



Curriculum Design and Program Development 600:

Understanding and Application (6 credits)

Semester 2

Instructor

Nicki Rehn

nrehn@ambrose.edu

nicki.rehn@yahoo.ca

587-899-6189

Course Description

The focus of this course is **understanding** and **application** of curriculum theory to design effective learning environments. It is an intensive 6-credit course that is compacted over nine instructional weeks and the workload will reflect this. Students will build on the foundational knowledge of theory and subject disciplines that was gained in CDPD 500 and continue to develop proficiency as ‘architects of learning’. The course begins with an examination of all the decisions a teacher must make to effectively design learning. In this way the magnitude and complexity of “curriculum” will become clear. Students will then explore various instructional strategies used by teachers along a continuum from teacher-led transmission to student-led inquiry. This course also focuses on designing for critical and creative thinking development and other 21st century skills. Students will practice translating the program of studies into learning experiences with various design models. This course has a strong focus on assessment, both the theory and practical strategies. Students will demonstrate that they can engage with the full spectrum of curriculum design, including classroom management, student engagement, technology, layout of physical learning spaces, and classroom culture. Controversial topics will be explored such as homework and group work. Finally, a survey of pre-developed and commercial programming that commonly exists in Canada will be conducted.

Students are expected to draw from LTA 500 in order to incorporate principles of inclusivity and diversity into their curriculum design and program development. Work should also show evidence of your developing philosophy of education from SCMP 500 and 600.

This course is very practical and students will be well pre-prepared to teach in their Field Experience 600 with lesson ideas and teaching tips.

Prerequisite

CDPD 500

Class Times

Mondays	1 pm- 4 pm
Wednesdays	8.15 am – 11.15 am
Fridays	8.15 am – 11.15 am

Attendance is compulsory.

Learning Outcomes

At the end of this course, students will be able to:

- Link curriculum theory with methodology
- Identify principles of effective curriculum design and program development
- Translate the program of students into effective and inclusive learning experiences
- Design a comprehensive inquiry project
- Design assessment and evaluation that align with learning goals
- Report student progress and achievement
- Evaluate common pre-developed and commercial programs used in schools
- Defend or refute various positions on issues of curriculum with informed argument
- Make decision about non-content related curriculum
- Predict how teaching will adapt to future changes in education
- Employ effective teaching strategies

Readings











All readings will be provided on Moodle and in class. You will be expected to use the Alberta *Program of Studies, Understanding by Design* (Wiggins and McTighe, 2005), *Classroom Assessment Techniques* (Cross and d'Angelo, 1993), and any other texts that used in this program.

Course Topics

		Approx. # Days
1	Exploration of Curriculum and Teaching Strategies What is curriculum? Who are the key theorists? Ways of teaching along a continuum of teacher-led to student-led.	2
2	Focus on Inquiry What is inquiry-based learning? How do you design it, integrate it with the program of studies, measure it? What resources are available?	2
3	Designing for Critical and Creative Thinking Critical and creative thinking as 21 st century skills. Can you teach them? How to integrate them across the content areas.	2
4	Understanding by Design What is understanding? An exploration of Wiggin’s and McTighe’s model.	2
5	Assessment Assessment of/as/for learning. Descriptive and evaluative feedback. PATs, Quantifying learning. Rubrics. Tracking Progress. Evidence and Reporting.	4
6	Teaching Across the Content Areas A focus on math, ELA, science, and social studies, with a brief look at the “non-core”.	4
7	Pre-developed Programs Examination of commonly used programs in Alberta schools.	1.5
8	Integration of Technology Technological, Pedagogical and Content Knowledge TPACK (Koehler and Mishra, 2005). Effects of technology. How tech-savvy are you?	1.5
9	Brain-based Teaching and Gamification of Learning What is brain-based teaching? What is Gamification? How can it be used in the classroom for engagement, memory, classroom management and meaningful learning?	2
10	Debates in Teaching – Homework, Group work, Flipping the Classroom, Character Education...etc.	2
11	Teaching for the Future What skills do your students require? What are the trends in education? What is the future of school?	1
12	Designing the Classroom Space and Classroom Culture/Routines Ideas to set-up your classroom and routines for effective learning.	1

10 Ambrose Bachelor of Education Competencies

CDPD 600 will help students continue to develop the 10 competencies in the following ways:

