

expense | monthly tracking report

claimant | Downey, Dana  
position | Trustee  
level | Board of Trustees  
reporting period | January 1 to February 28, 2024  
date of report | Friday, April 5, 2024



Description	Date (mm/dd/yyyy)	Details and/or Rationale	Amount (CDN\$)	Category	Expense Type
University of Lethbridge	01/09/2024	The Foundations of Modern Educational Theory & Practice Courses	\$1,236.52	working session	PD course or registration fee



Calgary Board of Education

# Disbursement Voucher

Vendor Number

Today's Date

Day	Month	Year
16	01	2024
Due Date		
Day	Month	Year
	ASAP	

Pay to: Ms. Dana Downey, Trustee, Wards 1 & 2

Address: Education Centre, Trustees' Office

\*Refer to reverse for usage guidelines

Description: PD Course from University of Lethbridge, AB

Type	Object	Block	Responsibility	Function	Location	Program	Project	User Defined	Future	Alias	Amount (excl. GST)
										- 1	123652
Subtotal											123652
GST Paid or Payable											
Total Payment											123652

Grace St. Croix  
Prepared by / Department

Approved

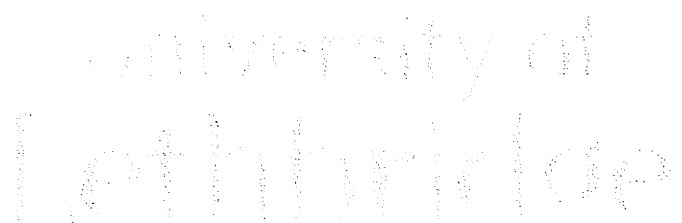
Subtotal	123652
GST Paid or Payable	
Total Payment	123652

CASHIER: TWARBCI

Dana C. Downey

ID: 001053177

Canada



CODE	TERM	DESCRIPTION	TRAN DATE	CHARGE	PAYMENT
RBST	202401	Bank Payment - Stu	09-JAN-24		\$1,236.52
TOTALS				\$ .00	\$1,236.52

\* \* \* DUPLICATE RECEIPT \* \* \*

Cash Office

4401 University Drive  
Lethbridge, Alberta, Canada  
T1K 3M4

Phone 403-329-2469  
Fax 403-380-1871

cash.office@uleth.ca  
www.uleth.ca

# Account Detail for Term

D. Downey  
07-Jan-2024 11:16 am



**The University of Lethbridge**  
4401 University Drive  
Lethbridge, Alberta, Canada T1K 3M4

The details on this page show the charges and payments for the semester indicated. Note that transfers between terms always show up in the "charge" column, but in one term it will show as a positive (+) amount and in the other term it will show as a negative (-) amount. Transfers are not charges.

#### Further information:

- [Payment Methods](#)
- [Payment Deadlines](#)
- [Housing Deadlines](#)
- [View fees for upcoming terms](#)
- [Other student financial services information](#)

#### **202401 Spring 2024 Term Detail**

<b>DETAIL CODE</b>	<b>DESCRIPTION</b>	<b>CHARGE</b>	<b>PAYMENT</b>	<b>BALANCE</b>
GSAO	Graduate Students' - Operation	\$46.55		
ITSW	Student Tech Fee - Spring	\$5.28		
MEDW	Tuition Fee (Spr) MEd student	\$709.41		
MELI	Meliorist Fee	\$3.00		
MEPW	Program Fee (Spr) MEd student	\$418.55		
SACW	Student Copyright Acc Fee-Sprg	\$3.00		
SAFW	Student Serv. Fee - Spring	\$50.73		
<b>NET TERM BALANCE</b>				\$1,236.52
<b>NET BALANCE FOR OTHER TERMS:</b>				\$0.00

ACCOUNT BALANCE:

\$1,236.52

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RELEASE: 8.7.1

Logged in as dana.rud

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University of  
Lethbridge



Faculty of Education

## EDUCATION 5200 B Curriculum Studies and Classroom Practice

Spring, 2024: January 3 – April 8, 2024  
Online Delivery (Moodle and Zoom)

<b>Instructor:</b>	<b>Dr. Sharon Pelech</b>	<b>Secretary:</b>	Margaret Beintema
<b>Office:</b>	TH 264 Turcotte Hall	<b>Office:</b>	TH323 (West)
<b>Phone:</b>	403-329-244 (office)	<b>Phone:</b>	403-329-2732 / 403-329-2260
<b>E-mail:</b>	<a href="mailto:sharon.pelech@uleth.ca">sharon.pelech@uleth.ca</a>		

**Office Hours:** Please feel free to call, email, post a message or question on Moodle for me, or if you would like to make an appointment to meet in person or on zoom.  
**Weekly online drop in (Zoom) office hours will be set up.**

**The course will be administered through Moodle and Zoom. All relevant resources, criteria and assessment tools will be provided there:**

<https://moodle.uleth.ca>

### Territorial Acknowledgement

Oki, and welcome to the University of Lethbridge. Our University's Blackfoot name is Iniskim, meaning Sacred Buffalo Stone. The University is located in traditional Blackfoot Confederacy territory. We honour the Blackfoot people and their traditional ways of knowing in caring for this land, as well as all Aboriginal peoples who have helped shape and continue to strengthen our University community.

