

EDCI 651. 31E: Curricular and Instructional Design

Department of Curriculum & Instruction, TAMU-C
Texas A & M University-Commerce
Fall, 2014

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbooks Required:

The Curriculum Studies Reader, 3rd edition, (2009), edited by David Flinders, Stephen J. Thornton, published by Routledge.

The Hundred Languages of Children—Advanced Reflections, 3rd edition (2012) edited by Carolyn Edwards, Lella Gandini, and George Forman and published by Praeger Publishing Company . [...an education that is effective and humane; its students undergo a sustained apprenticeship in humanity, one that may last a lifetime. Gardner’s introduction]

Working On the Work: An Action Plan for Teachers, Principals, and Superintendents by Phillip C. Schlechty, published by Jossey-Bass in 2002.

Course Description:

This course presents an opportunity for doctoral students to analyze and synthesize major topics of critical concern to the profession through a program of study and discussion of current literature and research. The focus of our study is to investigate alternative possibilities for curricular and instructional design in the schools and propose innovative strategies for instruction. The nucleus for our study this semester will be curricular and instructional design. The curriculum and practices of the schools of Reggio Emilia, Italy will be examined as an exemplary model. Schlechty’s WOW framework for designing

instruction and ideas about how schools could become learning organizations is another exemplar of focus for the course. Goals for the course are to 1) examine current theories, research, and philosophical stances which addresses the organization of learning activities in relationship to the curriculum and instructional setting or context, 2) understand the myriad of contextual factors and diversities that affect the learner and learning environment, and 3) use this information as a vehicle for critical thinking, reasoning, and effective argument. This work is intended to assist doctoral level students in the development and extension of their independent data collecting, evaluating or analysis, and reporting skills.

Student Learning Outcomes:

The learning outcomes are what you are able to do as a result of the activities, readings, instruction etc. that have occurred in this course. Assignments/activities designed to produce these outcomes are described in the assignments and assessments portion of the syllabus.

The learner will be able to:

Be an active and engaged participant in class and group discussions by analyzing, designing, and evaluating information within the texts, supplementary readings, and class activities.

Compare and contrast different theories, research, and philosophical stances which address the organization of learning activities in relation to curriculum and instructional activities

Identify and elaborate on, both verbally and in writing, the contextual factors and diversities that affect the learner and the learning environment.

Demonstrate the ability to read and synthesize existing professional literature related to curriculum theory and instructional design; and, analyze and evaluate research designs and findings.

Plan and carry out a curriculum design project related to his/her current work assignment and which demonstrates the integration of best practices based on new ideas learned through the class

activities, readings, and discussions.

Write a paper to describe the curriculum design program and to analyze it's success in leading to learning for the intended students as well as learning for your self as a designer of curriculum.

Present to the class a formal oral report describing your project, accompanied by a visual representation of the project as well as your reflective analysis.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

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relationship to the curriculum and instructional setting or context, 2) understand the myriad of contextual factors and diversities that affect the learner and learning environment, and 3) use this information as a vehicle for critical thinking, reasoning, and effective argument. This work is intended to assist doctoral level students in the development and extension of their independent data collecting, evaluating or analysis, and reporting skills.

The culmination of this process will be the presentation of a design project and paper related to your current work assignment which demonstrates the integration of best practices in the use of materials, methods, and setting.

Your design project will be an Action Research Project accompanied by the *pedagogical documentation* of a Reggio-inspired negotiated learning project with students with early childhood or elementary age students. As a teacher-researcher, the focus would be on curriculum, instructional, and social-contextual design as you support children engaged in explorations arising from their own questions. With this inquiry approach toward teaching, the dynamic components of *design*, *documentation*, and *discourse* would be utilized to uncover your students' beliefs, current conceptual schemas, and theories about topics of investigation underway; and to engage in dialogue and negotiation about pedagogical practices with others.

