



SCMP 600

Understanding and Applications of Curriculum Context: Teachers and Teaching

Semester: Fall 2015
 Days: Thursdays
 Start/End: Oct 8 - Dec 3
 Room: TBA
 Time: 9-11:15AM;
 1-3:15PM

Number of credits: 3

Prerequisite:
 SCMP 500 a & b

Instructor: Dr. Sean Steel
 Email: sssteel@ambrose.edu
 Office: TBA
 Office By appointment
 hours:

Course Description:

Activating students' prior knowledge from their Year One studies in "Society and Culture: Methodologies and Practices" (SCMP), and building upon a variety of lesson-planning strategies they gained last year in "Curriculum Design and Program Development" (CDPD), students in this second-year SCMP course will have a chance to integrate the insights they have gained from their theoretical investigations into practical, collaborative, and creative lesson designs that they will demonstrate/enact with the rest of the class.

In this course we will begin by asking the questions, "What is creativity? What are its benefits in the classroom both for us and for our students? And how shall we promote creativity in our classrooms?" Much of this course will therefore be "hands-on" and pragmatically-driven. However, core to this course must also be the concern and attentiveness that we have been cultivating together since last year in SCMP 500; namely, "How do we make our classrooms places where the pursuit of wisdom and happiness might be cultivated on a daily basis?" Without a concern for these *deeper* matters, all the creativity in the world will only be of ambiguous value; it might even become the cause of much unnecessary suffering for us and others as well. Here, in SCMP 600, therefore, we will be thinking about how we might plan for and foster our students' creativity from a position informed by first gaining some clarity about the *meaning* of wisdom, as well as thinking about how we might, in our own diverse ways, pursue wisdom in our classrooms together with our students.

During this course, student-teachers will continue to develop themselves in relation to "Ten Competencies" of the BEd Program at Ambrose, and in alignment with the development of the Knowledge, Skills, and Attributes (KSA's) that are required for provincial teacher certification. It is hoped that some of the practices students are exposed to in this course they will find transferable into their own future classrooms as teachers.

Expected Learning Outcomes:

It is the aim of the course that students acquire the following skills:

Competency	Description
1	Build affirmative relationships with children.
2	Apply theories of curriculum, learning, and assessment to the development of programs.
3	Build learning communities.
4	Design teaching and learning scenarios that include inquiry-based learning.
5	Design inclusive learning experiences that recognize and accommodate all children, including those with exceptional learning needs.
6	Engage in shared praxis.
7	Design and implement programs that incorporate attention to cultural realities and diversities.
8	Understand critical and creative thinking as essential to learning in all programs.
9	Demonstrate the essential dispositions that characterize a professional educator from the Ambrose University College Bachelor of Education Program.
10	Address non-academic barriers to learning by applying a variety of management strategies and effective classroom techniques.

Requirements:

1. Online participation in cohort discussions: Students are asked to participate in asynchronous class discussions. The format of these discussions is very simple and is laid out clearly in the attached Schedule (see below). Briefly, each week students are expected to write a simple **paragraph** about either the readings or the lectures for that week. Paragraphs that are composed should not be summaries of the readings or the lectures, but reflective/analytic, or inquisitive in character. Each paragraph should end with a **question**. Questions should not be of the "Trivial Pursuit" variety, but should arise from each student's genuine encounter with the text or the lecture under study. After posting a brief paragraph with a question, students are asked to **respond** to TWO other questions or posts made by colleagues. And let's remember always to maintain decorum and collegiality in all of our online interactions with one another.

2. Group Planning and Demonstrations: Each day of class student-teachers will be provided with time to gather together into their small collaborative groups in order to plan a unit of study, some small portion of which they will present at the end of the course. The unit that is designed will be tailored for use in a K-6 atmosphere; it may/may not be interdisciplinary. It must be carefully "**backward planned**" as we learned from last year, but your group may choose to develop it either: as an *inquiry-based unit*; a *"design thinking" unit*; or using the concept of *"gamification"* to guide you.

Along with each unit plan (please aim for a 2 to 4 week time-frame), each planning group will submit a brief explanation of how they have sought to invite their future students into wisdom's pursuit as a means of informing and grounding their creative practices. For this component of their submission, students may draw on the insights of *any* of the theorists studied during their time in the BEd Program at Ambrose as these relate to the nature of wisdom and wisdom's pursuit (See my YouTube channel for a list of theorists with instructional lectures). What would it look like to enact such an understanding in your own planning considerations? How will you do it? Explain in your short, accompanying write-up (between 500-1000 words).

Finally, having briefly explained your overarching idea and delineated your planning schedule for the rest of us at the beginning of the presentation, your group will choose some integral aspect of your collaborative plan that you would

like all of us to try out/experience in a hands-on activity.

Submission of Assignments:

Working together in groups can be challenging. I strongly suggest coming up with a kind of "action plan" among yourselves that divides up the work equally/fairly, and also that contains within it deadline expectations for products and processes that you, as a group, would like enforced. Please ensure that you participate in the weekly online discussions, and that you come prepared to listen and to contribute to our end-of-course demonstrations of creativity and the pursuit of wisdom.