### Course Description

*If you have the end in view of... children learning certain set lessons, to be recited to a teacher, your discipline must be devoted to securing that result. But if the end in view is the development of a spirit of social co-operation and community life, discipline must grow out of and be relative to that aim.*

(Dewey, 1943)

*Good teachers are more than they do; they are the teaching.*

(Aoki, 2005)

Welcome to Education 5200! The calendar course description for Ed 5200 is that it is an examination of the relationship between curriculum studies and practices in a variety of educational settings. I look forward to our work together as we explore a wonderfully rich topic!

What is curriculum? At first, that question may seem straightforward. Some may suggest it is a



document, what we teach, the content that our subject specialization focuses on, and/or the work we do to prepare students for post-secondary/the world of work. Of course, as Pinar (2004) states, curriculum **does** include these “literal and institutional meanings” (p. 185), but as we dig deeper into the concept of curriculum we find that the concept is much richer, multifarious and complex than we may first assume. Curriculum, according to Pinar (2012) and others, is a “complicated conversation between teachers and students over the past and its meaning for the present as well as what both portend for the future, curriculum theory is focused on educational experience” (p.2). Curriculum understood from its infinitive form of the noun *currere* means “to run a course”. This suggests that curriculum is an event or an experience as opposed to a noun (Pinar, 2015).

This course offers the opportunity to dig deeper into curriculum theory. Educational practice is constantly being bombarded by movements, new techniques, and ways of understanding what we do in schools. When we slow down and explore these current trends we find they have ancestors; history that is embedded in ways of thinking about and understanding the work that we do as teachers. This course invites you to explore curriculum in its complexity and to begin asking important questions such as (but not limited to):

- What knowledge is of most worth?
- Who decides what knowledge is of most worth?
- Whose voices are heard, and whose are left out?
- How do social, cultural, historical, political, and geographical forces influence curriculum change?
- What are the roles of the teacher and students as curriculum workers and change agents?
- How do students and teachers together negotiate the lived reality of the classroom?
- How do we read and write the world in educational contexts?
- What does it mean to be a literate, ethical, participatory citizen?
- What is schooling? What ‘should’ it be? What ‘could’ it be?
- What do communities/society need the young to know, be able to do, and become?
- What are the histories, current states and future directions of curriculum studies and classroom practice?

Educational reforms in Alberta, Canada, and many countries in the world are wrestling with the complexities of what do we want our students to know and who do we want them to be in the face of our current global challenges. The work in this course will engage participants in reading, writing, and debating the role of the student and teacher in curriculum, teaching and learning.

## **Course Goals**

Our work in this course is to become aware of and to join in these complex, rich conversations that are already at play in education and society. We will read thoughtfully and carefully from key curriculum theorists and movements throughout the 20<sup>th</sup> and 21<sup>st</sup> century to help explore how our current educational settings have been impacted and still, in many cases, echo many of the ideas throughout time.

David Jardine (2013) reminds us that part of our work is to recognize that schools are not a predetermined institution that is “just the way things are.” Schools, curriculum and education are human creations, that were created in response to human, social, political, cultural, environmental and philosophical understandings of the world and schooling.

The trick here, of course, is to remember that this is not what the real world is in some intransigent, ontological sense. Rather, it is how the world has turned out and therefore, two things. First, there are causes and conditions that can be untangled that can help us understand something of how and why things turned out like this, thus loosening their grip on our imaginations and practice. (Jardine, 2013, p. 7)

This means part of our work is to look at why schools and curriculum have turned out the way they have. We will find that as we pull threads of current and past schools of thought that there are connections, ideas, assumptions, beliefs, arguments that are all connected to these ideas. Our job then is not to end these conversations with definitive answers, **but become a part of these conversations that are always already at play**, and allow our understandings of curriculum to become part of the important dialogue in exploring how else could curriculum be understood and enacted. Maxine Greene (1995) contends it is imperative to disrupt seeing the school as “predefined and given” (p. 23).