In an effort to encourage paradigmatic shifts, the project should employ a curricular and instruction design that is

driven by a variety of possibilities that have grown out of the body of knowledge that research suggests about learning and the learner--not just driven by subject content.

based on recent findings from research studies regarding learners--children or adults--how they learn, and what they should be learning from their school experiences.

challenging to the extent that each learner is *engaged*.....i.e., an *active participant* in the curricula, facing learning dilemmas where choices must be made, risks taken, and the lack of success not be considered a failure.

an extension of the learner's knowledge and experience, wherein the learner has purposeful activities (relevancy).

focused on the learner with knowledge viewed as a tool rather than an indication of subject content mastery, and addresses how assessment plays a role in the curricular design process

Research documentation should be cited to support contentions, but restrictions of state or federal laws or guidelines (i.e., the age groupings of students, group size, typical grading policies etc.) do not have to be adhered to. Originality and creativity are expected, as is alignment with current research findings regarding learning and learners.

Thus, the major requirements for this course will be to:

Read the assigned readings and participate in related discussions and collaborative activities in each class session. Complete response activities, such as selection of **pithy quotes**, as assigned.

At the end of each class session, you will be asked to **reflect and represent insights** and implications for your own teaching and learning gleaned from that class session --- with the idea of connecting to both readings and class discussions/provocations. Utilization of “many languages” will be encouraged as these artifacts will become documentation of growth/learning/development of knowledge as the course progresses.

Develop a **curriculum design project accompanied by a paper (journal article quality) to support your ideas** related to your current professional responsibilities. Documentation of the project and your new understandings or current theories/new inquiries [what you now believe or are now wondering as a result of the project] will be presented to the class at a date to be determined. . How to do this will become apparent after a few class sessions of the semester.

With a partner, select a text on curriculum development [from the approved list]. Design a **Book Share** in the form of a provocation to allow other members of the class to encounter salient insights, ideas, and theories from your book.

Final Exam (over texts, class activities/discussions, & handouts)

Learning is the key factor on which a new way of teaching should be based, becoming a complementary resource to the child and offering multiple options, suggestive ideas, and sources of support. Learning and teaching should not stand on opposite banks and just watch the river flow by; instead, they should embark together on a journey down the water. Through an active, reciprocal exchange, teaching can strengthen learning how to learn.

Course Evaluation:

Criteria for each requirement will be generated by the participants and supplemented by the

instructor. The following holistic scoring format will be adapted for each course requirement:

4 = Highly impressive - well above average in thought, organization, and professional choices. Evidences significant control of own decision-making and learning processes.

3 = Commendable - in command of thought, organization, and professional choices. Evidences acceptable control of own decision-making and learning processes.

2 = Developing - probably functional in terms of thought, organization, and professional choices. Responsible, but in need of instruction. Evidences some control of own decision-making and learning processes.

1 = Minimal - somewhat lacking in thought, organization, and responsibility. Lack of awareness of professional choices. Evidences minimal control of own decision-making and learning processes.

Grading Rubric:

Requirement #	ITEM	Score
#1	Attendance, Active Participation, & Professionalism	
#2	Assigned Readings and Response Activities	
#3	Collection of Pithy quotes from our texts	
#4	Curriculum Design Project [Documentation Panel, Paper and Presentation]	
#5	Collaborative Presentation on a Curriculum Text	
#6	Daily Quizzes, Final Exam & Written Evaluation	

Final course grades will be the following scale:

- A All requirements completed with at least a 3.5 average score
- B All requirements completed with at least a 2.8 average score or
- C All requirements completed with at least a 1.8 average score

Appeal of Final Grade

The policy for appealing a semester grade is available through the office of the Department of Curriculum & Instruction, Texas A&M University-Commerce, Commerce, Texas (Ph: 903-886-5537). Generally, the student must first make an appointment with his or her professor and present in writing the reasons why he or she believes a higher grade was earned. The professor is obliged to hear and read the case and provide an answer to that appeal with a reasonable time. If the student continues to be dissatisfied with the decision of the professor, the student may contact the head of the Department of Curriculum & Instruction and continue the appeal at that level.

TECHNOLOGY REQUIREMENTS

The following technology is required to be successful in this course:

- Internet connection – high speed recommended (not dial up)
- Word Processor (Microsoft Office Word – 2003 or 2007)
- Access to University Library site
- Access to E-mail

As a student enrolled at TAMU-C, you have access to an email account via myLeo. All my emails from eCollege will go to this account, so please be sure to check it regularly.

Likewise, you are to email me via the eCollege email system or you're my Leo email as our spam filters may catch yahoo, hotmail, etc.