1	Build affirmative relationships with children.		<ul style="list-style-type: none"> • Explore effective classroom management strategies. • Design classroom culture.
2	Apply theories of curriculum, learning, and assessment to the development of programs.		<ul style="list-style-type: none"> • Give theoretical rationale for learning design choices.
3	Build learning communities		<ul style="list-style-type: none"> • Share lesson ideas and classroom tips with one another. • Engage in networking with mentor, each other and social media.
4	Design teaching and learning scenarios that include inquiry-based learning.		<ul style="list-style-type: none"> • Inquiry project
5	Design inclusive learning experiences that recognize and accommodate all children, including those with exceptional learning needs.		<ul style="list-style-type: none"> • Incorporate principles of inclusivity learned in LTA 500 to learning designs.
6	Engage in shared praxis.		<ul style="list-style-type: none"> • Reflect with one another on FE 500 experiences. • Online and in-class discussions.
7	Design and implement programs that incorporate attention to cultural realities and diversities.		<ul style="list-style-type: none"> • Incorporate principles of inclusivity learned in LTA 500 and cultural diversity in SCMP 500 & 600 to learning designs.
8	Understand critical and creative thinking as essential to learning in all programs.		<ul style="list-style-type: none"> • Course topics that focus specifically on critical and creative thinking.
9	Demonstrate the essential dispositions that characterize a professional educator from the Ambrose University College Bachelor of Education program.		<ul style="list-style-type: none"> • Design learning purposefully. • Practice professionalism.
10	Address the non-academic barriers to learning by applying a variety of management strategies and effective classroom routines.		<ul style="list-style-type: none"> • Use strategic curriculum design to manage classroom behaviour. • Explore ideas for classroom routines. • Practice engaging an audience when teaching.

Assessment

Assignments	%	Due Date
Mini-lesson	10	Friday 18 January
Understanding by Design Unit Plan	30	Monday 28 January
Inquiry Project	40	Wednesday 13 February (peer review) Monday 25 February (final)
Evaluation and Poster Presentation of Pre-developed Program	10	Friday 8 March
Professionalism	10	On-going

All assignments must be completed for a passing grade.

Assignment Details

Assignment 1 – Mini-Lesson (10%)

Rationale

One of the elements of teaching, often forgotten among the planning, relating, marking and managing, is the actual act of teaching. Standing in the front of a classroom, teachers need to be confident, engaging and verbally clear. For many people, this takes practice and this assignment will give the chance to do that.

Instructions

You must design and deliver a 5-minute lesson. Your goal is to teach your peers something, such as “How to fold a napkin”, or “How NASA put Curiosity on Mars”. Be creative. Be engaging. Think about your audience. Use whatever resources your wish to support your lesson. Your peers will use the Socrative iPad application to evaluate your presentation.

Assessment 1 Rubric

	Excellent - 4		Sound - 3		Needs Improvement - 2	
Introduction	You had a memorable attention-getter and a clear preview or purpose statement that led us smoothly into the presentation		You had an attention-getter and purpose statement that led us smoothly into the presentation		You need stronger attention-getter and a clearer preview or purpose statement.	
Organization and Transitions	Your organizational pattern and transitions made your speech easy to follow. Your conclusion drew your speech to a close in an effective and memorable way. You maximized class participation.		Your organizational pattern and transitions was clearly designed. Your conclusion drew your speech to a close.		Your organizational pattern and/or transitions were unclear, making it difficult for us to follow and understand.	
Supports	Your rhetorical support (illustrations, examples, etc.) and/or visual support were effective in making your point(s).		Your supports were useful		Your supports were weak	
Voice	Your voice was loud enough to hear easily; you used your rate volume, pitch, and pauses effectively to enhance your message. Your voice was conversational, pleasant, and powerful which helped engage us in your message; articulation and pronunciation were clear.		Your voice was mostly effective.		You need to put more life in your voice and/or use a more conversational tone; continue to work on articulation and pronunciation.	
Eye-contact	Your eye contact was excellent in all areas of the room.		Your eye contact was sufficient.		You need to make better use of eye contact to enhance your message and stay connected with your audience.	
Non-verbal	You looked comfortable, using your hands, body, and facial expressions naturally and effectively, without distractions.		Your body language worked well overall but did not particularly enhance the presentation.		You had very few gestures, body motions, or facial expressions, you need to be more animated; or, your posture and gestures were distracting and/or unnatural.	
Preparedness	You appeared well prepared, confident and comfortable, which enhanced your credibility. Your presentation seemed polished.		You seemed fairly comfortable and confident, which started to build credibility although you seemed to need a bit more practice to have a polished presentation.		Your presentation seemed pretty rough. You needed more practice to increase your credibility and build your confidence.	
Max Score = 28 marks						
Peer evaluation	12 marks	11 marks	10 marks	9 marks	8 marks	
	Award-winning	Excellent. Very engaging	Interesting enough	Had to work to stay engaged	Needs a lot of improvement	

Due

Week 2 – As arranged by schedule

Assignment 2 – Understanding by Design Unit Plan (30%)

Rationale

“Backwards design” and “planning with the end in mind” are proven methods for designing learning. McTighe and Wiggins (2001) are the leading proponents in this instructional design methodology and you should be familiar with their three-stage process:

1. Identify desired outcomes (KSAs, Essential Questions, and Enduring Understandings).
2. Determine acceptable evidence of the desired outcomes (Understanding and Proficiency).
3. Plan learning experiences.