Only when the given or the taken-for-granted is subject to questioning, only when we take various, sometimes unfamiliar perspectives on it, does it show itself as what it is – contingent on many interpretations, many vantage points, unified (if at all) by conformity or by unexamined common sense. Once we can see our givens as contingencies, then we may have an opportunity to posit alternative ways of living and valuing and to make choices. (p. 23)

In order to do this work carefully and thoughtfully we need to be **active participants** with the literature and with each other by engaging in the following:

1. Deepen your knowledge of curriculum theorists, trends and conceptualizations.
2. Articulate developing views about the purpose and complexities of how we understand curriculum, teaching and learning.
3. Compare and contrast multiple discourses throughout curriculum research.
4. Contextualize the readings, activities and discussions to your own experiences within the classrooms and/or place of learning.
5. Demonstrate effective communication through proficient writing, online platforms (ie. Moodle, Zoom and others as appropriate).

## **Key Course Topics for Ed 5200**

The key topics/themes for Ed 5200 will roughly frame our course structure, yet we recognize that often these themes are recursive and connected. As well, bringing current Canadian curriculum context will be embedded throughout the course.

### **Introduction to Curriculum Studies and Classroom Practice**

- What do we know and believe about curriculum?
- Curriculum definitions, beliefs, theories
- Key curriculum theorists through time and movements

### **Historical Foundations and Origins of Curriculum**

- Traditional frames, components and language of curriculum
- Key curriculum movements in the 20<sup>th</sup> and 21<sup>st</sup> centuries



### Reconceptualizing Curriculum Theory

- Metaphors Curriculum-as-Plan; Curriculum-as-lived
- Curriculum as critical pedagogy
- Curriculum of phenomenological/hermeneutic/interpretive text
- Curriculum, contemplation and place

### Current Curriculum Considerations

- Curriculum and Reconciliation of Indigenous knowledge/decolonization of curriculum
- Ecopedagogy and critical global curricula
- Current curricular trends, movements, conceptions

## RESOURCES AND SUPPLEMENTARY RESOURCES

### Assigned Textbook:

Flinders, D.J. & Thornton, S.J. (Eds), 2017. *The curriculum studies reader*, 6<sup>th</sup> Edition. New York: Routledge (it is available in the UofL Bookstore. You can access the online bookstore site <http://lethbridge.verbacompare.com/>)

Other Assigned readings will be posted each week on Moodle.

## COURSE ASSIGNMENTS AND ASSESSMENT

**There will be synchronous online Zoom classes throughout the term:**

1. Wednesday, January 3<sup>rd</sup> 7:00pm – 9:00pm [Click here for link](#)
2. Wednesday, January 31<sup>st</sup> 7:00pm – 9:00pm (tentative – will confirm 1<sup>st</sup> class)
3. Wednesday, March 6<sup>th</sup> 7:00pm – 9:00pm
4. Wednesday, April 3<sup>rd</sup> 7:00pm – 9:00pm

- A. What is my professional curriculum context? .....5%  
(Max 1000 words. Due date January 7th)

This assignment is an introduction and description of your current professional, curriculum and working/life context as well as your beginning thoughts about curriculum studies. As we begin our work, taking time to reflect on your own understandings of curriculum, teaching and learning is an important first step in your journey. Based on the two beginning articles: John Dewey's "The child and the Curriculum" (Moodle) and Cynthia Chambers' article on "A Topography for Canadian Curriculum Theory" – (uploaded to Moodle reading site), plus our initial discussion on Zoom, this initial assignment asks you to explore your current state of thinking about curriculum and education in general. Please describe your own professional context and your reading response to those two articles (looking back, looking now, looking ahead) as a way of beginning your written work. Please send this first assignment to me on Moodle drop box by January 7th so that I can learn more about your interests to help shape the upcoming discussions and readings.

**B. Precis, facilitation, and summary.....25%**

You will be responsible for preparing for the introduction and for facilitating online in-depth discussion of the weekly theme(s), topic(s) and readings. You will be responsible for preparing a precis of the main ideas/themes and posting it on your online group discussion forum. Part of the precis will be 2-3 rich questions to begin the week's discussions with your group. There are 2 parts to this assignment, specific details about each are found on Moodle and will be discussed the first class:

**A. Precis** – A 2-3 page (MAX), single spaced including 2-3 questions to guide the week's group discussion. Specific details are posted on Moodle. Assessment based on a holistic rubric.

**B. Facilitation and final summary**

You will be responsible for facilitating (responding to postings, asking questions, deepening understandings) the week's postings from your group members. **Creating this as a conversation will be paramount.** At the end of the week you will write a 1-2 page (single space) summary of the conversation that emerged taking up the key insights, questions and discussions that emerged.