Additionally, the following hardware and software are necessary to use eCollege:

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operation system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

Courses will also work with Macintosh) OS X along with a recent version of Safari 2.0 or better.

eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course.

To launch a browser test, login in to eCollege, click on the "myCourses" tab, and then select the "Browser Test" link under Support Services.

ACCESS AND NAVIGATION

To get started with the eCollege portion of the course, go to HYPERLINK "https://leo.tamu-commerce.edu/login.aspx" <https://leo.tamu-commerce.edu/login.aspx>.

eCollege Technical Concerns: Please contact the eCollege HelpDesk by sending an email directly to HYPERLINK "mailto:helpdesk@online.tamuc.org" helpdesk@online.tamuc.org. You may also call 1-866-656-5511, or click on the "live Support" tab within your eCollege course.

If you have questions for your instructor, such as assignment details or due dates, etc, the "virtual Office" feature in eCollege is one way to contact me.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement: Students may contact the instructor by e-mail, phone or through the virtual office feature in eCollege. Every effort will be made to respond as quickly as possible and in most cases the same day. Students may also make an appointment with me at the Commerce office, or make arrangements for us to visit by phone or at the Rockwall Administration Building.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Class Attendance. Attendance at all class meetings is required and is essential to your success in this experience. Participants are expected to be on time and to actively participate, and to stay until the end of the class session. Any unexcused absence will result in an adjustment to the final grade. The university policy on excused absences is explained in the 2010-2011 Catalog and includes: (a) participation in a required or authorized university activity; (b) illness that is verifiable; (c) death in the immediate family; (d) obligation at a legal proceeding in fulfilling responsibility as a citizen; and (e) other reason as determined by the instructor of the course to be excusable. Although you are urged to notify faculty in advance in the event you are not able to attend class, such notification does not constitute an excused absence. In the event of an emergency and a missed class, you are responsible for obtaining class materials/assignments/notes from one of your peers. Please notify the instructor if you anticipate an absence.

Class Participation. A noticeable trait of master teachers is the way in which they actively Pursue and interact with their own learning journey. Commit yourself to active learning by demonstrating: reflection, inquisitiveness, creativity, and persistence to achieve your mission, goals and dreams as a developing master teacher.

Academic Integrity/Dishonesty

This course demands a high level of scholarly behavior and academic honesty on the part of students. Examples of academic dishonesty include but are not limited to: (1) turning in work as original that was used in whole or part for another course and/or instructor without obtaining permission from this instructor in advance; (2) turning in another person's work, in part or in whole, as your own; or (3) copying from professional works without citing them. Violations of academic integrity/honesty while carrying out academic assignments may, at the discretion of the instructor, receive a zero on the particular work in question, receive an "F" in the course, or be brought before a higher level of governance for possible dismissal from the university.

University Specific Procedures:

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

HYPERLINK "mailto:StudentDisabilityServices@tamuc-commerce.edu"StudentDisabilityServices@tamuc-commerce.edu

HYPERLINK "http://web.tamuc-commerce.edu/studentLife/campusServices/studentDisabilityResourcesAndServices/"[Student](http://web.tamuc-commerce.edu/studentLife/campusServices/studentDisabilityResourcesAndServices/)

[Disability Resources & Services](#)

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

COURSE OUTLINE / CALENDAR

Seminar Dates and Topics

1st Session September 2, 2014, Coming Together: Getting acquainted, course overview,

discussing book share, talking about the design project, exploring our concepts of curriculum design

The idea of using the present simply to get ready for the future contradicts itself. Hence the central problem of an education based on experience is to select the kind of present experiences that live fruitfully and creatively in subsequent experiences.

--John Dewey (p. 260 of the first edition of our Slattery text)

Textbook readings for our next class session: Introduction to the book and to Part One in *The Curriculum Studies Reader*; Preface, Introduction and Chapter One: *Introduction to Curriculum Development, Reconceptualization, and Postmodernity* in the Slattery text; and, Forward, Preface and Chapter 1, Introduction and Starting Points, in [The Hundred Languages](#) text.

Response Activity: Chose a pithy quote from each of the chapters; prepare visually attractive 5" X 8" *mini-posters* featuring your quotes for each seminar. Be prepared to share and defend your choices.

