EDF 700-900: Implementation and Evaluation of Curriculum
Summer 2015, 3 credits, 5.18.15-6.26.15
Online, Asynchronous & Live Sessions

Professor Information
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Course Description
EDF 700 is designed to allow the doctoral student the opportunity to analyze major concepts related to the implementation and evaluation of curriculum. Specifically, the course covers various models of curriculum design while allowing students to analyze and design appropriate strategies for implementing and evaluating curriculum.

Outline of Course Topics
- Research- and practice-based examination of models of curriculum
- Principles, practices and analysis of curriculum design, implementation and evaluation of curriculum
- Images of the relationship between stakeholders (teachers, students, communities, societies) and the curriculum

Course Objectives
- Students will develop an understanding and appreciation for both traditional curriculum models and contemporary approaches and paradigms.
- Students will develop skills associated with curriculum design, inquiry and evaluation.
- Students will engage in curriculum inquiry toward the aim of creating a coherent, research-based curriculum project for a particular audience.
- Students will engage in peer-to-peer curriculum evaluation processes.

Course Requirements:
- Critically and thoughtfully read all assigned articles and texts for the course.
- Participate in asynchronous and live discussions with the intent of learning from peers and critically examining the texts.
- Write a doctoral level paper using commonplaces as lenses for analysis.
- Engage in a Curriculum Inquiry Project to develop a meaningful work of curriculum.
- Using Educational Connoisseurship and Criticism, analyze a peer’s curriculum project and write an evaluation report.
Professional Standards Addressed in this Course

The American Educational Studies Association (AESA) Standards:

Standard I: Social Foundations of Education refers to a field of educational study that derives its character and methods from a number of academic disciplines, combinations of disciplines, and area studies, including: history, philosophy, sociology, anthropology, religion, political science, economics, cultural studies, gender studies, LGBTQ studies, comparative and international education, educational studies, educational policy studies, as well as transdisciplinary and interdisciplinary approaches. The purpose of Social Foundations of Education study is to bring these disciplinary, interdisciplinary, and transdisciplinary resources to bear in developing interpretive, normative, and critical perspectives on education both inside and outside of schools. (I.1, I.2, I.3, I.4, I.5, I.6, 1.7)

Standard II: Professional preparation leading to initial teacher certification and/or licensure shall include studies (at least one course, preferably two or more) in the foundation of education as described in Standard I. The interpretive perspective assists students in examining and explaining education within differing contexts, the meaning, intent, and effect of educational institutions. The normative perspective assists students in examining and explaining education in light of value orientations. The critical perspective assists students in examining and explaining education in light of its origins, major influences, and consequences.

Course Requirements
- Readings from the required texts and those posted on Blackboard.
- Weekly Activities
- Blackboard Collaborate Sessions—these are REQUIRED sessions.
- Midterm Paper
- Curriculum Inquiry Project
- Educational Criticism

Bases for Course Grade

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Approximate percentage of grade</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Activities and Collaborate Sessions</td>
<td>25%</td>
<td>Weekly: see Blackboard</td>
</tr>
<tr>
<td>Common Places Curriculum Analysis</td>
<td>25%</td>
<td>Midterm Week 3</td>
</tr>
<tr>
<td>Curriculum Inquiry</td>
<td>25%</td>
<td>Week 4</td>
</tr>
<tr>
<td>Educational Criticism</td>
<td>25%</td>
<td>Week 6</td>
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Method of Evaluation

The following grading scale will be used to assign a final course grade:

- 94 – 100% = A
- 93 – 90% = A-
- 89 – 87% = B+
- 86 – 84% = B
- 83 – 80% = B-
- 79 – 77% = C+
- 76 – 74% = C
- 73 – 70% = C-
- 69 – 67% = D+
- 66 – 64% = D
- 63 – 60% = D-
- 59 – 0% = F
Required Texts (four)


Other readings assigned by the professor are available on Blackboard.

Required Materials
- Reliable and consistent internet access
- Access to a Webcam with audio

Course Structure

To respond to the needs of 21st Century learners and to engage with the ever-expanding technological components of the educational landscape, this course is offered in an online format that blends live Blackboard Collaborate meetings with interactive online activities through Blackboard.

