Curriculum Issues and Theories (in Media & Technology Studies)

EDCP 562.61A
University of British Columbia
2021

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Course Description and Valued Ends:

This course explores curriculum issues and theories in Applied Design, Skills, & Technologies (ADST), Media & Technology (M&T), and Science, Technology, Engineering, Art, and Mathematics (STEAM) education. This course is one of the two core requirements in the Department of Curriculum and Pedagogy's graduate program. We survey a range of research and practices in curriculum and pedagogy (C&P) or curriculum and instruction (C&I)— i.e., curriculum studies. In this winter 2021 M&T cohort section, we will focus on curriculum analysis, inquiry-based reasoning (IBR), and M&T ethics. The emphasis is on understanding curriculum as a dynamic discipline or interdiscipline, demanding specific attention to discourses, issues, and practices germane to ADST, M&T, and STEAM.

Valued Ends of the Course:

My intention is to help you conceptualize, interpret, understand and do curriculum analysis, IBR, and M&T ethics. A major effort will be in helping you balance curriculum practice with analysis and theory. A second intention is to encourage you to formulate specific inquiry interests and topics to continue progress through more advanced stages of the graduate program.

> **Texts (Required):** *EDCP 562 Curriculum Issues and Theories in M&T.* (in Canvas)

Assessment (see details below**):**   **Deadline:**
  1. Participation (20%)   Ongoing
  2. Curriculum Analysis (40%)   Oct. 27
  3. Explainer Video (40%)   Dec. 1

- **Academic Honesty and Standards, and Academic Freedom +**
- **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 https://universitycounsel-2015.sites.olt.ubc.ca/files/2019/08/Disability-Accommodation-Policy_LR7.pdf).

Operational Definition of Letter Grade Categories
(EDCP, Revised, 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%)

Course Schedule

Date	Module	Activity	Assignment	Module Topics (see Readings next section)
Week 1 Sept. 7-12	Intro	Introductions & Networking	Orientation + Course Intro	**Course introduction + SOUL**
Week 2 Sept. 13-19	Intro - #1	Grouping & Planning	Readings & Assignments	**Module 1: Curriculum Analysis**
Week 3 Sept. 20-26	# 1	Case Studies & Modules	Readings & Assignments	**Module 1: Curriculum Analysis**
Week 4 27-2 Oct.	#2	Curriculum Analyses & Explainer Videos	Readings & Assignments	**Module 2: ADST, M&T, & STEAM Curriculum and Ethics**
Week 5 Oct. 3-9	#2	Case Studies & Modules	Readings & Assignments	**Module 2: ADST, M&T, & STEAM Curriculum and Ethics**
Week 6 Oct. 10-16	#3	Curriculum Analyses & Explainer Videos	Readings & Assignments	**Module 3: Instructional Media Design & Production**
Week 7 Oct. 17-23	**Midterm Reading & Research Break**			
Week 8 Oct. 24-30	#3	Sharing Curriculum Analyses	**Curriculum Analysis Due**	**Module 3: Instructional Media Design & Production**
Week 9 31-6 Nov.	#4	Case Studies & Modules	Readings & Assignments	**Module 4: Inquiry-Based Reasoning and Curriculum**
Week 10 Nov. 7-13	#4	Case Studies & Modules	Readings & Assignments	**Module 4: Inquiry-Based Reasoning and Curriculum**
Week 11 Nov. 14-20	#5	Explainer Videos	Readings & Assignments	**Module 5: Curriculum Design, Theory, and Theorizing**
Week 12 Nov. 21-27	#5	Explainer Videos	Readings & Assignments	**Module 5: Curriculum Design, Theory, and Theorizing**
Week 13 28-4 Dec.	#5	Sharing Explainer Videos	**Explainer Video Due**	**Module 5: Curriculum Design, Theory, and Theorizing**

Course Major Topics & Readings

1. **Module 1: Curriculum Analysis**
   Gibson, S. E. (2012). Defining curriculum. In *Canadian curriculum studies: Trends, issues, and influences* (pp. 7-9). Vancouver, BC: Pacific Educational Press.
   Kanu, Y., & Glor, M. (2012). "Currere" to the rescue? Teachers as "amateur intellectuals" in a knowledge society. In S. E. Gibson (Ed.), *Canadian curriculum studies: Trends, issues, and influences* (pp. 11-28). Vancouver, BC: Pacific Educational Press.
   Posner, G. (2004). Concepts of curriculum and purposes of curriculum study. In *Analyzing the curriculum* (pp. 3-32). New York, NY: McGraw Hill.

Ben-Peretz, M., & Eilam, B. (2010). Curriculum use in the classroom. In P. Peterson, E. Baker, & B. McGaw (Eds.), *International encyclopedia of education* (pp. 348-354). New York, NY: Elsevier.

References

Ariav, T. (1986). Curriculum analysis and curriculum evaluation: a contrast. *Studies in Educational Evaluation, 12*, 139-147.

