SCMP 600

Understanding and Applications of Curriculum Context: Teachers and Teaching

Semester:	Winter 2016
Days:	Tues. & Thurs.
Start/End:	Feb. 9 - Apr. 7
Room:	RE110
Time:	9-11:30AM

Number of credits: 3

Prerequisite:

SCMP 500

Instructor:	Phillip Field
Email:	pfield@ambrose.edu
Office:	TBA
Office hours:	By appointment

Course Description:

This course introduces student teachers to selected ideas and practices teachers use to develop a teaching worldview and for students to understand how worldview knowledge influences teaching and teachers. In this course, the second of three graduated and integrated courses in the Society and Culture: Methodologies and Practices component, student teachers pay particular attention to various forms of teacher and teaching knowledge and the influence of this knowledge in both human behaviour and current practices in teaching. Student teachers will be given opportunities to integrate into a personal learning plan, mission statement, and philosophy of teaching statement their understanding of teaching and teachers and the emerging worldview regarding both. This course will provide student teachers with an opportunity to begin developing a teaching e-portfolio.

Additional Information:

Drawing upon a rich storehouse of intellectual history, society, and culture, this second course in "Society and Culture: Methodologies and Practices" (SCMP) asks students to reflect on three essential questions:

- What is the current educational reality for all stakeholders?
- What are the historical, cultural, technological, economic and political factors that created our current educational reality?
- What might education look like in the near future as societal change continues at a rapid rate?

In addition to building the "Ten Competencies" of the BEd Program at Ambrose, and in alignment with the development of the Knowledge, Skills, and Attributes (KSA's) that is required for provincial teacher certification, this course is designed to help student-teachers develop a deeper understanding of how our present day curriculum has been shaped by historical forces and how our current curriculum responds to the academic, emotional and spiritual needs of our stakeholders.   Selected topics will include assessment, the emotional lives of students, the impact of the digital culture on students and teachers and how curriculum has been shaped throughout history by the commercial, political, religious and military needs of society.

Expected Learning Outcomes:

It is the aim of the course that students will deepen their understanding of the following competencies by reflecting on the myriads ways in which society, culture, and education intersect. Students will learn about and reflect on the societal and cultural influences on their lives as teachers and how these forces influence teaching practice and methodology in today's classrooms.

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:

Attendance:

Attendance is <u>required</u> at each class. Students are expected to come to class prepared to discuss the topics and questions listed in the course syllabus. **It is highly recommended that students take detailed notes of the readings prior to each class in order to participate fully in the lectures and learning activities. As the course is <u>content rich</u>, ongoing preparation would also be a huge benefit in completing the written assignments and preparing for the final examination.**

Evaluation:

LEARNING TASK NUMBER	DESCRIPTION OF LEARNING TASK	PERCENT OF FINAL GRADE
Written Responses	Students will write six written responses of no more than 750 words each on topics and related questions are listed in the course syllabus. The assignments will be graded according to a rubric that can be found on the Moodle site for this course	60%
Attendance & Participation	Students are expected to attend class and be prepared to discuss the topics listed in the course syllabus. **Students are strongly advised to make detailed notes on the readings as this content will form the basis of class discussions, lectures and the final exam.**	10%
Take Home Final Exam: April 7, 2016 Due: April 11, 2016	Students will choose from among several topics/open-ended questions and write two responses comprised of no more than 7 double-sided, typed pages.	30%

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:

Baker, David P. (2014).   The schooled society: the educational transformation of global culture. Stanford, Ca: Stanford University Press.

Cubberly, E. P. (2013). The history of education, educational practice, and progress considered as a phase of the development and spread of western civilization. ***Online Books Page: Archive Classics*** **(Originally published circa 1920)**