- Your responsibility for the week that your topic is being presented will be to post your precis and pose initial discussion questions on the discussion board, and help facilitate the discussion with the other students throughout the week. On the **Sunday** of the beginning of your week you will need to post your precis in your discussion group (you can add it as an attached document). You will also need to pose initial question(s) (no more than 3) to the group to begin the discussion (some people choose to create a different link for each question to keep track of the discussion better). It is crucial that the discussion questions link your precis with all of the week's reading(s)/videos/activities.
- As teachers we all know the importance of having deep, open ended discussion questions that allow students to think beyond what has been offered. As the week unfolds, your task will be to return to the discussion group and help engage the discussants through participating with the conversation. Bringing in other viewpoints, asking questions, supporting deeper understanding are all key parts to the role of facilitator.
- At the end of the week (**Saturday**) your final role will be to do a brief summary of the discussion. What were some of the key issues that were discussed? What were some of the new understandings that emerged? What questions are left that people still had? What topic caused the most reaction? What ideas can be brought back into the classroom around the topic presented? This summary should not exceed 1000 words (2 pages). The summary needs to be completed and posted on the discussion board for your topic by the **Wednesday** following your week.

**Summary of facilitation/timeline**

- **Sunday as your week begins:** Post your Precis and discussion questions on the discussion board.
- **Throughout week (Sunday - Saturday):** Facilitate the discussions that emerges.
- **By Wednesday of following week:** Post a brief summary and themes that emerged from the week's discussions



\*\*\* It is crucial for all other participants to read and respond to the questions early on in the week and to return to it throughout the week to join into the discussion. It is frustrating and difficult for the facilitator if everyone waits to post at the end of the week. Remember you will all be in the facilitator's role through this course so please try to make it a positive experience for everyone!

Assessment and evaluation for this assignment will be a self, peer, and instructor rubric.

**C. Weekly Group Discussions (8 weeks) ..... 30%**

*“Surpass the given and look at things as if they could be otherwise.”  
(Maxine Greene, 1988)*

- As we go through the course we will be exploring complex topics on curriculum theory and practice from a wide range of key theorists. **As an important member** of a learning group you are asked to read and reflect on the assigned readings and videos and then take up the posted questions in your assigned group(s) on the Moodle discussion board site. You are expected to respond to the information from the readings and connect them with your own experiences as educators and learners. It is crucial for you to **go beyond just stating opinions and instead provide evidence** linked to the research. Keeping in mind the process you have used in previous courses in analyzing a research article, your job is to explore the authors' ideas and explore the ways the authors' ideas either speak to or go against your own experiences and how the ideas may allow new understandings for your teaching practice to emerge.
- You will be placed into a discussion group (depending on numbers) where you will be posting and responding to throughout the course). The intent is to create a rich conversation (as opposed to stilted, disconnected responses).
- Each week you will receive feedback in the form of a grade (please refer to the discussion rubric provided on Moodle) as well as written feedback.
- The group discussion board will close at midnight at the Sunday of the week. Please try to submit your **initial response early in the week** so that others can have time to respond to your post.

**Background and Purpose:** This assignment assures that you closely read the required texts, videos, presentations, gives you practice in writing academic summaries, and practice in how to integrate your own voice from personal experience. This means that you do not write from ungrounded opinions, but organize your thoughts in levels that connect concrete references to abstract generalizations, informed by your synthesis of the readings. I encourage a critique of the readings to create a deep discussion in your responses to each other. Different voices and theories will purposefully be given so that you can explore the complexity of what we call curriculum. Responding thoughtfully to the posted questions is a worthwhile tool for discussion and inquiry. By providing a platform that promotes involvement, educators can learn to inform their practice, plus public and academic discourse.

**Procedure:**

1. I will create weekly discussion groups on Moodle. Your first entry (not for marks) will be an introductory piece in which you tell us a bit about yourself, your teaching context, your hopes regarding this course after reading the course outline and participating in the online Zoom session.

2. **For the subsequent weeks**, write and post your initial response to the questions posed online based on the provided precis, the readings/activities from the week. Ensure that your response is written not as a rant or opinion paper but a well argued point of view using and citing the readings from the week, tying it in with earlier readings or other readings you may have done in the past, and connecting it with your own lived experience as an educator.
3. Read, reflect upon and respond to the other group members' posting. These should not be simply "I agree or disagree", but respond in a way that is thoughtful, meaningful and engages in a deeper dialogue. It can include asking questions and making connections to your own understanding which furthers the dialogue.
4. Some key questions to help frame your reflection/discussion will be provided on Moodle. These are starting points only, not a prescribed list.