Ariav, T. (1991). Growth in teachers' curriculum knowledge through the process of curriculum analysis. *Journal of Curriculum & Supervision, 6*(3), 183-200.

Jonnaert, P., & Therriault, G. (2013). Curricula and curricular analysis: Some pointers for a debate. *Prospects, 43*, 397-417.

Lamb, C., & Godlewska, A. (2021). On the peripheries of education: (Not) learning about Indigenous peoples in the 1995-2010 British Columbia curriculum. *Journal of Curriculum Studies, 53*(1), 103–123.

Méndez, G., Ochoa, X., & Chiluiza, K. (2014). Techniques for data-driven curriculum analysis. In *Proceedings of the fourth international conference on learning analytics and knowledge* (pp. 148-157). New York, NY: ACM.

Werner, W. (1980). Editorial criticism in curricular analysis. *Curriculum Inquiry, 10*(2), 143-154.

2. **Module 2: ADST, M&T, & STEAM Curriculum and Ethics**

Code, J. & Zap, N. (2017). Assessment in immersive virtual environments: Cases for learning, of learning, and as learning. *Journal of Interactive Learning Research, 28*(3), 235-248.

Jones, T. C. (2019). Creating a world for me: Students of color navigating STEM identity. *Journal of Negro Education, 88*(3), 358-378.

Moore, S. L., & Ellsworth, J. B. (2014). Ethics of educational technology. In J. M. Spector, M. D. Merrill, J. Elen, & M. J. Bishop (Eds.), *Handbook of research on educational communications and technology* (pp. 113-127). Dordrecht, NL: Springer.

References

Aesaert, K., Vanderlinde, R., Tondeur, J., & van Braak, J. (2013). The content of educational technology curricula: A cross-curricular state of the art. *Educational Technology Research and Development, 61*(1), 131-151.

Buchanan, E. A. (2011). Internet research ethics: Past, present, and future. In M. Consalvo & C. E. West (Eds.), *Handbook of internet studies* (pp. 83-108). Sussex, UK: Wiley-Blackwell.

Moore, S. L. (2009). Social responsibility of a profession: An analysis of faculty perceptions of social responsibility factors and integration into graduate programs of educational technology. *Performance Improvement Quarterly, 22*(2), 79-96.

Petrina, S. (2021). Designerly ways, means, and ends: From STEM to STEAM to STEAMD. In *Proceedings of the 6th international STEM in Education conference (STEM 2021)* (pp. xx-xx). Vancouver, BC: EDCP.

3. **Module 3: Instructional Media Design & Production**

Code, J., Forde, K., Ralph, R., & Zap, N. (2021). Assessment for learning in immersive and virtual environments– Evidence-centred game design in STEM. In *Proceedings of the 6th international STEM in Education conference (STEM 2021)* (pp. xx-xx). Vancouver, BC: EDCP.

Hove, P. T., & van der Meij, H. (2015). Like it or not. What characterizes YouTube's more popular instructional videos? *Technical Communication, 62*(1), 48-62.

Rosenthal, S. (2020). Media literacy, scientific literacy, and science videos on the internet. *Frontiers in Communication, 5*, 1-7.

We Are Cognitive. (2021). Are animated explainer videos effective? https://www.wearecognitive.com/blog/animated-explainer-videos-effective

References

Fiorella, L., & Mayer, R. E. (2018). What works and doesn't work with instructional video. *Computers in Human Behavior, 89*, 465–470.

Foster, C., Francome, T., Hewitt, D., & Shore, C. (2021). Principles for the design of a fully-resourced, coherent, research-informed school mathematics curriculum. *Journal of Curriculum Studies, 53*, 1-21.

Johnson, E. (2018). Hacking my way through digital discomforts as a literacy teacher educator. In N. Ng-A-Fook, S. Pratt, B. Smith, & L. Radford (Eds.), *Hacking education in a digital age: Teacher education, curriculum, and literacies* (pp. 159-175). Charlotte, NC: Information Age Publishing Inc.

4. **Module 4: Inquiry-Based Reasoning and Curriculum**

Di Giuseppantonio di Franco, P., Winterbottom, M., Galeazzi, F., & Gogan, M. (2019). Ksar Said: Building Tunisian young people's critical engagement with their heritage. *Sustainability, 11*(5), 1373, 1-19.

Kidman, G., & Casinader, N. (2017). Building the foundation: The use of data and evidence in inquiry. In *Inquiry-based teaching and learning across disciplines* (pp. 105-118). New York, NY: Palgrave.

References

McKinney, S., Perry, S., Katifori, A., & Kourtis, V. (2020). Developing digital archaeology for young people: A model for fostering empathy and dialogue in formal and informal learning environments. In S. Hageneuer, (Ed.) *Communicating the past in the digital age: Proceedings of the international conference on digital methods in teaching and learning in archaeology* (12–13 October 2018) (pp. 179-195). London, UK: Ubiquity Press.

