EDT 503
technology and the school curriculum

description

Students will learn about the foundations and rationale for curriculum development and explore the implications of technology on curriculum design, thereby developing their capacity to assess curricula and make curricular decisions about technology at the course and program levels.

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Office hours (in Post Annex 2):

Mondays, 1-3 PM

Tuesdays, 1-3 PM

Wednesdays, 6-8 PM (Online)

goals and objectives

The aim of this course is to help build student skills and knowledge about how new technologies inform curriculum theory and design, and to provoke students to think more radically about the future of schools. The following questions will be discussed:

- What is curriculum?
- How is technology currently 'integrated' in school experiences?
- In what ways can we rethink curriculum in relation to new technologies?
- How can we best design curriculum in our contemporary cultural milieu?
- How does technology change the way we teach, learn and think?
- What is the future of the school?

In this course you will:

- Increase your familiarity with curriculum theory.
- Compare curriculum design models.
- Analyze case studies of technology-enriched curriculum.
- Critically assess particular educational technologies.
- Complete a series of weekly readings.
- Enhance your understanding of state and national curriculum standards.
- Discuss various technologies in relation to goals for teaching and learning.
- Speculate (rigorously) about the techno-socio-physical future of schools.

- Curate a blog that contains updated and relevant news related to technology in a learning context.
- Design a unit plan - using new technologies - for a particular grade in the K-12 spectrum or adult learning environment (about 30 pages).

required

Hayes-Jacobs, H. (Ed.). (2010). *Curriculum 21: Essential education for a changing world.* Alexandria, VA: ASCD Publishing. *(Available as PDF on Moodle)*

Williamson, B. (2013). *The future of the curriculum: School knowledge in the digital age.* Cambridge, MA: The MIT Press. *(Available as PDF on Moodle)*

Additional readings can be found on Moodle.

recommended

Wiggins, G. & McTighe, J. (2011). *The understanding by design guide to creating high-quality units.* Alexandria, VA: ASCD publishing. *(Available as e-textbook from the Adelphi library)*

Wiggins, G. & McTighe, J. (2012). *The understanding by design guide to advanced concepts in creating and reviewing units.* Alexandria, VA: ASCD publishing. *(Available as e-textbook from the Adelphi library)*

Note that these are two books with similar names. Make sure you find the right ones for the readings.

important notes

Here are a few helpful notes to smooth communication for this class:

- Read this syllabus in its entirety and be sure you understand all requirements and assignments.

- If you are sending me a document via email or posting it to a forum, be sure to include the assignment name, your first and last name, and the version number, for example: "JohnSmith_FutureSchool_Draft1.docx". Be sure to include file extension! Please use only Microsoft Word style extensions (e.g., .doc/.docx, .ppt/.pptx, etc.) If you don't have Word, you can always use Google Documents. **Points will be taken off if you don't follow this for anything (draft, revisions, final write-ups) sent to me or to the Moodle forums.**

- If you are citing or borrowing from another source, be sure to cite it accurately, using APA format. You can find out more about APA from the Purdue OWL writing center (https://owl.english.purdue.edu/owl/resource/560/01/).

- Anytime you are asked to respond to anything online, you should do so <u>in your own words</u>.

- All write-ups should be in Times New Roman, 12-point font, 1-inch margins, and double-spaced. Please also include your name and page numbers.

class sessions

WEEK 1: INTRODUCTION (AUGUST 22-AUGUST 28)

Readings due:

- Common Core (http://www.corestandards.org/the-standards)

- Next-gen Science Standards (http://www.nextgenscience.org/next-generation-science-standards)

- NET-S standards (http://www.iste.org/standards)

- Hayes-Jacobs, H. (Ed.). (2010). *Curriculum 21: Essential education for a changing world.* Alexandria, VA: ASCD Publishing. **Chapter 1 and 2.**

WEEK 2: TRENDING (AUGUST 29-SEPTEMBER 4)

Readings due:

- Hayes-Jacobs, H. (Ed.). (2010). *Curriculum 21: Essential education for a changing world.* Alexandria, VA: ASCD Publishing. **Chapter 4, 5 or 6 (Pick at least one)**

- Ito et al (2013) *Connected Learning: An Agenda for Research and Design.* Irvine, CA: Digital Media and Learning Research Hub. *(Available as PDF on Moodle)*

Assignment due: ***Create your Curated Blog***

WEEK 3: INTEGRATION (SEPTEMBER 5-SEPTEMBER 11)

Readings due:

- Koehler, M. J., & Mishra, P. (2009). What is technological pedagogical content knowledge? *Contemporary Issues in Technology and Teacher Education, 9*(1), 60-70. *(Available as PDF on Moodle)*

- Williamson, B. (2013). *The future of the curriculum: School knowledge in the digital age.* Cambridge, MA: The MIT Press. **Chapter 4**.

