

COURSE SYLLABUS

The University of Georgia
Occupational Studies - Spring Semester, 2003

Course Title: Developing Curriculum for Modern Work

Course Number: EOCS 7080

Credit Hours: 03

Meets 2.75 hours T
January 14 - April 29

Textbook:

Ornstein, A. C., & Hunkins, F. P. (1998). Curriculum foundations, principles, and issues. Boston: Allyn and Bacon.

Professor: Dr. B. Smith
Office: 217 River's Crossing
Office Hours: Arranged
Phone: 542-4207

Course Objectives

The Curriculum student will be able to:

1. Work cooperatively with other class members in learning activities and in generating required outcomes for this course.
2. Identify your philosophy and values regarding education and recognize and appreciate differing values held by others.
3. Develop, adopt or adapt a model plan for vocational/technical curriculum development.
4. Demonstrate a functional knowledge of advanced aspects of curriculum theory in the areas of philosophy, values and goals, social-economic forces affecting education, factors of human development, learning and learning styles, knowledge and cognition, and curriculum criteria.
5. Actively participate in the curriculum development process in your school as well as your particular occupational area and program.
6. Participate in a partnership of integrated curriculum with other teachers in your school or technical institute.
7. Demonstrate how to develop a portfolio system for organizing and documenting components of the curriculum.
8. Demonstrate a knowledge of educational initiatives like Tech Prep Programs, SREB High Schools That Work Programs, Charter Schools, Magnet Schools, etc.
9. Demonstrate higher-order learning process skills such as researching a topic, analyzing and synthesizing information, solving problems, and many other critical mental processes.

10. Demonstrate good work habits, work ethics, and a positive attitude toward learning over the life-span.

ABOUT THIS COURSE

This course emphasizes philosophical and theoretical aspects of curriculum rather than the practical aspects of curriculum such as developing courses of study that include course descriptions, course outlines, unit plans, lesson plans, and supporting instructional materials. Courses that emphasize curriculum product development can be highly structured and carefully sequenced. However, it is not the case with this course that is issue oriented.

As facilitator of this course, it is my primary responsibility to help you learn through organizing learning activities and clarifying the research literature. Therefore, I will provide a general topical outline to guide class activities and as learners you are expected to become actively involved. This will be accomplished by engaging in active learning experiences such as cooperative group learning, individual research, large group discussion, illustrated presentations, videotapes, and student presentations of their assigned projects. Ultimately, I expect you to be in charge of your own learning.

Graduate courses should meet some of your professional needs. Therefore, I will rely on you to convey your needs and interests.

COURSE TOPICS

As a general framework, I have identified seven topical areas that we will cover this semester. Those preliminary topics follow.

1. **Introduction to the course and The Field of Curriculum.** In the first class meeting, we will get to know one another, establish meeting times, break times, and address other logistical concerns. We will also survey individual expectations, instructional needs, and begin to research and develop assignments.
2. **Philosophical Foundations of Curriculum.** Philosophy is central to curriculum planning because the philosophy advocated or reflected by a particular school and its officials influences the goals or aims and context as well as the organization of its curriculum. We will investigate such questions as: What are the differences (in terms of knowledge and values) between idealism, realism, pragmatism, and existentialism? What are the differences (in terms of content and methods) between perennialism, essentialism, progressivism, and reconstructionism?
3. **Historical Foundation of Curriculum.** The field of curriculum has a specialized vocabulary of its own and has a rich, historical past. There are many curriculum approaches and foundation to curriculum. Curriculum development involves many people in an elaborate, continuous developmental process. We will investigate the field of curriculum and become familiar with its past so we can develop a dynamic and effect curriculum that will meet the educational needs of our diverse, multicultural student population.

4. **The Psychological Foundations of Curriculum.** Psychology is concerned with the question of how people learn. Over the years many theories of learning have emerged. More recently, much attention has been directed toward multiple intelligence, the anatomy of learning or how the brain learns and learning styles. Both theories of learning and information on learning styles are critical in making curriculum decisions. Furthermore, educators have always had to make decisions about when to teach certain content and how to teach that content to learners.
5. **Social Forces Effecting Curriculum.** One of the major purposes of schools is to help prepare students who can function effectively in our society. The American culture has always been diverse and there has also been those segments of people who hold different values. In this topic we will investigate issues of changing values and goals, culture and cultural uniformity and diversity.
6. **Aligning Philosophy, Goals, Objectives and Instructional Strategies.** Often school curriculum is inconsistent with philosophical statements and state goals. Objectives and instructional strategies used to assist students in meeting these objectives are not in line with broad goals and philosophical statements. In this topic we will try to align our curriculum components with the schools guiding philosophy.
7. **Outcomes, Skills, and Competencies.** There are several lists of expected outcomes, skills, and competencies that have been recommended by a variety of governmental and private agencies from the SCANS Report to the recently released V-TECS Skills. We will investigate the recommendations made by many groups as to the skills and competencies needed to succeed in the 21st Century.
8. **Curriculum Models for Modern Work.** There are a number of models that have been used over the years to plan vocational/technical education curriculum. For example, there is the so-called V-TECS models that make extensive use of occupational analysis to identify task which become the primary elements in the curriculum development process. The chief focus of this curriculum model is to prepare individuals with the knowledge and skills to enter and make progress in the labor market. There are other models such as mastery learning, competency-based curriculum, etc. In this topic, we will investigate and compare curriculum models to help you develop a model for your curricular efforts.