If you are not familiar with Blackboard, or if you would like to learn more about it, please visit the Blackboard support website: [http://www.unco.edu/blackboard/student.html](http://www.unco.edu/blackboard/student.html).

Course Policies

- All work is due on the date specified. Late work will not be accepted unless agreed upon in advance by the professor.
- All written work must be proofread for grammar and mechanics. Discussion board posts must adhere to the elements of standard language (no abbreviations/informal texting language).
- All students and the professor will respect the opinions of others and engage in respectful, professional discourse. All class participants will model democratic practices of encouraging others to speak/participate; holding ourselves accountable to being open minded; and allowing all perspectives and voices to be heard.
- Regular online presence is required for your success in the course. Plan to log in to the course site several times per week.
**Course Readings**
The schedule of readings is subject to change based upon student learning and interest. All updates will be posted in the weekly tabs in our course site.

<table>
<thead>
<tr>
<th>Week by Week Tentative schedule</th>
<th>Topics and Questions</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>What is curriculum? What are the historical roots of the study of curriculum and its development? What does curriculum planning have to do with a good education? Who creates curriculum? Does it matter? How do curriculum planning examples help us put the ideas to work?</td>
<td>C &amp; C Part I and Part II, Chs 1-6 Demarest, <em>Place Based Curriculum Design</em>, Chs. 1-9</td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td>Aims, Objectives &amp; Outcomes: How do we set and achieve appropriate goals for education? What is the role of the teacher in setting such aims? What is the relationship between aims, standards and objectives? Who decides? How do “commonplaces” help us understand and analyze curriculum aims, objectives &amp; outcomes?</td>
<td>C &amp; C Part II, Chs 7-11 Tyler, <em>Basic Principles of Curriculum and Instruction</em> Noddings, <em>Happiness and Education</em>, Ch. 4</td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
<td>In what ways might we evaluate curriculum? Do standardized tests evaluate curriculum?</td>
<td>Eisner, <em>Educational Imagination</em> Chs. 5-10 <strong>Curriculum Project Due</strong></td>
</tr>
<tr>
<td><strong>Week 5</strong></td>
<td>How is curriculum implemented? Does context matter?</td>
<td>Eisner, <em>Educational Imagination</em> Chs. 11-13 McLaughlin, “Implementation as Mutual Adaptation”</td>
</tr>
<tr>
<td><strong>Week 6</strong></td>
<td>What current issues in curriculum affect our educational work? Is curriculum controversial? What political forces shape curriculum? How have political forces been leveraged to shape what is taught in schools?</td>
<td><strong>Educational Criticism Due</strong></td>
</tr>
</tbody>
</table>
Midterm Paper: Analysis and Evaluation of a Curriculum using Commonplaces

Using the commonplaces as a lens (CC Chapter 7), articulate and analyze the aims and implementation of an historical curriculum movement. You will need to have access to original curriculum materials so that you may annotate them as indicated on p. 85. Some examples include the math wars, MACOS, environmental education, whole language vs. phonics, or media literacy. Choose something that interests you, and which you have access to.

Your goal is to deconstruct the curriculum author’s argument by exploring the following questions:

- Which commonplace is the author’s starting point?
- Which commonplace is the author’s end in view?
- Which commonplace is emphasized in the text? (p. 86)

Once you identify the author’s argument, make a claim about the appropriateness of the curriculum for a particular community (in other words, would it be suitable for your school or other familiar context? What would need to be adapted? Why?)

1000-1500 words with citations in APA format. Minimum of three additional references (outside of the curriculum itself and the Connelly and Clandinin text. Preferably you will use the other readings from the course to inform your analysis.)
Curriculum Inquiry Portfolio

Throughout your study of curriculum development and instructional practice, you will conduct an inquiry into your own perspectives and practices related to the issues. Such reflection and study of various curriculum perspectives will inform your final Curriculum Inquiry Project, which includes an original curriculum creation. Your guide will be the Connelly and Clandinin text, as well as your peers and professor for the course.

Each corresponding aspect of your portfolio is briefly described below. The portfolio is created throughout the course and represented in a final document or electronic format, such as an ibook or web-based portfolio. Weekly details will be provided as the project unfolds, and drafts will be due for feedback along the way. Expect modifications and additions to the project details as the course unfolds; all such details will be posted on Blackboard.