Attendance:

The majority of what we do in this class requires cooperation with your peers. The practical, "hands-on" collaborative work-shopping of your unit and lesson-planning ideas will involve much face-to-face, interpersonal relations and classroom discussions. Hence, attendance is mandatory. Please notify me in advance if you are unable to come to class. Most especially, it will be important for you to show courtesy towards your peers and other members of your group by informing them of your absence, and by making fair/equitable arrangements with them regarding work load, communications, and other responsibilities. Also: please be timely with your online posts -- otherwise, others will not be able to engage with you, and you will miss out on the rich dialogue that transpires when we all engage collectively.

Evaluation:

LEARNING TASK NUMBER	DESCRIPTION OF LEARNING TASK	PERCENT OF FINAL GRADE
Learning Task #1	Online Discussion Posts (1 paragraph with a question, including 2 short responses to others each week)	30%
Learning Task #2	Unit Plan and Demonstration	70% (35% for written, and 35% for enacted/demo component)

Grade Summary:

The available letters for course grades are as follows:

Percentage	Letter Grade	Grade Point Weight	Description
96-100	A+	4.0	
91-95	A	4.0	Excellent
86-90	A-	3.7	
82-85	B+	3.3	
75-81	B	3.0	Good
72-74	B-	2.7	
68-71	C+	2.3	
63-67	C	2.0	Satisfactory
60-62	C-	1.7	
56-59	D+	1.3	
50-55	D	1.0	Minimal Pass
0-49	F		Failure

Because of the nature of the Alpha 4.00 system, there can be no uniform College-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously. Please note that final grades will be available on student registration system. Printed grade sheets are no longer mailed out.

Textbooks:

Robinson, Ken. *The Element: How Finding Your Passion Changes Everything* (Penguin, 2009).

***Steel, Sean. *The Pursuit of Wisdom and Happiness in Education* (SUNY Press, 2014).

Steel, Sean. YouTube Channel. <https://www.youtube.com/channel/UCZ3hTPXQ8B0bpOFUZUBUC4g>

All other readings posted on Moodle

***I have cheap/discount copies for you!

Policies:

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (Cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, it is highly recommended that they forward all messages from the Ambrose account to the other account.

During the **Registration Revision Period** students may to enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty. These courses will not appear on the student's transcript. Courses should be added or dropped on the student portal by the deadline date, please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a Request to Withdraw from a Course by the **Withdrawal Deadline**, please consult the List of Important Dates. Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. A grade of "W" will appear on the student's transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Students, who find a conflict in their exam schedule must submit a **Revised Examination Request** form to the Registrar's Office by the deadline date, please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to engage in electronically-enabled activities unrelated to the class during a class session. Please turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Please do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a "**Course Extension**" from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date, please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control".

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Office of the Registrar in writing within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal to review final grades. If the appeal is sustained, the fee will be refunded.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University College as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to give credit to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Students are strongly advised to retain this syllabus for their records.

Daily Schedule (subject to change):

DAY: (9-3:15PM)	ACTIVITIES, LECTURES, & ITINERARY OF EVENTS PLEASE: Remember to come prepared each Thursday having already completed any assigned readings/lecture materials.	ASSIGNED READINGS
Thurs. Oct. 8	<p>Re-connecting with each other after our summer adventures; discuss the course outline; review general principles of "inquiry-based learning," "gamification," and "design thinking." Review basic principles of "backward design."</p> <p>Watch and discuss together in class: "What is Design Thinking?" http://www.whatisdesignthinking.org/</p> <p>Watch and discuss together as a class: " The Future of Creativity and Innovation is Gamification" https://www.youtube.com/watch?v=ZZvRw71Slew</p> <p>Watch Ken Robinson's TED talk: "Do schools kill creativity?" https://www.youtube.com/watch?v=iG9CE55wbTY</p> <p>Decide upon a group with whom you might collaborate. Do you want to organize an inquiry-based unit? A "design thinking" unit? A "gamification "unit? Begin to brainstorm some ideas together today.</p>	
Thurs. Oct. 15	<p>Come to class having watched Steel, "Creativity and the Pursuit of Wisdom in Education." (https://www.youtube.com/watch?v=CacBE_5gDQU)</p> <p>Discuss as a class together: "What is creativity? What is wisdom? How do we cultivate the pursuit of wisdom in a way that is creative with our students?"</p> <p>-In-class Planning time in your groups; opportunities to conference and to share.</p> <p>-Meet asynchronously online via Moodle. Make 3 posts: (1) Write a response to today's readings/lectures. A paragraph will do. Please include a question at the end of your paragraph. (2) Respond to TWO other people's questions/posts.</p>	Robinson, <i>The Element</i> .
Thurs. Oct. 22	<p>Come to class having watched Steel, "Modern Views of Education" (Parts 1 to 3) https://www.youtube.com/watch?v=n0RVVP7dDOo</p> <p>-In-class Planning time in your groups; opportunities to conference and to share.</p> <p>-Meet asynchronously online via Moodle. Make 3 posts: (1) Write a response to today's readings/lectures. A paragraph will do. Please include a question at the end of your paragraph. (2) Respond to TWO other people's questions/posts.</p>	Steel, <i>Pursuit of Wisdom and Happiness in Education</i> (Chapter One on modern views of wisdom).
Thurs. Oct. 29	<p>Come to class having watched Steel, "Aristotle on Wisdom and Education" https://www.youtube.com/watch?v=7A8dzoTGzPY</p> <p>-In-class Planning time in your groups; opportunities to conference and to share.</p> <p>-Meet asynchronously online via Moodle. Make 3 posts: (1) Write a response to today's readings/lectures. A paragraph will do. Please include a question at the end of your paragraph. (2) Respond to TWO other people's questions/posts.</p>	Steel, <i>Pursuit of Wisdom and Happiness in Education</i> (Chapter Two on Aristotle).