COURSE ASSIGNMENTS AND GRADING

This is a graduate course that will require extensive in-and out-of-class preparation. The following learning activities are required for successful course completion:

1. Identify **curriculum theorist (guru) in occupational studies**. Research and determine the contributions to curriculum development of a curriculum theorist such as Bobbitt, Charters, and Tyler (a complete list of curriculum theorists will be provided). What contribution did this individual make? Explain. Include a discussion of the curriculum development approach, technical or nontechnical as well as the philosophical orientation. Determine from your research the place in history this theorist has or might have in the future (current trends and future direction). Now, provide evidence that the writing and thinking of this theorist has been embraced in career and technical education or education. This should be included in the portfolio along with a separate reflection paper on the curriculum theorist research experience.
2. Complete **reports of three journal articles** that deal with issues and information regarding curriculum or educational reform (two of the three articles will be provided for you). These article reports should contain a bibliography reference, a summary of the main points of the author/s, and a personal reaction to the article in terms of its effect or application to vocational/technical education. A copy of the article that was not provided for you should be attached to the article report. These reports will vary in length (approximately two to five pages). A reflection paper on article reports must be included in the portfolio.
3. Prepare and present an **individual class presentation** on a curriculum topic chosen from a list provided by the instructor. The purpose of this presentation is to help you develop research, writing, and presentation skills, and to encourage critical and creative thinking about an assigned topic on curriculum development. Research has indicated that there is no higher form of learning and retention than to have to teach a topic to others. The individual presentation is to take no longer than **30 minutes** and should include the following: (1) utilize modern presentation technology, (2) be guided by a detailed lesson plan, (3) have a supporting handout, (4) be interesting and informative, and (5) involve the class members in some manner. You must summarize the information provided to you through the individual presentation feedback forms and include it along with a reflection paper on the individual presentation experience in your portfolio.
4. Complete a **take home comprehensive final examination** that consists of several thought-provoking scenarios in which you will have some required items and some items of choice that represent problem situations in program and curriculum development. You are to respond in the form of essays or written expression and include appropriate documentation. The final exam will be presented no later than the mid-point of the semester. The final can be done individually or in groups of no more than three persons. A reflection paper must be included in the portfolio for the final exam experience.

All assignments should be typed/word processed (double-spaced text).

5. You are to **prepare and submit a curriculum development portfolio**. The portfolio should be
- A. An attractive, sturdy 3-ring notebook with a colorful cover which contains logistical information describing the student.
 - B. A table of contents arranged into tabbed sections to facilitate reading the contents (please do not use plastic covers to hold contents).
 - C. The following components should be included:
 - (1) grade report sheet,
 - (2) curriculum theorists summary including a reflection paper on this experience,
 - (3) article reports with photocopy of article (1) and reflection paper,
 - (4) a. individual presentation topic *lesson plan*,
 b. *handout/s*,
 c. *a reflection paper on this experience*, and
 d. *a summary of peer feedback*,
 - (5) final exam and reflection paper on this experience,
 - (6) the portfolio and a reflection paper on this experience, and
 - (7) a reflection paper on the entire course.
 - (8) rubrics and rating scales are completed for each by the portfolio developer as a means of self-assessment.

NOTE: The completed portfolio is due Tuesday, April 29, 2003. All work must be complete and in the portfolio.

Portfolio Component Due Dates

The following components of the portfolio are due (placed in a folder) on the following dates.

<u>Portfolio Component</u>	<u>Due Date</u>
Curriculum Theorist	Feb. 4
Journal Articles	Feb. 25
Individual Presentation	March 4, 11, 25, April 1, 8, 15 & 22
Final Exam	April 29
Complete Portfolio	April 29

Assessment system

Activity	Points
Class Participation	5
Attendance	5
Curriculum Theorists	15
Article Reports	15
Ind. Curriculum Presentation	30
Final Exam	25
Portfolio	5

Attendance Policy. *As a graduate student, I expect you to attend every class.*

TENTATIVE SCHEDULE

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
Jan.14	Orientation to course Assignments The Field of Curriculum	Chapter 1
Jan. 21	Philosophical Foundations of Curriculum	Chapter 2
Jan. 28	Curriculum Approaches	Chapter 7
Feb. 4	Historical Foundations of Curriculum Curriculum Theorist Assignment Due	Chapter 3
Feb. 11	Curriculum Design Individual Presentation - Thematic Units	Chapter 8
Feb. 18	Thematic Units	
Feb. 25	Aim, Goals, and Objectives Outcomes, Skills, and Competencies (Reports) Articles Due	Chapter 9
March 4	Psychological Foundations of Curriculum	Chapter 4 Individual Reports (3)
March 11	Social Foundations of Curriculum	Chapter 5 Individual Reports (2)
March 18	Spring Break	
March 25	Curriculum Issues and Trends	Chapter 12 Individual Reports (3)
April 1	Curriculum Issues and Trends	Chapter 12 Individual Reports (3)
April 8	Curriculum Issues and Trends	Chapter 12 Individual Reports (3)
April 15	Future Directions for Curriculum	Chapters 13 Individual Reports (3)