### Table A: Summary of Curriculum Inquiry Project

<table>
<thead>
<tr>
<th>Element</th>
<th>Product</th>
<th>Due Date</th>
<th>Chapters for Reference from Connelly and Clandinin</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Your definition of curriculum. 200-250 words</td>
<td>Week 1. Revision due with final project.</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>2</td>
<td>Self Reflection using 3 of the 4 tools suggested</td>
<td>Week 2. Synthesis due with final project.</td>
<td>Chapters 2, 3, 4</td>
</tr>
<tr>
<td>3 and 3a</td>
<td>Reflections with others and final synthesis</td>
<td>Week 3 Synthesis due with final project Week 4.</td>
<td>Chapters 5, 6</td>
</tr>
<tr>
<td>4</td>
<td>Research-based Curriculum</td>
<td>Week 4</td>
<td>Chapters 8, 9, 10, 11, 12, 13, 15</td>
</tr>
</tbody>
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**Element 1: Your own definition of curriculum**

Referring to various definitions studied, how do you define curriculum? What is the role of the teacher, the school, the student, the community, etc. in creating, implementing and evaluating the curriculum? (CC Chapter 1)

200-250 words.

**Element 2: Self reflection**

After reading Chapters 2, 3, and 4 in *Teachers as Curriculum Planners*, choose three of the four suggested self-reflection techniques and begin your personal inquiry. Your inquiry should be detailed.
ongoing and will be posted on Blackboard. Your final synthesis of your inquiry should result in 600-750 words describing the tools you used and organized with key themes and ideas articulated. (CC Chapters 2, 3, 4)

**Element 3: Reflection with others**

After reading Chapter 5, in consultation with the professor, select an inquiry partner. Together choose three of the four tools for reflecting with others. You will have ongoing dialogue/letter writing, etc. with your partner. The final synthesis of your findings of the reflection will result in a summary of 600-750 words with key themes and ideas articulated. Consider the following: What did you learn about yourself as a result of this inquiry? How will you carry that knowledge and understanding forward into your work and into your relationships with other professionals? This will be submitted in your final portfolio.

(CC Chapters 5, 6)

**Element 4: Research Based Curriculum**

Create a curriculum that is based upon eclectic research you select.

What should you create? How “big” should your curriculum development project be? That depends upon what you hope to gain from the project. If you wish to develop a week-long study for your current math students or if you wish to create a K-12 scope and sequence for media literacy, all can be accomplished. Ask yourself: what do I want to know about curriculum development? How can I demonstrate my new knowledge and understandings in an interesting and appropriate way? What will have present and future meaning for me and other stakeholders (your students, community, teachers, administrators, etc.)? What kind of work will be sufficiently challenging but a match for my skills? Select a project in concert with your professor.

**4a:** Describe the curriculum project briefly (scope, topic, age range, etc.) 250 words.

**4b:** Using Chapters 8 and 9, what is the research base for your curriculum? How many research perspectives were you able to include (see pp. 103-109)? What is the significance of using the various perspectives for your curriculum project? Use the chart on page 121 to help you identify and select the literature base. Then create a chart that identifies the perspectives of the research you select. It is okay if you do not have an article for each category, but you should have a minimum of three categories and ten sources. Include a full reference page but you may use author and year for the chart. Once you create the chart, organize the literature into thematic findings: what does the research base tell you about your curriculum project? Synthesize the research articles by topic; do not summarize individually by article. They should tell a story collectively. Think of this as a miniature literature review for your curriculum. Chart plus 750-100 words.
4c: Using Chapter 10 as a guide, explore and explain your curriculum situation and the stakeholders involved. Pay particular attention to pp. 130-132. (400-600 words)

4d: Referring to Chapter 11, create your curriculum materials. As you do so, consider and articulate 1) your aims and/or objectives; 2) the experiences to be had by students and teachers; 3) the vertical and horizontal organization; 4) forms of ongoing evaluation; 5) your curriculum’s potential; 6) the hidden and null aspects of your curriculum. Refer to Chapters 11 and 12 for narratives of curriculum planning experiences.