- "SAMR model explained for teachers" (http://www.educatorstechnology.com/2013/06/samr-model-explained-for-teachers.html)

Assignment due: ***The Future School***

WEEK 4: CREATIVITY (SEPTEMBER 12-SEPTEMBER 18)

Readings due:

- Bradbury, R. (1950) *The veldt.*

- Hayes-Jacobs, H. (Ed.). (2010). *Curriculum 21: Essential education for a changing world.* Alexandria, VA: ASCD Publishing. **Chapter 3 and 7.**

- Ted Talk: "Ken Robinson: How schools kill creativity" (http://www.ted.com/talks/ken_robinson_says_schools_kill_creativity.html). **(Voicethread activity)**

- Wiggins, G. & McTighe, J. (2011). *The understanding by design guide to creating high-quality units.* Alexandria, VA: ASCD publishing. Modules A through D. *(Available as e-textbook from the Adelphi library)*

Assignment due: ***UbD Template for your Proposed Unit (see pp. 16-17 of Wiggins and McTighe)***

WEEK 5: CURRICULUM (SEPTEMBER 19-SEPTEMBER 25)

Readings due:

- Wiggins, G. & McTighe, J. (2011). *The understanding by design guide to creating high-quality units.* Alexandria, VA: ASCD publishing. Modules E through H. *(Available as e-textbook from the Adelphi library)*

WEEK 6: ASSESSMENT (SEPTEMBER 26-OCTOBER 2)

Readings due:

- Wiggins, G. & McTighe, J. (2012). *The understanding by design guide to advanced concepts in creating and reviewing units.* Alexandria, VA: ASCD publishing. Everyone reads Module I and one other assigned. *(Available as e-textbook from the Adelphi library)*

WEEK 7: REFLECTION (OCTOBER 3-OCTOBER 9)

Assignment due: ***Finalize Curated Blog***

WEEK 8: CONCLUSION (OCTOBER 10-OCTOBER 26)

Assignment due: ***Unit Plan***

assignments

PARTICIPATION

This is a graduate course where you are expected to complete weekly readings and then fully participate in discussions on Moodle. In order for the discussion to flow smoothly online, you should respond to the forum discussion by the date noted **in blue** on the syllabus, and spend the remainder of the week responding to what your peers have posted. Your responses to your peers should be thoughtful and critical, and not simply "I agree" or "I disagree." **Your participation grade will be based on the timeliness and quality of your posts and your responses to your peers.**

For these discussions, you are expected to communicate in clear academic language, using references to the text, and using proper grammar, spelling and writing conventions. You should also present your Moodle write-ups in coherent and cohesive paragraphs instead of responding in a Q&A format.

THE FUTURE SCHOOL

Imagine a school in the future. Will they be bleak concrete structures of isolated learning? Will they be places of play where the idea of content is obsolete? Will they be entirely visual and haptic? Will the walls themselves be digital? Will there be teams, cliques or even classrooms in the distant future? **Write a 3-4 page description of a typical day in the life of a student who attends this school. Your write-up should focus on one or two topics (assuming there are topics in the future) just to ground the conversation. At the end of your write-up, please include a 1-2 paragraph reflection on why you envision your future school to be the way you described it. You should make references to trends you read about in the readings, or in your daily experiences and observations. Also be sure to note whether you think this future you envision is good or bad.**

CURATED BLOG

Content curation is a 21st century skill that requires you to understand how to manage content in today's world. There are many educational technology related websites and blogs on the Internet that offer excellent resources, insights, and lesson ideas for teachers and educators. This assignment is a course-long assignment that requires you to 1) Browse through some of these resources; 2) Add them to your own curated blog; and 3) Following what your peers have added to their curated blogs. Try to keep it updated on a weekly basis. Rushing to add them all at the end of the course will negatively affect your grade.

Discovery

There are likely hundreds of blogs and websites that might be relevant to you. Each week, you're asked to spend a few minutes looking through these websites

and identify entries that are interesting to you. To get you started, here are a few sites you might want to check out:

Emerging Education Technology: http://www.emergingedtech.com

Lisa Nielsen: http://theinnovativeeducator.blogspot.com

Educational Technology and Mobile Learning: http://www.educatorstechnology.com

Edutopia: http://edutopia.org

The Teaching Channel: https://www.teachingchannel.org

Edudemic: http://www.edudemic.com

Tech and Learning: http://www.techlearning.com

iLearning: http://ilearntechnology.com

Optional: Some websites and feeds help you pull in blog and news that are of interest to you. This might help speed up the process of discovery. Some websites that do that are Paper.li (www.paper.li) and Feedly (www.feedly.com).

