

EDP 620-- Core Seminar II--Issues and Problems in Human Development, Curriculum, Learning, and Teaching

COURSE INSTRUCTORS

Dr. Betty Young, Dr. Jim Barton, Dr. Roger Eldridge

COURSE DESCRIPTION

This course examines issues and problems related to human development, curriculum, teaching and learning. Current trends in instruction and curriculum are viewed in relation to research and theory of human development, curriculum, learning, and instructional models/teacher beliefs. Ways of gathering and evaluating evidence about school and curricular effectiveness are emphasized.

COURSE OBJECTIVES

Core Seminar II focuses on,

- acquiring and employing the interpersonal sensitivity to professional collaboration,
- finding and evaluating sources of knowledge about teaching and learning,
- demonstrating knowledge of theories and research related to human development, curriculum, learning, and teaching,
- synthesizing and integrating knowledge spanning core seminars I and II,
- applying research models and analytical processes to real school and curricular problems and issues,
- communicating research findings to different audiences (e.g., community, practitioners, policy makers, researchers).

COURSE REQUIREMENTS

Attendance and Participation	20 %
Curriculum Paper (5-10 pp)	30 %
Development Paper (5-10 pp)	30 %
Reform Presentations	20 %

(Please see the Explanation of Grades following the syllabus.)

REQUIRED TEXTS AND READINGS

No single text is required for this class. Readings are listed by week.

Students with disabilities: Students who have a documented disability meet with the Instructor of this course during the first or second class meeting. During this meeting, students with disabilities present a copy of their officially-signed forms from URI or RIC Disability Services which note the required class provisions for the disability.

EDP 620--Core Seminar II Syllabus

Week 1 - Sept. 6th -> **Course Overview** **Credible Sources in Academic Writing**

Readings:

Benne, Kenneth. (1970). Authority in education, Harvard Educational Review, 40(3), 385-410.

Renfrow, D. & Impara, J. (1989). Making academic presentations—effectively! Educational Researcher, 20-21.

Discuss possible topics for educational reform research presentations (e.g., brain research, multiple intelligences, tracking, etc).

Mapping activity to help us think about work group composition.

Finding and evaluating sources of knowledge

"solid research" original research, organized reviews of research	research translated for practitioners	mixture of research based practice and short summaries of research	"how to" classroom practice (may or may not have research base)
Web-based sources—In which category do these belong??			

Week 2 - September 13th -> **School Reform** **(Hot Issues - Fads and Reform)**

Readings:

Cuban, Larry. (1992). Curriculum stability and change. In Philip Jackson (Ed.), Handbook of Research on Curriculum. New York: MacMillan, pp. 216-247.

Kliebard, Herbert. (1995). Struggle for the American curriculum 1893-1958. New York: Routledge. Read Chapter 1.

Define your group's topic for educational reform research (e.g., brain research, multiple intelligences, tracking, etc).

Week 3 - September 20st -> **Curriculum Foundation** **Writer's Workshop I**

Readings:

Darling-Hammond, L. & Snyder, J. (1992). Curriculum studies and the traditions of inquiry: The scientific tradition. In Philip Jackson (Ed.), Handbook of Research on Curriculum, New York: MacMillan, pp. 41-78.

Lincoln, Yvonna. (1992). The humanistic tradition...In Philip Jackson (Ed.), Handbook of Research on Curriculum, New York: MacMillan, pp. 79-97.

Bring copies of a sample of quality expository writing to share with the class.

**Week 4 - September 27th -> Human Development
Writer's Workshop II**

Readings:

Kohlberg, Lawrence & Mayer, Rochelle. (1972). Development as the aim of education. Harvard Educational Review, 42, 449-496.

Hofer, B & Pintrich, P. (1997). The development of epistemological theories: Beliefs about knowledge and knowing and their relation to learning. Review of Educational Research, 67(1), 88-140.

Read expository writing samples from classmates.

Week 5 - OCTOBER 4TH -> Learning Theory

Readings:

Donaldson, Margaret. (1978). The shape of minds to come. Children's Minds. New York, NY: W.W. Norton.