The curriculum must include annotations that indicate how the project was informed by research.

The format will be determined by the aims of the project. Work with your professor to individualize your work.

4e: Summary and reflection on the curriculum: How does your personal practical knowledge and personal narrative emerge in the curriculum you created? (400-600 words.)

**Educational Criticism: Evaluation of a Curriculum**

Using Elliot Eisner’s process for conducting an educational criticism, evaluate a peer’s curriculum inquiry project from a particular theoretical lens. You should include the following elements in your criticism:

1. An articulation of your **theoretical framework**. Are you evaluating the work from an ecological perspective? A social justice perspective? A Common Core perspective? Include a well-grounded rationale for the use of the chosen framework.
2. A **description** of the curriculum you are evaluating.
3. An **interpretation** of the curriculum—what does it mean to those involved? What does your theoretical framework bring to light about the curriculum?
4. **Evaluation** of the curriculum—what is of value in the materials?
5. **Thematics**—what major themes and idea emerge as a result of your analysis through a particular lens?
You will share your evaluation with the curriculum author and reflect upon the process of evaluation. Total page count for your evaluation should be 10-12 pages with additional pages for references.

Above assignments are subject to modification as the course progresses.

**Policy Statements**

- **Accommodations Statement**
  Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, voice/TTY (970) 351-2289, or fax (970) 351-4166, or visit [www.unco.edu/dss](http://www.unco.edu/dss) as soon as possible to ensure that accommodations are implemented in a timely fashion.

- **Inclusivity Statement**
  The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators and staff within CEBS will respect differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and worldviews may be different from their own.

- **Academic contact hour policy:** The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week (e.g., preparation, homework, studying).

- **School of Teacher Education Charter:**
  8.1 **Student expectations:** Students have a responsibility for their own learning, which includes knowing course expectations and being prepared for class. Students enrolled in all STE courses are expected to:
  - demonstrate professional integrity in classes and field experience settings;
  - complete at least two hours of outside work per week per credit hour;
  - know and follow the UNC Student Handbook, and the Honor Code;
  - utilize campus resources (i.e., library, Writer’s Lab, Math Lab, Student Technology Center, etc.) as needed or required;
  - recognize that the faculty member is the primary resource for questions regarding the course requirements, student expectations, and evaluation;
  - and adhere to APA style, citation, ethical principles for research and writing.

- **Classroom Management Statement:** Membership in the academic community places a special obligation on all members to preserve an atmosphere conducive to a safe and positive learning environment. Part of that obligation implies the responsibility of each member of the UNC community to maintain an environment in which the behavior of any individual is not disruptive.

  It is the responsibility of each student to behave in a manner that does not interrupt nor disrupt the delivery of education by faculty members or receipt of education by
students, within or outside the classroom. The determination of whether such interruption/disruption has occurred must be made by the faculty member at the time the behavior occurs. It becomes the responsibility of the individual faculty member to maintain and enforce the standards of behavior acceptable to preserving an atmosphere for teaching and learning in accordance with University regulations and the course syllabus.

At minimum, a student will be warned if his/her behavior is considered by the faculty member to be disruptive. Serious disruptions, as determined by the faculty member, may result in immediate removal of the student from the instructional environment. Significant and/or continued violations of this policy may result in an administrative withdrawal of the student from the class.

Additional responses by the faculty member to disruptive behavior may include a range of actions from discussing the behavior with the student to referral to the appropriate academic unit and/or the Office of Student Life for administrative review in an effort to implement corrective action up to and including suspension or expulsion from the University.

- **Academic Integrity**: The University takes an extremely serious view of violations of academic integrity. As members of the academic community, UNC's administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process.

  Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner.

  Instructors are encouraged to check written assignments for plagiarism. All instances of plagiarism/forgery including graduate course incidents are to be reported with evidence to STE Director, Director of the School where the student’s major is housed, CEBS Dean, and the Dean of Students. Incidents are also to be reported to the Dean of Graduate School.

  Although the faculty member retains the right to assign penalty for the initial offense, the minimal penalty for plagiarism and academic dishonesty is no credit for the assignment. Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation.

- **Honor Code**: All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community's academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.