Assignment: Select what you consider to be an *important* book [i.e., which you wish to read and share with the seminar participants later in the semester] from the list provided. One of our activities next session will be to determine the format and specifications for group book shares.

2nd Seminar Session, September 16, 2014: The Context, Curriculum, and Instruction Triangle; and, a beginning provocation: “What do you do when you’re LOST in school reform?”

*There is nothing more difficult to take in hand,
more perilous to conduct,
or more uncertain of its success,
than to take the lead in the introduction of a new order of things.*

Niccolo Machiavelli

(quoted in Facilitative Leadership (Interaction Associates, San Francisco, 1988)

Textbook readings for our next class session: Chapters 1, 2 & 3 in *The Curriculum Studies Reader*; Chapter Two: *Historical Perspectives on curriculum as a Field of Study*; Chapter Three *The Reconceptualization of Curriculum & Instruction or (Studies from 1973 to 2006)*, and Chapter Four *Postmodern Schooling, Curriculum, and the Theological Text*; Chapters Two through Six (completion of Part I) in The Hundred Languages text.

Assignment: Make a list of descriptors of the best instructional situation you have ever experienced (been in as a student, teacher, administrator, observer, or other role).

3rd Seminar Session: September 30, 2014 : *Historical Perspectives*

Textbook readings for our next class session: Introduction to Part Two: Curriculum at Education’s Center Stage, and Chapter 7 by Ralph Tyler in *The Curriculum Studies Reader*; Chapter Five *The Hermeneutic Circle and the Interpretive Process* in the Slattery text; and Chapters Seven, Eight, and Nine in The Hundred Languages of Children.

Assignment: Using a written format, prepare information for the seminar participants about your proposed design project for this course. The completed project will show that you know selected curricular, instructional, and contextual design considerations which have been discussed in this class.

4th Seminar Session: October 14, 2014: Context [the *where* of schooling]

Textbook readings for our next class session; Chapter 8 & 10, Introduction to Part Three, and Chapter 13 in *The Curriculum Studies Reader*; Chapter Seven, *Postmodern Philosophies in Curriculum Studies* and Chapter 8 *Curriculum and Interdependence and Ecological Sustainability in the Slattery text*; & Chapters Ten, Eleven, and Interlude in The Hundred Languages of Children.

Read Schlechty’s *Working on the Work* text and

Part II of the Hundred Languages. Review and/or re-read more thoroughly any chapters previously scanned or that you were not able to read last week!

5th Seminar Session: October 28, 2014: Context [the *who* of schooling]
Textbook readings for our next class session: Chapters 14 and 15 in *The Curriculum Studies Reader*; Chapter Nine *Utopian Visions, Democracy, and the Egalitarian Ideal* and Chapter Ten *Qualitative Inquiry, Fine Arts, and the Synthetical Moment (or Arts-Based Research and the Proleptic Moment)* in the Slattery text;

6th Seminar Session: November 11, 2014: Curriculum [the *What* of Schooling] & Instruction [the *How* of Schooling] **Textbook readings for our next class session:** Chapters 16 & 17 in *The Curriculum Studies Reader*; Chapter Eleven *Time Management and Chaos in the Infinite Cosmos* in the Slattery text. Chapters 17, 18, & 19 in The Hundred Languages of Children.

7th Seminar Session: November 25, 2014: Online *The Why of Instructional Design*
Textbook readings for our next class session: Chapters 20 & 21 in The Hundred Languages of Children; Chapter 12 in the Slattery text; and, Chapter 20 and the Introduction to Part Four in *The Curriculum Studies Reader*.

8th Seminar Session: [Online] The Role of Leaders in Curriculum and Instructional Design **Textbook readings for our last class sessions:** Chapters 22, 24, & 27 in *The Curriculum Studies Reader*. ; Chapter 13 in the 1st edition of the Slattery text.

9th Session: Individual conferencing as needed to assist with your project design. implementation and analysis/documentation. Chapters 31, 32, 33, and 34 in *The Curriculum Studies Reader*.

10th Seminar Session, December 9, 2014 . Showing What You Know: The course projects which demonstrate alignment within the Curriculum, Instruction, and Context Triangle.
In class portion of the final exam.

*Note: The schedule may be adjusted as students' needs and the progress of each class session's activities require. Changes will be announced in class and posted on e-college.