Sternberg, R., et al. (2005). Creativity. In Holyoak, K. & Morrison, R. (Eds.) The Cambridge Handbook of Thinking and Reasoning. Cambridge, England: Cambridge University Press.

Brown, Ann. (1987). Metacognition. In Weinert & Kluwe (Eds.). Metacognition, motivation, and Understanding. LEA.

Week 6 - OCTOBER 11TH -> No Class

Week 7 - October 18th -> Learning Theory

Readings:

Ackerman, D. (2004). Reflections in a gazing ball. In An Alchemy of the Mind. New York, NY: Scribner.

Langer, S. (1997). A new look at forgetting. In The Power of Mindful Learning. Reading, MA: Perseus Books.

Fosnot, Catherine Twomey. (1996). Constructivism: Theory, perspectives, and practice. New York: Teachers College Press. Chapters 1-3.

First draft of curriculum paper due.

Week 8 - October 25th -> Curricular Applications

Readings:

Polanyi, M. (1958). Intellectual passions. Personal knowledge: Towards a post-critical philosophy. Chicago, IL: University of Chicago Press.

First draft of curriculum paper returned.

Mid-semester self-assessment.

Week 9 - November 2nd -> Curricular Design/Research Applications

Readings:

Madaus, George & Kellaghan, Thomas. (1992). Curriculum evaluation and assessment. In Philip Jackson (Ed.), Handbook of Research on Curriculum. New York: MacMillan.

Final draft of curriculum paper submitted.

Reform topic update with key articles from Group 1.

Week 10 - November 1st -> Developmental Frames

Readings:

Duckworth, Eleanor. (1996). "The having of wonderful ideas" & other essays of teaching & learning. New York: Teachers College Press.

Hogarth, R. (2001). A framework for developing intuition. In Educating Intuition. Chicago, IL: University of Chicago Press.

Reform topic update with key articles from Group 2.

Curriculum paper returned.

Week 10 - November 8th -> Developmental Frames

Readings:

Kuhn, Deanna. (1999). A developmental model of critical thinking. Educational Researcher, 28(2), 16-26, 46.

Spiro, et al. (1984). Cognitive flexibility theory: Advanced knowledge acquisition in ill-structured domains. In Rudelle, R. (Ed.) Handbook of Reading Research, Vol. 4. International Reading Association.

Reform topic update with key articles from Group 3.

First draft of development paper due.

**Week 12 - November 15th -> Learning, Instruction, and Researcher/Teacher Beliefs
The Nature of Academic Argument**

Readings:

Wong, E.D. (1995). Challenges confronting the researcher/teacher: Conflicts of purpose and conduct. Educational Researcher, 24(3), 22-28.

Wilson, S. (1995). Not tension but intention: a response to Wong's Analysis of the researcher/teacher. Educational Researcher, 24(8), 19-22.

Wong, E.D. (1995). Challenges confronting the researcher/teacher: A rejoinder to Wilson. Educational Researcher, 24(8), 22-23.

Baumann, J. (1996). Conflict or compatibility in classroom inquiry? One teacher's struggle to balance teaching and research. Educational Researcher, 25(7), 29-36.

Development paper draft returned.

Week 13 - November 22nd NO CLASS—GET READY FOR TURKEY DAY!!

Final draft of development paper due.

**Week 14 - November 29th -> Teacher Change vs. Learning to Teach
Patterns of Educational Reform**

Readings:

Richardson, Virginia. (1990). Significant and worthwhile change in teaching practice. Educational Researcher, 19(7), 10-18.

Cuban, L. (1990). Reforming again, again, and again. Educational Researcher, 19(1), 3-13.

Developmental paper returned.