This assignment will give you to opportunity to build a unit of study using this method.

Instructions

Using the UbD template and the marking rubric as a guide, design an entire science unit (selected from the Alberta Program of Studies). Your design must include the following sections:

- Unit cover page
- Established Goals (compiled and summarized from Program of Studies)
- Enduring Understandings
- Essential Questions
- Key Knowledge and Skills (Students will know....., students will be able to.....)
- Six Facets of Understanding Table completed
- Assessment Plan (formative and summative)
- A sample plan of three learning experiences that address the WHERETO elements.

Due

Monday 28 January

Assessment 2 Rubric

		Outstanding	Proficient	Acceptable	Needs improvement	Grade /10
To what extent does the design focus on the big ideas of targeted content	The targeted understandings are enduring, based on transferable, big ideas at the heart of the discipline and in need of un-coverage.					
	The essential questions are provocative, arguable, and likely to generate inquiry, deep thought and meaningful connections about the central ideas.					
	Valid and unit-related knowledge and skills are identified (KSAs).					
To what extent do the assessments provide fair, valid, reliable and sufficient measures of the desired results?	Students are asked to exhibit their understanding through authentic performance tasks.					
	Appropriate criterion-based scoring tools are used to evaluate student products and performances.					
	Students are provided an opportunity to self-assess.					
To what extent is the learning plan effective and engaging?	The students will know where they are going, why the material is important and what is required of them.					
	There is an activity designed to hook the students on the big ideas.					
	There are opportunities to explore and experience big ideas and receive instruction to equip them for required performances.					
	There are opportunities to rethink, rehearse, revise and refine their work based on timely feedback.					
	Learning plan is flexible and able to be tailored to address interests and learning styles.					

Assignment 3 – Inquiry Project (40%)

Rationale

The Ambrose BEd program assumes the superiority of inquiry-based learning as an instructional strategy. Additionally, inquiry-based learning is a component of all Alberta curricula and teachers need to be able to design and implement inquiry-based activities in their classrooms. This assignment forms a major part of this course and the final product should be showcased in your e-portfolio.

Instructions

Read “*Focus on Inquiry: A Teacher’s Guide to Implementing Inquiry-Based Learning*” (2004), produced by Alberta Learning. It is available on the Moodle LMS or on the Alberta Education website. There are some additional resources available on Moodle to support this project. You may also want to explore Intelligence Online for ideas and prompts.

Choose a subject area (Math, Science or Social Studies) and grade level and design a comprehensive inquiry project that aligns with objectives set out in the Program of Studies. Regardless of the subject area, your inquiry project must meet some ELA objectives as well. The project must include:

- An introduction to the chosen topic, including the Program of Studies KSAs that will be addressed.
- A 200-word rationale behind the use of inquiry for teaching your chosen topic. Please cite any references that you used.
- The high level goals and critical questions for this project
- At least five lessons that span 1-2 weeks. Length of the lesson should be developmentally appropriate.
- Cross-curricula connection with ELA objectives
- Integration of technology
- Modifications and possible accommodations for students with exceptional needs (learning challenged and gifted)
- How you will assess the students (formative and summative)
- An explanation of how your project addresses the seven characteristics of inquiry-based teaching and learning set out by the Galileo Educational Network (see below). You can use this rubric as a guide: www.galileo.org/research/publications/rubric.pdf

Characteristic	How have you addressed this criterion?
Authenticity	
Academic Rigour	
Learning in the World	
Digital Technologies	
Active Exploration	
Connecting to Experts	
Assessment for Learning	

You will be given time in class to present your project to your peers before the final due date so that you can receive feedback.

