brief overview of the readings based on the outline.
3. Define key terms or methodological and theoretical concepts that are challenging.
4. Design handouts, discussion questions and presentation media for clarifying the readings.
5. Design activities for the group with attention to inclusive participation. Possible activities include:
   - Discussion focus questions and moderation of discussion forums
   - Wiki / Interactive Web
   - Voice & Podcast, etc.
6. Moderate and bring closure to the topic for the week.

Discourse Leadership

Low------------Avg------------High
Outlines & addresses key concept(s) in readings
1---------------5.5---------------10
Sufficient examples from readings are provided & synthesizes with previous readings
1---------------5.5---------------10
Communication and media are professional in format—
Style is clean and coherent
1---------------3---------------5
Total: xx / 25

Grading Guidelines

Approved 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%)

EDCP 562 Course Schedule & Readings

Seminars for each week include a balance of activities and resources.

Date	DLG	Assignments	Readings
Week 1 6 Sept		**Course Intro**	**Course introduction, Mapping & Definitions**
Overview of Curriculum Studies			
Week 2 13 Sept		**Readings**	Chambers (2003); Petrina & Rusnak (2010)
Week 3 20 Sept		**Readings & DLG**	Petrina (2004)
21st Century Learning and Curriculum			
Week 4 27 Sept	#1	**Online DLG**	BCTF *Teacher* on 21st Century Learning; BC Ministry (2010, 2011); Canadian Council on Learning (2008)
Week 5 4 Oct	#1	**GP Proposal Due**	Partnership for 21st Century Skills; Donnison (2010)
Digital Media, Technology, and 21st Century Learning			
(Week 6) 11 - 17 Oct Reading Break			
Week 7 18 Oct	#2	**Online DLG**	Jenkins (2006)
Week 8 25 Oct	#2	**Readings & DLG**	Cope & Kalantzis (2008)
Curriculum and Technology			
Week 9 1 Nov	#3	**Keywords Due**	Zhao & Frank (2010); Ferneding (2010); Brooks (2010)
Week 10 8 Nov	#3	**Online DLG**	Means (2008)
Theorizing Technology in DLC			
Week 11 15 Nov	#4	**Readings & DLG**	Knowlton (1992); Tufte (2003)
Week 12 22 Nov	#4	**Readings & DLG**	Adams (2008)
Week 13 29 Nov	-	**GP Research Due**	**Culmination / Presentations / Course Feedback /**

Readings:

What is Curriculum Studies?

1. Chambers, C. (2003). 'As Canadian as possible under the circumstances': A view of contemporary curriculum discourses in Canada. In W. Pinar, ed., *International handbook of curriculum research* (pp. 221-252). Mahwah, NJ: Erlbaum.
2. Petrina, S. (2004). The politics of curriculum and instructional design/theory/form. *Interchange*, *35*(1), 81-126.
3. Petrina, S. & Rusnak, P. (2010). Technology. In C. Kridel (Ed.), *Encyclopedia of curriculum studies* (pp. 876-878). Thousand Oaks, CA: Sage.
4. Petrina, S. (2008). On curriculum and pedagogy. Downloaded July 14, 2010 from http://www.edcp.educ.ubc.ca/sites/default/files/uploads/documents/EDCPhistory.pdf.

21st Century Learning

5. BCTF *Teacher* on 21st century learning.
   a. Osborne, G., Suhr, N., Steeves, T. & Johnson, J. (2011). 21st century learning. *Teacher: Newsmagazine of the BC Teachers' Federation, 23*(4), 10-11.
   b. Turner, J. (2011). Teaching and learning in the 21st century. *Teacher: Newsmagazine of the BC Teachers' Federation, 23*(5), 6.
   c. Van Bergeyk, D. (2011). 21st century learning: Get ready. *Teacher: Newsmagazine of the BC Teachers' Federation, 23*(6), 7.
6. BC Ministry on 21st century learning
   a. http://www.bced.gov.bc.ca/dist_learning/21century_learning.htm
   b. Abbott, G. & Gorman, J. (2010). *Personalized learning in the 21st century: Initial thoughts for discussion*. Victoria. BC Ministry of Education.
7. Canadian Council on Learning. (2008). *Evolving education: Learning in the 21st century*. Ottawa: Author.
   a. Canadian Council on Learning http://www.ccl-cca.ca & http://www.changelearning.ca/ (Video Series: *Evolving Education* http://www.ccl-cca.ca/CCL/AboutCCL/21stCentury.html)
8. Partnership for 21st Century Skills. (2009). *Framework for 21st century learning*. Washington DC: Author.
9. Donnison, S. (2010). Unpacking the millennials: A cautionary tale for teacher education. *Australian Journal of Teacher Education*, *32*(3), Article 1.