<p>Thurs. Nov. 5</p>	<p>Come to class having watched Steel, "Thomas Aquinas on Wisdom and Education" https://www.youtube.com/watch?v=6mPfV3XaLB0</p> <p>-In-class Planning time in your groups; opportunities to conference and to share.</p> <p>-Meet asynchronously online via Moodle. Make 3 posts: (1) Write a response to today's readings/lectures. A paragraph will do. Please include a question at the end of your paragraph. (2) Respond to TWO other people's questions/posts.</p>	<p>Steel, <i>Pursuit of Wisdom and Happiness in Education</i> (Chapter Five on St. Thomas Aquinas).</p>
<p>Thurs. Nov. 12</p>	<p>-In-class Planning time in your groups; opportunities to conference and to share.</p> <p>-Meet asynchronously online via Moodle. Make 3 posts: (1) Write a response to today's readings/lectures. A paragraph will do. Please include a question at the end of your paragraph. (2) Respond to TWO other people's questions/posts.</p>	<p>Steel, "Suffering and the Contemplative Gaze in Teaching" (MS) (Available on Moodle)</p>
<p>Thurs. Nov. 19</p>	<p>-In-class Planning time in your groups; opportunities to conference and to share.</p> <p>-Meet asynchronously online via Moodle. Make 3 posts: (1) Write a response to today's readings/lectures. A paragraph will do. Please include a question at the end of your paragraph. (2) Respond to TWO other people's questions/posts.</p>	<p>Schall, "On Teaching and Being Eminently Teachable." From <i>On the Unseriousness of Human Affairs</i>. (Available on Moodle)</p>
<p>Thurs. Nov. 26</p>	<p>Presentations/Demonstrations</p>	
<p>Thurs. Dec. 3</p>	<p>Presentations/Demonstrations</p>	

Learning Task #2: Unit Plan Rubric

Competency	Description	
1	Unit Plan demonstrates evidence that student is seeking/developing ways to build affirmative relationships with children.	
2	Unit Plan demonstrates evidence that student is seeking/developing ways to apply theories of curriculum, learning, and assessment to the development of programs.	
3	Unit Plan demonstrates evidence that student is seeking/developing ways to build learning communities.	
4	Unit Plan demonstrates evidence that student is seeking/developing ways to design teaching and learning scenarios that include inquiry-based learning.	
5	Unit Plan demonstrates evidence that student is seeking/developing ways to design inclusive learning experiences that recognize and accommodate all children, including those with exceptional learning needs.	
6	Unit Plan demonstrates evidence that student is seeking/developing ways to engage in shared praxis.	
7	Unit Plan demonstrates evidence that student is seeking/developing ways to design and implement programs that incorporate attention to cultural realities and diversities.	
8	Unit Plan demonstrates evidence that student is seeking/developing ways to understand critical and creative thinking as essential to learning in all programs.	
9	Unit Plan demonstrates evidence that student is seeking/developing ways to demonstrate the essential dispositions that characterize a professional educator from the Ambrose University College Bachelor of Education Program.	
10	Unit Plan demonstrates evidence that student is seeking/developing ways to address non-academic barriers to learning by applying a variety of management strategies and effective classroom techniques.	

Grading Key	E= Excellent Pf = Proficient S = Satisfactory L = Limited P = Poor
--------------------	--

Learning Task #2 Holistic Rubric for End-of-Course Sharing/Demo

Level	Descriptors
4 Excellent	<ul style="list-style-type: none">• Shares key points in an insightful manner.• Organizes information in a precise manner to clarify understanding.• Communicates information in a convincing manner to engage the audience.
3 Proficient	<ul style="list-style-type: none">• Shares key points in a meaningful manner.• Organizes information in a logical manner to support understanding.• Communicates information in an effective manner to interest the audience.
2 Adequate	<ul style="list-style-type: none">• Shares key points in an appropriate manner.• Organizes information in a simplistic manner to partially support understanding.• Communicates information in a straightforward manner that generally holds the attention of the audience.
1 Limited*	<ul style="list-style-type: none">• Shares key points in a superficial manner.• Organization is haphazard and does little to assist understanding.• Communicates information in an ineffective manner that does little to sustain attention of the audience.
Insufficient/Blank*	<ul style="list-style-type: none">• No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.

* When work is judged to be limited or insufficient, the teacher makes decisions about appropriate intervention to help the student improve.