Curation

For your curated blog, you'll want to think of it as a museum, with you being the curator. Here are the steps:

1. **Think of a theme or focus**. Maybe you are only interested in educational technology news related to a specific content area or age group. Maybe you want to look at the politics or economics of educational technology. Maybe you want to focus on specific kinds of educational technology, like mobile learning, or digital games, or social media.

2. **Manage your content**. It is preferable to have 2-3 high-quality entries a week than to have 20-30 superficial ones.

3. **Add your voice**. In addition to adding posts to your curated site, talk about why you did so. This needs only to be a paragraph and you should try to talk about the topics we discussed in class whenever possible.

If you're new to website curation, you are recommended to use Tumblr (www.tumblr.com), which is a relatively straightforward curated blog site.

Following

In addition to creating your own curated site, follow what your peers are doing. You don't have to follow everyone's site, but pick at least 2-3 to follow. You can even include posts that they have shared, provided that you give them credit for the first discovery. The idea of having curated websites is sharing knowledge, but you'll also want to avoid creating identical sites.

You can comment on one another's curated blogs in a few ways. Ideally, you can create an account with Disqus (www.disqus.com) and integrate it into your blog

(assuming you're using Tumblr). Another way is to forward the post into your own blog and comment within that. Finally, you can also use this forum to discuss one another's curated blogs.

UNIT PLAN

This unit plan is to be designed for a particular grade (your choice) between K-12 or an adult learning class. It must align with the common core (or other relevant standards, and use technology extensively. In week three, you will be introduced to the SAMR model of technology integration. Your unit plan will need to demonstrate that the technology you use in your lessons are significantly transformative (more "modification" and "redefinition") and not simply superficial changes ("substitution" or "augmentation.")

A unit plan consists of a series of lesson plans and a set of assessments. As a guide, traditional unit plans take about a month to teach. We will work on drafts of your unit plan during the semester before the final is due on the last day. On Week 4, you will submit a Understanding-by-Design (UbD) template based on your proposed unit.

This unit plan is the kind of thing you could show to a future employer. Please be sure to include any handouts, resources, definitions, or any additional materials. **The unit plan should be clear and comprehensive enough that you can easily hand it off to another teacher to use right away.**

grading system

Participation: 25%

The Future School: 15% (due September 5)

Curated Blog: 25% (due October 9)

Unit Plan: 35% (UbD template due September 12; Unit Plan due October 16)

badges

We are piloting a system of badges for use in this and other courses at Adelphi. Badges are an additional form of feedback that helps direct and guide you towards what kind of skills and goals you should have to become in this field. They're also, hopefully, a fun way of representing your accomplishments in class. **Badges do not affect your grade**. If you are not interested in badges, you can choose to ignore

them. We hope you find them a useful tool and we would like to hear more about your feedback regarding badges as the semester progresses.

university statement on academic assistance for students with disabilities

If you are a qualified student with a disability seeking accommodations under the Americans with Disability Act, you are required to self-identify with the Office of Disability Services, 3rd floor, University Center (516) 877-3145. Please see me at the soonest possible time for special arrangements, seating and other accommodations if necessary. At any point during the semester if you encounter difficulty with the course or feel you could be performing at a higher level, please feel free to see me.

university statement on academic integrity

You are expected to behave with the highest level of academic integrity. Cheating and other forms of dishonesty will not be tolerated and will result in the proper disciplinary action from the university. Classroom behavior that interferes with the instructor's ability to conduct the class or ability of students to benefit from the instruction will not be tolerated. All beepers and cellular phones should be turned off while class is in session. You are expected to come to class prepared – this means having read and studied the assigned chapters before class. By having prepared in this manner, you will be able to maximize your time spent in class.

Adelphi University demands the highest standards of academic integrity. Proper conduct during examinations, the proper attribution of sources in preparation of written work, and complete honesty in all academic endeavors is required. Submission of false data, falsification of grades or records, misconduct during examinations, and plagiarism are among the violations of academic integrity. Students who do not meet these standards are subject to dismissal from the University.

use of candidate work

All teacher education programs in New York State undergo periodic reviews by accreditation agencies and the state education department. For these purposes samples of students' work are made available to those professionals conducting the review. Student anonymity is assured under these circumstances. If you do not wish to have your work made available for these purposes, please let the professor know before the start of the second class. Your cooperation is greatly appreciated.