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: (9-11:15AM)	ACTIVITIES, LECTURES, & ITINERARY OF EVENTS PLEASE: Remember to come to class having already read the assigned weekly readings and made notes for your use in class and for future learning tasks.	ASSIGNED READINGS
Tues. Feb. 9	1. Introductions. Discuss the course outline, course routines, learning tasks, and important dates. 2. Society, Culture and Schools Three Guiding Questions: How did we get here? Where are we now? Where are we going?	
Thurs. Feb. 11	**Cause and/or Effect: The concept of a schooled society. Implications for individuals, groups and societies.** Do you agree with Baker's contention that education systems and the culture of education have had a pervasive effect on societies around the world? How has the concept of a schooled society affected our view of curriculum?	Text: The Schooled Society • Introduction "A Quiet Revolution" • Ch. 1 From Education Reform to the Schooled Society
Tues. Feb. 16	**Reading Week - No classes**	
Thurs. Feb. 18	**Reading Week - No classes**	
Tues. Feb. 23	**History of Western Education: Three Early Influences (Greek, Roman, Christian)** Early ideas, early thinkers: Similarities/differences How did Greek education meet the needs of Greek society? How did Greek education influence our current educational views and practices? What is the evidence in our present curriculum? To what degree does our present curriculum meet the needs of our students and society?	SCRIBD.COM: History of Educational Practice and Progress: • Ch. 1 The Old Greek Education • Ch. 2 Later Greek Education
Thurs. Feb. 25	**Education in Rome** How was education shaped by the political and commercial needs of Roman society? Identify the themes/parallels among the Greeks, Romans and current educational practices. How is present day education being shaped by the political and commercial needs of society?	SCRIBD.COM: History of Educational Practice and Progress: • Ch. 3 The Education and Work of Rome **Assignment #1 Due**
Tues. Mar. 1	**State vs. The Individual: The Christian Contribution** Inspiring Education (2010) How do our present challenges and opportunities mirror those faced by the people of the Roman Empire during the rise of Christianity? How has our secular curriculum been affected by the Christian contribution to education? How has the Christian belief in the importance/sanctity of each individual played out in our current curriculum?	SCRIBD.COM: History of Educational Practice and Progress: • Ch. 4 The Rise and Contribution of Christianity Inspiring Education: Alberta Education
Thurs. Mar. 3	**The Influence of the Church: Early Curriculum and Modern Schooling** Origins of the Education Revolution Early Assessment Practices	SCRIBD.COM: History of Educational Practice and Progress:

	What factors have contributed to the longevity of the Western university? Describe the impact of the university on the rise of scientific thinking. What are the origins of our present-day assessment practices? Are we using effective assessment practices?	• Ch. 7 Education During the Early Middle Ages TEXT: THE SCHOOLED SOCIETY • Ch. 3 The Incredible Longevity of the Western University **Assignment #2 Due**
Tues. Mar. 8	**Beginnings of Mass Education & the Industrial Age** What are the parallels between mass education in the Industrial Age and mass education in our post-industrial age? What can be learned from the experiences of mass education in the industrial age that might apply to our current reality? As the jobs and skills associated with the Industrial Age continue to disappear, how will schools prepare students for the post-industrial age?	History of Educational Practice and Progress: • Ch. 24 The Struggle for National Organization in England The Zero Marginal Cost Society (PDF on Moodle) • The European Enclosures and Vertical Integration
Thurs. Mar. 10	**Schools as Mechanisms of Social Progress** Creating New Knowledge: Schools as Centers of Innovation What are the implications for classroom practice? What will teachers need to know? How will schools reflect the changes as they move from "knowledge transmitters" to "knowledge creators"? How does inquiry learning mirror this paradigm shift?	TEXT: THE SCHOOLED SOCIETY • Ch. 5 Constructing Reality • Ch. 6 The Educational Transformation of Work **Assignment #3 Due**
Tues. Mar. 15	**Schooling & Credentials** What are the implications for schools as we look at the trend towards a greater degree of "credentialing"? How do the educational and social forces affect the life of a student and teacher in today's elementary classroom? What are the moral issues that arise as a result of increased credentialing?	TEXT: THE SCHOOLED SOCIETY • Ch. 7 Credentialing in the Schooled Society
Thurs. Mar. 17	**The Changing Face of Knowledge** What is knowledge? What is worth knowing? What are the new "basics"? What are the implications for the various educational stakeholders (students, teachers, parents, taxpayers, business community)? What does it mean to be an educated person in 2016? What should classrooms look like in 2016? What should students be able to do? What aspects of more traditional educational approaches need to be retained?	TEXT: THE SCHOOLED SOCIETY • Ch. 8 The Transformation of Knowledge and Truth Claims CATCHING UP OR LEADING THE WAY (Zhao, 2009) PDF: (Found on Moodle) • Ch.7 What Knowledge is of Most Worth in the Digital and Global Economy?
Tues. Mar. 22	**Guest Lecture: The Classroom and the Digital World**	**Assignment #4 Due**
Thurs. Mar. 24	**Emotional Lives of Children** What impact is the "schooled society" having on the mental health of our children? How do schools cope with the increased mental health demands of our students? What do teachers need to know? What is the role of play in our schools? Anxiety, depression and ADHD: The tangled (treacherous) triangle	TEXT: THE SCHOOLED SOCIETY • Ch. 9 Failure, Redemption and the Construction of the Self • The Decline of Play and Rise of Children's Mental Disorders (Gray, 2010) PDF: Found on Moodle • All Work and No Play: Why Your Kids Are More Anxious, Depressed (Entin, 2011) PDF: Found on