**Criteria for assessment of weekly discussions: 8 postings throughout term.**

1. There will be 9 weeks of discussion forums that will be assessed, the week you are facilitating **will not** be part of the assessment (so 8 weeks total). See attached schedule for dates and topics. The first assessed response will be the week of January 7-13. There will **NOT be a discussion forum** on the weeks we meet online (January 28-Feb3, March 3-9), for Reading Week (Feb 18-24), or on the last week of classes (April 1-8).
2. You will be assessed (rubric posted on Moodle) on your ability to engage in the conversations with your group members in deep, meaningful ways by responding to the questions (initially) as well as contributing to the conversations that emerge with your group members. **It is expected that students will be online a number of times throughout the week.** It is crucial to go beyond stilted individual posts and instead immerse yourself into a conversation. It is also very important to post your original posting early on in the week (Sunday, Monday or Tuesday) so that others have time to read, reflect upon and respond to your posting. The weekly discussion will be closed at Midnight on the Sunday of the week. Any postings made after the Sunday will not be assessed.

**D. Inquiry Proposal and Project. .... 40%**

**Deadlines:      Proposal: February 9 (Moodle dropbox)**  
**Final Project: April 8 (Moodle dropbox)**

**There is 2 parts to this assignment:**

1. **Inquiry Proposal - 5%**
2. **Final Inquiry Project – 35%**

**Part 1: Proposal**

As early as possible you need to identify a topic of study that intrigues you in relation to curriculum theory and practice. Give yourself time to **investigate the topic first** before firmly deciding what it is that you wish to inquire. Then begin to hunt and gather, research, question, ponder, wonder, dig into your topic. What is your question? What is it that you want to examine closer? How and what do you want to actually do and why? Why is it a topic worthy of anyone's attention?

After you have considered these questions, you are ready to write your proposal for your topic. In 500–750 words (as a rough estimate), submit your proposed topic of inquiry, explaining what you are interested in learning, why you care about the topic, and how you are going to make others care about it. In your proposal, you will also need to explain the shape your inquiry will

take. Are you creating a video? A blog? A website? A podcast? A paper? Please include in your proposal all peer-reviewed sources you have gathered that will inform your work, as well as any other sources you hope to use. An initial list of references you have explored in determining your proposal needs to be included (APA 7<sup>th</sup> edition Format).

## **Part 2: Project**

This is your opportunity to take up something that you are passionate about in regards to curriculum theory and explore in depth. Where should you start? It can be from an event/experience or a question about the everyday aspects of teaching or learning. Or it can be from becoming engaged and interested in one author's ideas or a theme we have taken up in this course that you now want to deepen your understanding. I challenge you to be creative and imaginative. Do something that inspires you and will be meaningful for you as a critical pedagogue.

Some ideas (not exhaustive)

- A deeper exploration of a past curricular movement and impacts it has on today's education (Progressive movement, Efficiency movement, post-sputnik, Freire and Social reconstructionist movement as a few examples)
- An exploration of current curricular movements (STEM education, Whole language movement, Trends in Mathematics, Social studies, Art, Physical Education, Science, Place-based Education, First Nations, Metis & Inuit perspectives, decolonizing the curriculum for example) that is currently being used/explored in schools. This would be a great opportunity to explore more deeply where these ideas originate from, key thinkers and concepts within the movement and assumptions of curriculum theories within the movements). Most "new ideas" have a past and ancestry that is often ignored in the latest trends.
- An indepth exploration of ideas of a certain theorist and their impact on curriculum theory. Works of John Dewey, Paulo Freire, Maria Montessori, Jerome Bruner, Ralph Tyler, Ted Aoki, Bill Pinar, Cynthia Chambers, David Jardine, Michael Apple, Nel Noddings, Chet (C.A.) Bowers, William Doll, Dwayne Donald, Marie Baptiste, are some possibilities.
- A project that you are implementing or considering implementing that includes **both** the development of the project as well as a study into the theory, history of where the conceptual framework of this project may relate to.

Use your time during the first part of the course to begin to dig into topics and pay attention to the research so you can unearth your real questions. Begin by taking up a significant event or experience from your own pedagogical practice and experience, or a reading/author that you are intrigued by. This can be something that is ordinary and day-to-day that you have taken for granted but you now wonder about, or something that addressed you or shattered your preconceived notions of education, teaching and learning. Begin your paper by writing about the story of your experience/situation carefully describing what happened. Be as descriptive as possible.

Now go back and read your narrative. What themes emerged, what questions do you have that need exploring? What broader contexts are they situated in? Are there multiple voices with different foci on your topic? Begin exploring how best for you to take this up: Is this a paper? A blog? A project? A website? A classroom project? No matter which form your project takes up, a

thorough review of the literature is needed to help ground your work.

It is crucial no matter what and how you take up your topic that you **reference (using APA) the relevant literature that informs your deepening understanding**. What broader curricular issues, questions, ideas, problems, etc. does your work illuminate? How will this understanding impact your classroom and your students? How does this shape your understanding of what it means to teach well? What does this say about your own curricular beliefs?

**Final Project will be due on April 8<sup>th</sup>, 2024 in Moodle drop box. Possible length of a written inquiry project should be 3500 to 4000 words in length and follow APA 7 Format. Assessment Criteria posted on Moodle.**

## Grades and University Regulations

The Faculty of Education has a standardized grading schedule for graduate courses. This schedule will be used for determining final grades for graduate students in this course.