Week 15 - December 6th (LAST CLASS) -> Reform Presentations (approx. 1 hour/group)

Week 16 December 13th Exam

Explanation of Grades

Attendance and Participation **20%**

• Attendance and Participation carries a substantial weight in this grading system because it is the most important aspect of the course. We know your time is valuable, and we want to recognize efforts you make to prepare for and attend class in the midst of your busy lives. Accordingly, a fifth of the total course grade is based on reading the weekly readings (Am I focusing on the key issues in the articles I read and is this focus reflected in what I have to say in class?), preparing brief written Talking Point responses to these readings (In what ways do the readings have an influence on my thinking about issues of importance to me?), and being present in class to interact with your colleagues (Do I contribute to the balance of the class discussion? Do my contributions push other people's thinking about the topics. Do I build on the ideas presented by others in the discussion?).

Talking Points are systematic notes based on the readings. They will help you contribute to our class discussions. As you read the articles or chapters, bring something written to each class to help you contribute and stay focused. Talking Points include the following:

- Brief outline of the major ideas of the readings.
- Connections with your area of expertise in education.
- Questions you have about the ideas in the readings.

• **Curriculum Paper** **30 %**

• **Development Paper** **30 %**

Special Note: We will use our professional writing workshop sessions to establish clear expectations for the technical writing demands of the writing assignments.

• **Reform Presentations** **20 %**

Background & Interest Sound-bites

Name:

Educational background (what degrees, where studied, what major)

Career Path (so far)

Area(s) of research interest:

Probable dissertation topic and questions:

Future plans for professional life as Dr. (your name here):

Best part of the URI/RIC doctoral program:

Greatest concerns about the URI/RIC doctoral program:

EDP 620 Curriculum and Development PAPERS

In no more than 10 pages, you will analyze some curricular or developmental aspect of your area of educational interest/expertise in relation to readings from Core Seminars (including this semester and last year) and from other relevant sources you have found. Include a reference list (APA style).

The papers will be evaluated according to the following rubric:

A	<ul style="list-style-type: none"> •Writing is clear and concise. •Paper has logical organization. •Topic elements (curriculum, development, learning/instruction depending on the paper) are thoroughly identified and discussed. •Connections to course literature are comprehensive and accurate.n
A- B+ B	<ul style="list-style-type: none"> •Writing is mostly clear and concise. •Paper has some minor organizational difficulties. •Most topic elements (curriculum, development, learning/instruction depending on the paper) are thoroughly identified and discussed. •Connections to course literature are mostly accurate and address most relevant readings.
B- C+ C	<ul style="list-style-type: none"> •Writing has some flaws in clarity or conciseness. •Organization of the paper is weak. •Several key (curricular, developmental, or learning/instructional) elements are not identified. •Certain elements are inaccurately applied to course literature.
Below C	<ul style="list-style-type: none"> •One or more of the four areas (clarity, organization, identification of elements, connection to literature) are missing or seriously flawed.

Tips for Your Curriculum and Development Papers

- Discuss the definitions and areas in which curriculum/development plays a role in educational settings in your interest area.
- Sort out some of the somewhat contradictory relationships between development, learning, and curriculum discussed by different authors (I.e., Kleibard, Cuban, Darling-Hammond & Snyder, Kohlberg & Mayer, Hofed & Pintrich, Duckworth, and Kuhn).
- Connect the issues of development to your own research interest topic to demonstrate the relationship or impact of development to that area of curriculum.

Headings in your papers will include:

- Introduction
- Describe the curriculum or developmental issue you select.
- Select the frames from our readings that appear to influence the view of curriculum or development in your area. Be sure to provide the citation based argument or justification to support the connections you pose.
- Describe the challenges in the curriculum or view of development you pose.

Putting It All Together

Next week we are going to discuss the connections among the various articles that we have studied so far this semester. You may also consider the readings from last year. Bring your notes and the articles to class to do this exercise. **You will need to do some preliminary work in thinking through possible organizing categories. Bring some notes and/or graphic organizers.**

- What are the connections among the articles? (Here you may make several different types of connections.)
- How do the articles shed light on the frames of this seminar (i.e., curriculum, development, learning and instruction)?
- What methodologies for studying issues in curriculum, development, learning & instruction are represented or described in these readings?
- What aspects of the readings and discussions have impacted the way you think about your educational practice or about reform?
- What are some major questions that are still unanswered for you related to the four course topics?