		Moodle
Tues. Mar. 29	**Disappearance of the Natural World** **Emotional Lives of Children: The Disappearance of Play and its Effects** What is the importance of "free play" and experiencing the natural world? What can children learn from playing outside? Are there links between "the disappearance of play and the natural world" and the deterioration of children's mental health?	SCRIBD.COM: LAST CHILD IN THE WOODS • Introduction • Ch. 7 Genius of Creativity: How Nature Nurtures Creativity SCRIBD.COM: ENDANGERED MINDS • Ch. 1 "Kids' Brains Must be Different The Decline of Play and the Rise of Psychopathology in Childhood and Adolescence (Gray, 2011) PDF: found on Moodle
Thurs. Mar. 31	**Future Trends: Beliefs and the Educated Laity** Are our current educational/societal trends preparing our students to participate in the "schooled society"? What would an effective curriculum look like? What is the relationship between religion and the schooled society?	TEXT: THE SCHOOLED SOCIETY • Ch. 11 An Educated Laity • Conclusion **Assignment #5 Due**
Tues. Apr. 5	**Future Trends: Open Source Learning** What are the implications of "open source learning" on our role as public educators? Is education in need of "reinvention"? What would this new vision look like? What needs to change" How will the lives of students and teachers change as we increasingly use open source learning platforms?	TEDTalks: Salman Khan "Let's use video to reinvent education (link found on Moodle) TEDTalks: Richard Baraniuk "The birth of open-source learning revolution (link found on Moodle)
Thurs. Apr. 7	**Summary & Synthesis**	Final exam (take home) assigned Due: Noon of April 11, 2016

References

Antony, M. M. & Swinson, R. P. (2009). When perfect isn't good enough: strategies for coping with perfectionism. Oakland, CA: New Harbinger Publications Inc.

Baker, David P. (2014). The schooled society: the educational transformation of global culture. Stanford, Ca: Stanford University Press.

Butler-Bass, D. (2009). A people's history of Christianity. New York, NY: Harper-Collins.

Chappuis, J., Stiggins, R. Chappuis, S. & Arter, J. (2012). Classroom assessment for student learning: doing it right-using it well. Boston, MA: Pearson.

Davies, A. (2000). Making classroom assessment work. Courtenay, BC: Classroom Connections International Inc.

Friedman, T.L. (2008). Hot, flat and crowded. New York, NY: Farrar, Straus and Giroux.

Friedman, T. L. (2007). The world is flat: a brief history of the twenty-first century. Vancouver, BC: Douglas & McIntyre.

Friedman, T. L. (2000). The Lexus and the olive tree. New York, NY: Anchor Books.

Garbarino, J. (1982). Children and families in the social environment. New York, NY: Aldine de Gruyter.

Jacobs, H. H. (Ed.) (2010). Curriculum 21: Essential education for a changing world. Alexandria, VA: ASCD

Healy, J. (1990). Why our children don't think. New York, NY: Simon and Schuster

Kuhn, T. S. (1970). The structure of scientific revolutions. Chicago, Ill: University of Chicago Press.

Louv, R. (2005). Last child in the woods: saving our children from nature deficit disorder. Chapel Hill, NC: Algonquin Books of Chapel Hill.

Marzano, R. J. (2007). The art and science of teaching. Alexandria, VA: ASCD.

Marzano, R. J. (2003). What works in schools; translating research into action. Alexandria, VA: ASCD

Marx. G. (2006). Future-focused leadership. Alexandria, VA: ASCD

Rifkin, J. (2014). The zero marginal cost society: the Internet of things, the collaborative commons and the eclipse of capitalism. New York, NY: Palgrave Macmillan Press.

Russell, B. (1996). History of western philosophy. London, U.K.: George Allen & Unwin.

Somerville, M. (2006). The ethical imagination: journeys of the human spirit. Toronto, ON: Anansi.

Zhao, Y. (2009). Catching up or Leading the way: American education in the age of globalization. Alexandria, VA: ASCD

Key Journals

Canadian Education and Research Digest
Canadian Journal of Education
Canadian Journal of Educational Administration and Policy (University of Manitoba)
Community Education Journal
Educational Leadership (ASCD)
Journal of Educational Research
Principal (NAESP)

Internet Resources

http://www.k12.wa.us/cisl/	Center for Improvement of Student Learning
http://www.cipl.org	Institute for Parent Leadership
http://www.publiceducation.org	Public Education Network (PEN)
www.ncrel.org/sdr/areaspa0cont.htm	Family and Community Pathways
www.//www.csos.jhu.edu/p2000	Family, school, and community involvement
www.mcrel.org/topics/Leadership	McRel
www.wncp.ca	Western and Northern CA Protocol for Collaboration in Ed.
https://**education.alberta**.ca/	Alberta Education
www.Irc.education.gov.ab.ca	Learning Resources Center of Canada