Kidman, G., & Casinader, N. (2017). The unfolding of inquiry in education: A research chronology. In *Inquiry-based teaching and learning across disciplines* (pp. 3-29). New York, NY: Palgrave.

Knight, D. B. (2014). Reversing the logic: An outcomes-based student typology for determining "what works" in promoting an array of engineering-related student learning outcomes. *Educational Evaluation and Policy Analysis, 36*(2), 145-169.

Stegelin, D. A. (2005). Making the case for play policy: Research-based reasons to support play-based environments. *YC Young Children, 60*(2), 76-85.

5. **Module 5: Curriculum Design, Theory, and Theorizing**

Deng, Z. (2021). Constructing 'powerful' curriculum theory. *Journal of Curriculum Studies, 53*(2), 179-196.

Kanu, Y., & Glor, M. (2012). Curriculum as cultural practice: Postcolonial imagination. In S. E. Gibson (Ed.), *Canadian curriculum studies: Trends, issues, and* influences (pp. 209-224). Vancouver, BC: Pacific Educational Press.
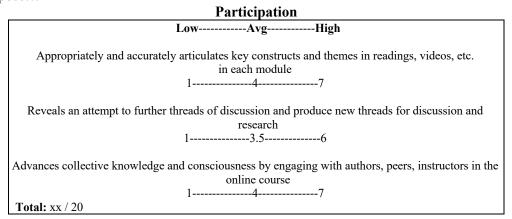
References

Leddy, S. (2008). Curriculum development. In B.A. Moyer & R. A. Wittmann-Price (Eds.), *Nursing education: Foundations for practice excellence* (pp. 66-86). Philadelphia, PA: F. A. Davis.

Pinar, W. F. (2012). *What is curriculum theory?* New York, NY: Routledge.

Petrina, S. (2004). The politics of curriculum and instructional design / theory / form: Critical problems, projects, units and modules. *Interchange, 35*(1), 81-126.

Course Assignments

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 module. 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 through the Module Introductions, consider the questions and offer other questions in Discussion or your notes, and process through the subsections and Case Studies within each Module. The standard is one *quality* Discussion post per module within the window of dates

indicated, either in conversation with the authors / readings or with a peer's or several peers' comments. This facilitates and moderates progress in the course as a whole. **(20%) Read for <u>Meaning</u>** *along with* **Purpose…**

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Participation

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Low------------Avg------------High
Appropriately and accurately articulates key constructs and themes in readings, videos, etc. in each module 1---------------4---------------7
Reveals an attempt to further threads of discussion and produce new threads for discussion and research 1---------------3.5-------------6
Advances collective knowledge and consciousness by engaging with authors, peers, instructors in the online course 1---------------4---------------7
Total: xx / 20

Assignments:

1. Curriculum Analysis (40%)

Complete a Curriculum Analysis of a specific curriculum, activity, course, instructional resource, series of videos, unit, etc. The curriculum analysis must have a substantive M&T component, i.e.: 1) Select a ADST, M&T, or STEAM curriculum to analyze; or 2) Select any curriculum (e.g., health education course) and analyze through M&T issues, questions, theories, etc.; or 3) Combine both 1 and 2. Although there is a range of frameworks, for this assignment we will rely on Posner (2004), who defines curriculum analysis as

> an attempt to tease a curriculum apart into its component parts, to examine those parts and the way they fit together to make a whole, to identify the beliefs and ideas to which the developers were committed and which either explicitly or implicitly shaped the curriculum, and to examine the implications of these commitments and beliefs for the quality of the educational experience. (p. 14)

For this assignment, curriculum analysis "takes the form of a set of answers to questions designed to help the reader identify these commitments and their implications" (p. 14).

Format: 2000-2500 words (including 1 page of references max) = approx. 5 pages single-spaced w/ 1 table and 2-3 figures/images.

2. Explainer Video (40%) (Groups of 2)

Plan, script, and produce an Explainer Video that addresses an ethical dilemma or issue in M&T. Develop an idea, storyboard, script, animate or film, and edit for airing on YouTube or Vimeo. "Explainer videos are short animated or live action videos that communicate a message in a clear, concise, and memorable way" ([Creamy Animation, 2021](#)). Design the explainer for a child or youth audience (e.g., pre-K, grades 1-3, 4-6, 7-8, 9-10, 11-12) and explain the ethical dilemma or issue with age-appropriate depth and engagement. Draw on theoretical insights and inquiry-based reasoning. The video should be professional quality, engaging (e.g., dramatic, humourous, serious, punchy, cheeky, etc.) and designed to inspire dialogue and inquiry, and pedagogical to address challenges for students and teachers.

Format: 00:01:30 seconds (1.5 min +/- 10 secs) exported to YouTube or Vimeo. Unless entirely original, the explainer must include attribution. Option 1: scroll or make the final frame the acknowledgements or credits for key sources of substantive images or clips. Option 2: keep a companion reference/source list that is accessible as a download (e.g., link in a description on YouTube).