Numeric Value	Letter Grade	Grade Point
97 – 100	A+	4.00
93 – 96	A	4.00
90 – 92	A-	3.70
87 – 89	B+	3.30
83 – 86	B	3.00
80 – 82	B-	2.70
<b>Note: Any course with a grade of less than B- cannot be considered for credit in the M.Ed. program.</b>		
77 – 79	C+	2.30
73 – 76	C	2.00
70 – 72	C-	1.70
67 – 69	D+	1.30
63 – 66	D	1.00
<63	F	0.00

### Student Accommodations:

If you have a disability, special learning needs, or a recent injury that requires academic accommodation to complete the required activities and/or assignments, please follow the procedures outlined in the University Calendar.

You are encouraged to contact the Accommodated Learning Centre (<http://www.uleth.ca/ross/accommodated-learning-centre/>) for guidance and assistance. Counselling Services (<http://www.uleth.ca/counselling/>) is another resource available to all students.

### Professional Writing Expectations:

It is expected that your writing meet the expectations of a graduate level program, including abiding by the **APA Publication Manual 7th edition**. All writing must demonstrate appropriate standards of written communication; grammatical errors, lack of clarity, poor structure or organization are not acceptable.



**Student Conduct and Professional Standards:**

Students are subject to the student discipline policy for academic and non-academic offences in accordance with the University Calendar ([www.uleth.ca/ross/academic-calendar/sgs](http://www.uleth.ca/ross/academic-calendar/sgs))

Additionally, in the Faculty of Education graduate programs, students are required to adhere to the conduct expectations as stipulated in Faculty of Education policies, and the Standards of Practice/Conduct, Code of Ethics, and/or the Code of Professional Conduct for the field, as noted below.

**ATA Code of Professional Conduct**

[http://www.teachers.ab.ca/About the ATA/UpholdingProfessionalStandards/ProfessionalConduct/Pages/CodeofProfessionalConduct.aspx](http://www.teachers.ab.ca/About%20the%20ATA/UpholdingProfessionalStandards/ProfessionalConduct/Pages/CodeofProfessionalConduct.aspx)

**Standards of Professional Conduct for Master of Education Students:**

<http://www.uleth.ca/graduate-studies/master-education/resources/beginning-your-program/professional-conduct>

**Academic Honesty:**

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that assignments submitted in this course may have their originality verified using this system.

**Privacy and Confidentiality:**

- Although we place a heavy emphasis in this course on your own school settings, practices, and data, it is imperative that we refrain from using personal identifying information in our dialogue.
- The personal information your classmates and course instructors disclose to you should not be discussed with anyone outside the course, now or in the future, unless the author of the personal narrative has stated otherwise. Unless you have the person's specific permission, please do not mention identifying information about the person's story (e.g., no names, no school or division) and keep the disclosure broad rather than specific.
- Recording lectures or class discussions is not permitted unless the instructor and all audience members have granted permission in advance.
- If you are aware of any situations where individuals are not honoring the expectation of privacy/confidentiality, you are encouraged to intervene by discussing the matter with that individual. If you are not comfortable doing so, or if a resolution is not forthcoming, please contact your instructor as soon as possible.
- While faculty/staff and students are expected to take all possible precautions to safeguard the personal information that is exchanged in each course, whether it be in discussion forms, web conferencing, recordings, assignments, etc., there is no guarantee of confidentiality.

**Withdrawal from an Online Course:**

If you have indicated in writing to your instructor that you will be withdrawing from an online course, your access to that course will need to be removed as soon as possible. You must notify the program staff immediately to complete the required paperwork.

## REFERENCES (Possible sources for your work)

- Aikenhead, G.S. & Michell, H. (2011). *Bridging cultures: Indigenous and scientific ways of knowing Nature*. Toronto: Pearson Canada
- Alberta Teachers' Association (2005). Accountability in education. *Eighty-Eighth annual representative assembly handbook* (pp. 49-63). Edmonton, AB: ATA.
- Anyon, J. (1980). Schools as agencies of social legitimization. In W. F. Pinar (Ed.), *Contemporary curriculum discourses*, (pp. 175-00). Scottsdale, AZ: Gorsuch Scarisbrick.
- Aoki, T. (1991). The sound of pedagogy in the silence of the morning calm. In T. Aoki, *Inspiring curriculum and pedagogy: Talks to teachers*, (pp. 43-48). Edmonton, Alberta: Department of Secondary Education, Faculty of Education
- Aoki, T. (Ed.). (2005). Curriculum in a new key: The collected works of Ted T. Aoki. (W.F. Pinar & R.L. Irwin, Eds). Mahway, NJ: Lawrence Erlbaum Associates
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## Ed 5200 B Tentative Schedule