Digital Media @ 21st Century Learning

10. Jenkins, H. et al. (2006). *Confronting the challenges of participatory culture. Media education for the 21st century*. Chicago: MacArthur Foundation. http://digitallearning.macfound.org/atf/cf/%7B7E45C7E0-A3E0-4B89-AC9C-E807E1B0AE4E%7D/JENKINS_WHITE_PAPER.PDF
11. Cope, W. & Kalantzis, M. (2008). New learning. In *New learning: Elements of a science of education* (pp. 3-16). Cambridge: Cambridge University Press.

Curriculum and Technology

12. Zhao, Y. & Frank, K. (2003). Factors affecting technology uses in schools: An ecological perspective. *American Educational Research Journal, 40*(4), 807-840.
13. Ferneding, K. (2010). Understanding curriculum studies in the space of technological flow. In E. Malewski (Ed.). (2010). *Curriculum studies handbook— The next moment* (pp. 171-184). New York: Routledge.
    a. Brooks, N. J. (2010). Response to Karen Ferneding: Smashing the feet of idols. In E. Malewski (Ed.). (2010). *Curriculum studies handbook— The next moment* (pp. 185-189). New York: Routledge.
14. Means, B. (2008). Technology's role in curriculum and instruction. In F. M. Connelly, H. M. Fang He & J. Phillion, J. (Eds.), *Handbook of curriculum and instruction* (pp. 123-144). Los Angeles: Sage.
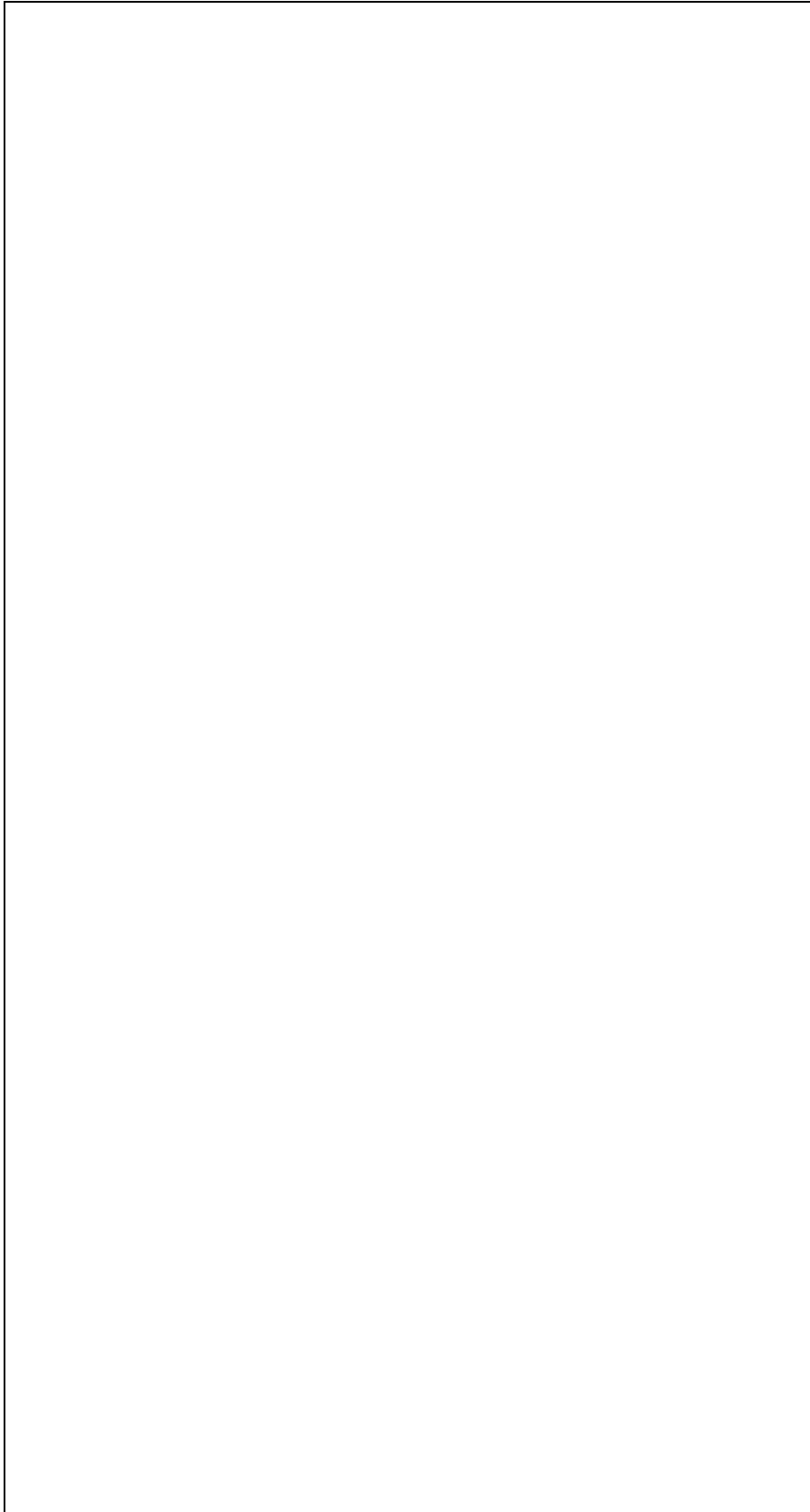
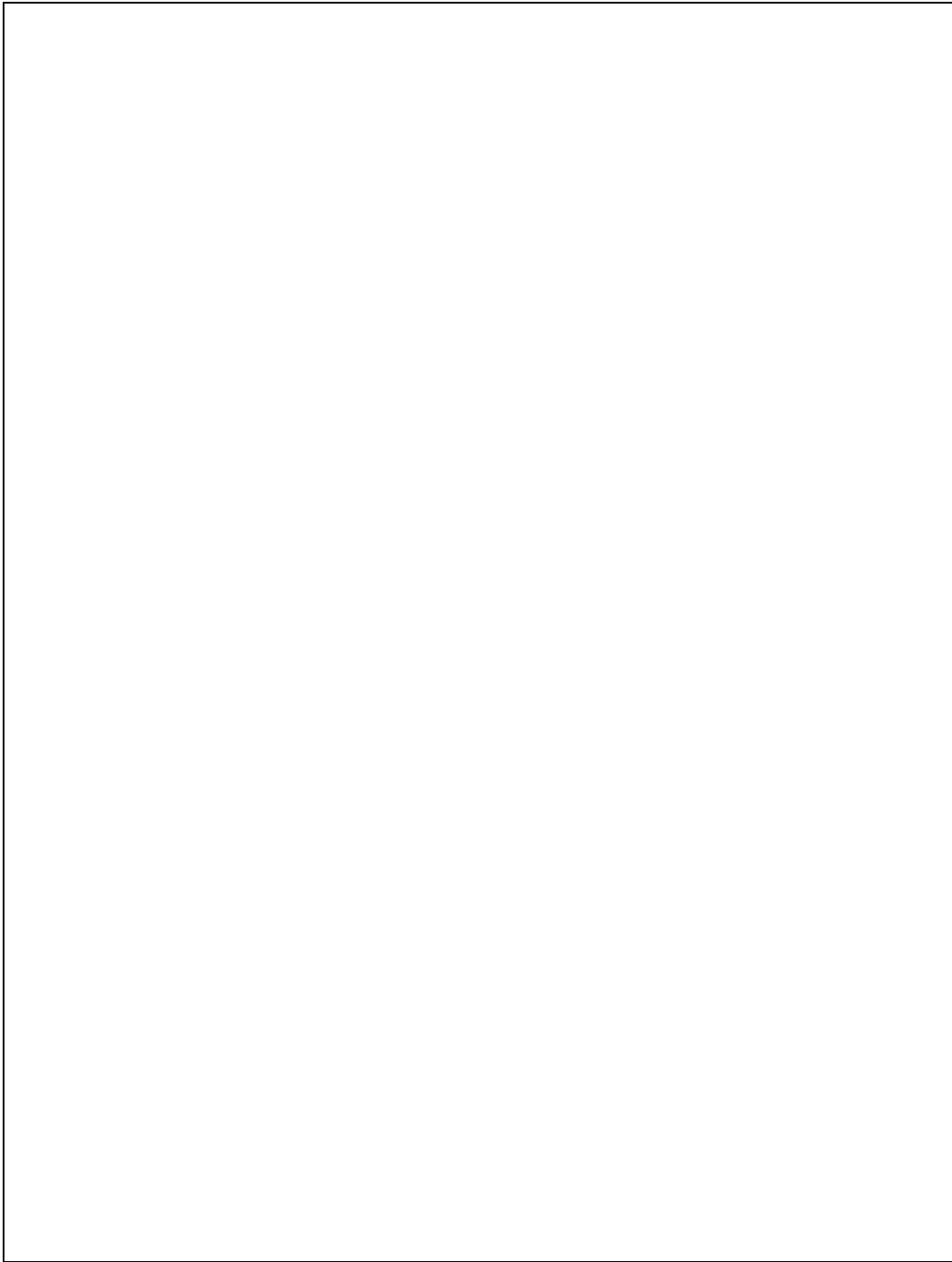**Theorizing Technology in DLC**