Assessment 3 Rubric

	Accomplished	Developing	Beginning
Introduction	Clear and concise. Addresses appropriate KSAs and program of studies.	Needs more clarity. Addresses KSAs and program of studies.	Weak
	<i>3 marks</i>	<i>2 marks</i>	<i>≤ 1 mark</i>
200-word rationale	Clear and concise, uses references, supports project.	Needs more clarity. References are used.	Needs more clarity. References are not given.
	<i>3 marks</i>	<i>2 marks</i>	<i>≤ 1 mark</i>
High-level goals and critical questions	Critical questions are outstanding.	Critical questions are satisfactory.	Critical questions are weak.
	<i>3 marks</i>	<i>2 marks</i>	<i>≤ 1 mark</i>
Daily lessons	Comprehensive, detailed, align with goals.	Lessons need more detail and/or do not all align with goals.	Less than five complete lessons are included.
	<i>9-10 marks</i>	<i>7-8 marks</i>	<i>≤ 7 marks</i>
Mapping to ELA objectives	Project addresses specific ELA objectives and these are made explicit	Project indirectly addresses ELA objectives.	ELA objectives unclear.
	<i>3 marks</i>	<i>2 marks</i>	<i>≤ 1 mark</i>
Integration of Technology	Technology integration is seamless and supports project and 21 st century technology skills	Technology is an add-on but allows students to develop 21 st century technology skills	Use of technology is weak.
	<i>3 marks</i>	<i>2 marks</i>	<i>≤ 1 mark</i>
Modifications and Accommodations	Special needs are considered, both gifted and those with learning challenges.	Special needs are considered but more planning required for them.	Special needs are not considered to a satisfactory degree.
	<i>5 marks</i>	<i>4 marks</i>	<i>≤ 3 marks</i>
Meets Galileo EN Criteria	All criteria are met to a high standard.	Most criteria are met to a satisfactory standard.	Some criteria are met.
	<i>9-10 marks</i>	<i>7-8 marks</i>	<i>≤ 7 marks</i>

Due

Presentation to Peers: Wednesday 13 February; Final Project: Monday 25 February

Assignment 4 – Evaluation and Poster Presentation of Pre-developed Program

Rationale

Individual schools and school districts often select a pre-developed program to use in certain disciplines to provide consistency across that school or district. As a teacher, you may or may not have a choice about whether to use that program in your class. This assignment will give you an opportunity to evaluate some of the more popular programs that are used in Alberta schools and present them to your peers.

Instructions

For this assignment, you are encouraged to work with a partner but you may work alone. There will be a sign-up sheet provided in class for selecting the program for evaluation. If you have come across a program not listed on the sheet, you may arrange to evaluate that one instead.

Sample Ideas:

Sitton Spelling
AIM French
Math to the Max
Accelerated Reader
Daily 5
6+1 Traits of Writing
Mathletics
Virtues Project
Science in a Crate
Many Voices Social Studies

Find out what you can about the program you selected and design an A3 poster that can be presented to your peers. You may use info-graphic software such as Visual.ly or Picktochart if you wish. Try to address the following criteria:

- Summary of the program
- What problem this program might solve
- Grade level(s)
- Author/Owner
- Connection to Alberta Program of Studies
- Strengths and Weaknesses
- Sample lessons
- Cost

Assessment 4 Rubric

	Outstanding - 5	Great - 4	Acceptable - 3	Needs improvement - 2
Depth of evaluation				
Design of poster				

Due

Friday 8 March

Assignment 5 – Professionalism

Rationale

Competency #9 - Demonstrate the essential dispositions that characterize a professional educator from the Ambrose University College Bachelor of Education program.

Instructions

Attend class and be on time. Please inform me if you know you will be away. Submit assignments on or before the due date. Complete the readings. Engage in class discussions and contribute to online forums. Act in the same manner that would be expected of you in the profession of teaching.

Assessment 5 Rubric

	Exemplary (10)	Almost always (9)	Usually (8)	Below expected (≤ 7)
Attend class and be on time				
Submit assignments on time				
Complete the readings				
Engage in class discussion and online forums				
Act in a professional manner				

You will be invited to give input into the evaluation of your professionalism based on the criteria above.

Grading

The available letters for course grades are as follows:

Percentage	Letter Grade	Grade Point Weight	Description
96-100	A+	4.0	
91-95	A	4.0	Excellent
86-90	A-	3.7	
82-85	B+	3.3	
75-81	B	3.0	Good
72-74	B-	2.7	
68-71	C+	2.3	
63-67	C	2.0	Satisfactory
60-62	C-	1.7	
56-59	D+	1.3	
50-55	D	1.0	Minimal Pass
0-49	F		Failure

Important Notes from Ambrose

It is the responsibility of all students to become familiar with and adhere to Ambrose Academic Policies, such as the policy on Academic Dishonesty, which are stated in the current Catalogue.

Please note that final grades will be available on the student portal. Printed grade sheets are no longer mailed out.

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Office of the Registrar in writing within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal to review final grades. If the appeal is sustained, the fee will be refunded.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of the course and disrespectful to fellow students and the instructor to engage in electronically enabled activities *unrelated to the class* during a class

session. During class, laptops and other hand-held devices should be used for class-related purposes only. The professor has the right to disallow a student to use their hand-held devices in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a “Course Extension” from the Registrar’s Office. Requests for course extensions or alternative examination time must be submitted to the Registrar’s Office by the appropriate deadline (as listed in the Academic Calendar <http://www.ambrose.edu/publications/academiccalendar>). Course extensions are only granted for serious issues that arise “due to circumstances beyond the student’s control.”

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University College as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else’s ideas, words, or work as one’s own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to give credit to another person’s ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar and the Student Handbook that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student’s permanent record.

Students are strongly advised to retain this syllabus for their records.