Date/Topic	Topics	Readings Textbook and articles (on Moodle)
<b>Welcome and Historical Connections</b>		
Jan 3-7 Week 1 <b>**Online Zoom Class Class 1</b>	Welcome and Introductions Course outline and readings Projects/Assignments/Expectations What is curriculum?	1. Chambers, C. (1999). A topography for Canadian curriculum theory. <i>Canadian Journal of Education</i> , 24(2), 137-150 (Moodle) 2. Dewey, J. (1902/1943). <i>The child and the Curriculum</i> p 3-31. The University of Chicago Press. (Moodle) <b>*Post on moodle dropbox your response Jan 7th (instructions on Moodle)</b>
Jan 7-13 Week 2	Scientific Method and the Efficiency Movement	1. Chapter 1 (text), Bobbitt, F. <i>Scientific method in curriculum making</i> p. 11-18 2. Friesen, S., & Jardine, D. <i>21<sup>st</sup> Century Learning and learners</i> , p. 3-14 <b>only</b> (Moodle) 3. Au, W (2011). Teaching under the new Taylorism: high-stakes testing and the standardization of the 21 <sup>st</sup> century curriculum. <i>Journal of Curriculum Studies</i> , (43)1, 25-45 (Moodle)
Jan 14-20 Week 3	Progressivism and Social Reconstructionism Montessori, Addams & Counts  Precis 1	1. Chapter 2 (text), Montessori, M. <i>A critical consideration of the new pedagogy in its relation to modern science</i> . p. 19-32 2. Chapter 4 (text), Addams, J. <i>The public school and the immigrant child</i> . p. 41-44 3. Chapter 5 (text), Counts, G. <i>Dare the school build a new social order?</i> p. 45-52
Jan 21-27 Week 4	Historical look at "objectives" as curriculum  Precis 2	1. Chapter 7 Tyler, R.W. <i>Basic principles of curriculum and instruction</i> , p. 77-86 2. Chapter 10 Popham, W.J. <i>Objectives</i> , p. 103-118 3. Stoller, A. (2015). Taylorism and the logic of learning outcomes. <i>Journal of Curriculum Studies</i> , (47)3, 317-333 (Moodle)
Jan 28-Feb3 Week 5	Beyond objectives – other considerations  <b>Synchronous Zoom class Jan 31<sup>st</sup></b>	1. Chapter 11, Eisner, E.W., <i>Educational objectives, help or hindrance?</i> P. 119-126 2. Doll, W.E. <i>The Four R's – An alternative to the Tyler rationale</i> from David Flinders, Stephen Thornton (Eds). <i>The Curriculum Studies Reader</i> , 3 <sup>rd</sup> Edition, p. 267-274. 3. Cho, J. & Trent, A. (2005). "Backward" curriculum design and assessment: What goes around comes around, or haven't we seen this before? <i>Taboo</i> , 9(2), 105-122. (Moodle).
<b>Reconceptualization of Curriculum Theory</b>		
Feb 4-10 Week 6	Reconceptualist Movement  Precis 3	1. Chapter 14, Pinar, W. <i>The Reconceptualization of Curriculum Studies</i> . p. 175-182 2. Pinar, W.F. (2004). "Possibly being so": Curriculum as complicated conversation, in W.F Pinar's <i>What is Curriculum Theory?</i> Lawrence Erlbaum Associates, 185-201 (Moodle) 3. Greene, M. (1995). Seeking Contexts (Chapter 1 only) in <i>Releasing the Imagination: Essays on</i>