15. Knowlton, E. (1992). The hand and the hammer: A brief critique of the overhead projector. *Feminist Teacher, 6*(2), 21-23, 41.
16. Tufte, E. R. (2003, September). PowerPoint is evil. *Wired, 11*(9).
    a. Tufte, E. R. (2006). *The cognitive style of PowerPoint: Pitching out corrupts within*. Cheshire, CT: Graphics Press.
17. Adams, C. (2008). The poetics of PowerPoint. *Explorations in Media Ecology*, *7*(4), 283–289.

Journals in Curriculum Studies

1. Curriculum and Teaching
2. Curriculum Inquiry
3. Curriculum Journal
4. Journal of the American Association for the Advancement of Curriculum Studies
5. Journal of Canadian Association for Curriculum Studies
6. Journal of Critical Inquiry into Curriculum and Instruction
7. Journal of Curriculum Studies
8. Journal of Curriculum and Pedagogy
9. Journal of Curriculum and Supervision
10. Journal of Curriculum Theorizing
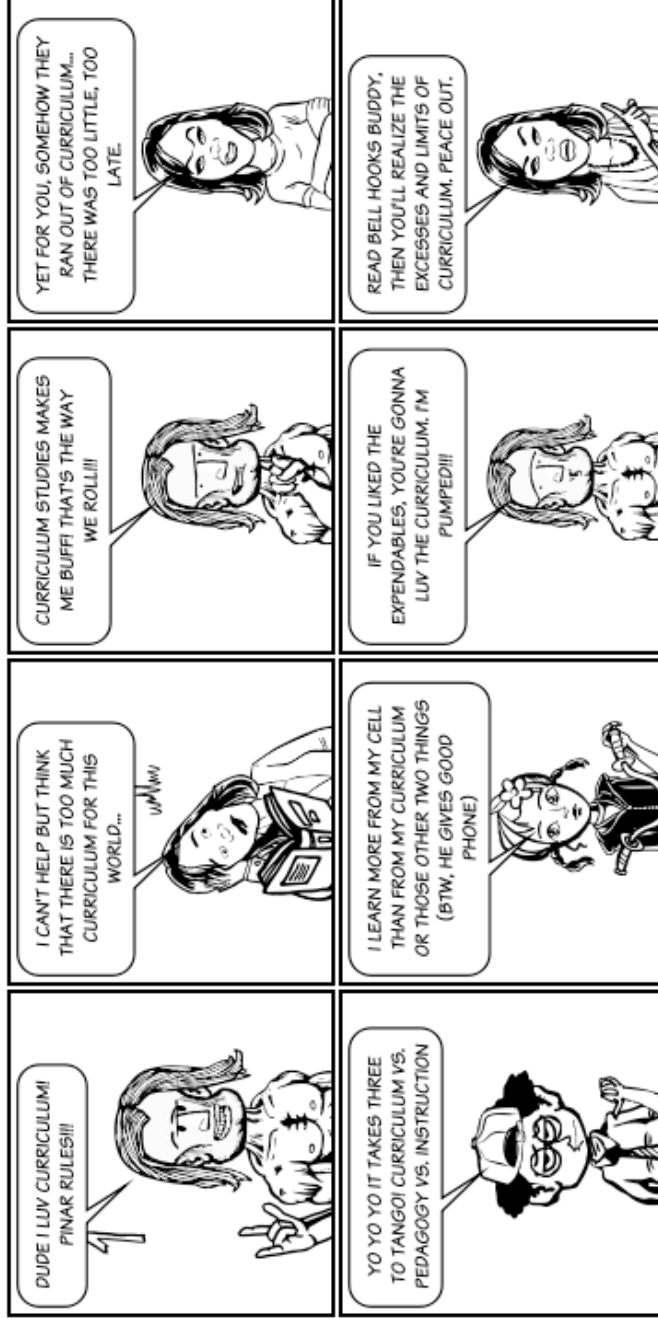11. Transnational Curriculum Inquiry