		<p>education, the arts, and social change. p. 9-16 (Moodle)</p> <p>4. William F. Pinar Interview Podcast – in FookNConversation  <a href="https://www.fooknconversation.com/podcast/episode-12-william-pinar/">https://www.fooknconversation.com/podcast/episode-12-william-pinar/</a></p>
Feb 11-17 Week 7	<p>Curriculum and critical pedagogy</p> <p>Precis 4</p>	<ol style="list-style-type: none"> <li>1. Apple, M. W., &amp; Teitelbaum, K. (1985). Are teachers losing control of their jobs? <i>Social Education</i>, 49(5), 372. (Moodle)</li> <li>2. Pinar, W. (2013). Present Circumstances in <i>Curriculum Studies in the United States: Present circumstances, intellectual histories</i>. Palgrave MacMillan, 16-44. (Moodle)</li> <li>3. Freire, P. (1970). <i>Pedagogy of the Oppressed (Chapter 2)</i>. Herder and Herder New York, 57-74.</li> <li>4. Video of Freire (Moodle)</li> </ol>
<b>Reading Week Feb 17-24<sup>th</sup></b>		
Feb 25-Mar 2 Week 8	<p>Canadian Curriculum scholars – Intimate connections of curriculum – Dr. Ted Aoki</p> <p>Precis 5</p>	<ol style="list-style-type: none"> <li>1. Aoki, T. (1979). Reflections of a Japanese Canadian Teacher Experiencing Ethnicity. In W. Pinar &amp; R. Irwin (Eds.) <i>Curriculum in a new key: The collected works of Ted T. Aoki</i>. Lawrence Erlbaum Associates, Inc. (Moodle)</li> <li>2. Aoki, T. (1991). Teaching as an Indwelling between two curriculum worlds. In W. Pinar &amp; R. Irwin (Eds.) <i>Curriculum in a new key: The collected works of Ted T. Aoki</i>. Lawrence Erlbaum (Moodle)</li> <li>3. Aoki (1992). Layered voices of teaching: The uncannily correct and the elusively true. In W. Pinar &amp; R. Irwin (Eds.) <i>Curriculum in a new key: The collected works of Ted T. Aoki</i>. Lawrence Erlbaum (Moodle)</li> </ol>
<b>Current Curriculum Conceptualizations</b>		
Mar 3 - 9 Week 9	<p>Curriculum conceptualizations in classrooms  Curriculum as a hermeneutic/interpretive text</p> <p style="color: red;"><b>Synchronous Online Zoom class Mar 6th</b></p>	<ol style="list-style-type: none"> <li>1. Biesta, G.J.J. (2013). Prologue: On the weakness of education in <i>The Beautiful Risk of Education</i>, Paradigm Publishers, 1-9 (Moodle)</li> <li>2. VIDEO Jardine, D. (2015). "I love the terror in a mother's heart": Stepping out of the fray as a radical pedagogical act. <i>Diverse perspectives on Curriculum &amp; Pedagogy</i> (Hosted by William E. Doll, Jr., Donna Trueit, William Pinar) – link on Moodle</li> <li>3. Jardine, D. W. (2002). On the while of things, in D.W. Jardine, P. Clifford &amp; S. Friesen's <i>Back to the Basics of Teaching and Learning: Thinking the World Together</i>, Routledge, 223-242 (includes introduction to the book) (Moodle)</li> </ol>
Mar 10-16 Week 10	<p>Decolonizing curriculum  Precis 6</p>	<ol style="list-style-type: none"> <li>1. Baptiste, M. (2013). Possibilities of educational transformations. <i>Decolonizing Education:</i></li> </ol>



		<p><i>Nourishing the Learning Spirit</i>. Purich Publishing, 175-191.</p> <ol style="list-style-type: none"> <li>Blood, N., Chambers, C, Donald, D., Hasebe-Ludt, E., Big Head, R. (2012) Aokisowaato'op: Place and story as organic curriculum In Nicholas Ng-A-Fook and Jennifer Rottmann (Eds): <i>Reconsidering Canadian Curriculum Studies: Provoking historical, present, and future perspectives</i>. p 47-82.</li> <li>Wall Kimmerer, R. (2013). Sitting in a circle, in <i>Braiding Sweetgrass: Indigenous wisdom, scientific knowledge, and the teaching of plants</i>. Milkweed Editions, p. 223-240.</li> <li>Video: Schooling the World</li> </ol>
Mar 17-23 Week 11	Ecopedagogy  Precis 7	<ol style="list-style-type: none"> <li>Jardine, D.W. (2000). <i>Under the tough old stars: Ecopedagogical essays</i>. Introduction and Chapter 1 p. 1-18</li> <li>Chapter 27 (Text book). Moroye, C. M. <i>Complementary Curriculum: The work of ecologically minded teachers</i></li> <li>Chapter 30 (Text book). Bowers, C.A. <i>Educational reforms for survival</i>.</li> </ol>
Mar 24-30 Week 12	Spirituality and heart in curriculum – recognizing the miracles.  Precis 8	<ol style="list-style-type: none"> <li>Seidel, J. (2014). A Curriculum for miracles. In J. Seidel &amp; D.W. Jardine's, <i>Ecological Pedagogy, Buddhist Pedagogy, Hermeneutic Pedagogy: Experiments in a Curriculum for Miracles</i>. 7-14 (Moodle)</li> <li>TBD</li> <li>Aoki, T. (1987). Inspiring the Curriculum. In W. Pinar &amp; R. Irwin Eds). <i>Curriculum in a new key: The collected works of Ted T. Aoki</i>. Lawrence Erlbaum (Moodle)</li> </ol>
Mar 31- Ap 8 Week 13	Making connections and celebration of work  <b>Online Synchronous Class – April 3<sup>rd</sup></b>	<b>Final Inquiry Project Due – April 8<sup>th</sup>, 2024 (Moodle)</b>