April 22	Future Directions for Curriculum	Chapters 13 Individual Reports (2)
April 29	Future Directions for Curriculum Final Exam Due Portfolio Due	Chapters 13

Class Participation Criteria

1. Attends all sessions.
2. Maintains a positive attitude toward the course, fellow classmates, and the instructor.
3. Is punctual to class and returning from announced breaks.
4. Shares appropriate materials with instructor and classmates.
5. Keeps materials organized at your station and cleans area after class.
6. Brings required materials to class including textbook, note pads, and pen or pencil.
7. Prepares the room in advance for all presentations.
8. Submits required materials on time.
9. Makes arrangements to pick up portfolio following scoring at the end of the semester.
10. Returns all loaned materials the last day of class.
11. Keeps notes of important information presented in class.
12. Works cooperatively in small group sessions.
13. Participates in class by asking questions and offering ideas or concerns.
14. Provides information on any concerns on the class feedback forms.
15. Provides positive, constructive feedback to class presenters on the feedback forms.
16. Prepares all video and computer driven presentation equipment before any presentation.

Challenges for Curriculum Development Graduates

As a result of participation in the learning community of this course in Developing Curriculum for Modern Work, you should be very aware of the importance of developing a curriculum that is interesting to students and provides them with the opportunity to learn how to learn while developing the knowledge, skills and affective dispositions that will help them be successful in the family, community and workplace setting. You should have developed knowledge of philosophical, social, psychological, developmental, and cognitive concepts and practices required in curriculum development and be able to incorporate these concepts into a dynamic curriculum that will better prepare individuals for the 21st century.

As you enter or reenter the teaching profession, you should accept the following challenges:

1. Develop complete courses of study for each course you teach.
2. Work collaboratively with other teachers in developing curricula and curriculum materials such as courses of study, unit plans, lesson plans, self-paced modules, instructions sheets, etc.
3. Incorporate "life skills" or "functional skills" into your curriculum.
4. Consider organizing instruction around thematic units that are "real life" situations.
5. Include the four skill development areas of academic skills, vocational/technical skills, employability skills, and life-coping skills in your program, course, unit, and lesson plan goals and objectives.
6. Develop a resource center in your classroom and laboratory with appropriate learning materials for students to use in completing learning activities and in solving educational problems.
7. Develop a personal career portfolio that can be used to document the significant events in your career and serve as a guide for continuous life long learning.
8. Continue to be actively involved in staff development and personal development activities so you can serve as a model for your students.
9. Develop a variety of instructional materials and strategies to meet the various learning styles of students and to provide them with the time to develop solid understanding of important content and the skills required to be successful in life.
10. Demonstrate a caring attitude toward colleagues in education and students.

11. Establish and maintain a learning community environment in your classrooms and laboratories where making mistakes are expected and learning from them is valuable.
12. Try to connect your curriculum and instructional activities with other teachers so that students will have a more integrated curriculum.
13. Employ more "hands on" instructional strategies that require students to work together in teams to complete learning activities and solve problems creatively.
14. Change your view of teaching from information dispenser and content coverer, to learning resource, cheerleader, mentor, and learning partner.
15. Develop curriculum activities that require active participation of parents or significant others to complete such a portfolios, performance projects, exhibits, performance events, etc.
16. Involve members from the community in your instructional program as guest speakers, mentors, resource persons, job supervisors, workplace mentors, advisory committee members, etc.
17. Make every effort to involve students and other individuals in identifying instructional materials and aids that can enhance instruction for your students.
18. Require students to research careers that they are interested in and make reports to the entire class.
19. Develop lesson plans and self-paced learning packages using curriculum guides, unit plans, and task detailing sheets along with other instructional materials such as text and reference books, mediated instructional materials, etc.
20. Major emphasis needs to be placed on helping students accept the challenge of thinking for themselves metacognitively as well as thinking to solve educational and real life problems.
21. Make every effort to allow time to vary in your instructional program and hold learning performance as the constant.
22. Begin lesson plans with clear, meaningful objectives and an introduction which includes real world experiences.
23. Connect instruction from day to day by indicating what occurred the previous day, what will occur today, and what will happen tomorrow.
24. Structure learning activities so as to maximize the possibility of transfer of learning.
25. Adopt, develop and use standards of performance to guide student learning.

26. Develop exemplary models of expected student performances and encourage students to meet and exceed them without forcing them to do the teacher's way.
27. Accept the challenge of learning about learning and use research findings to improve your instructional program.
28. Expect students to define and solve problems, and in the process to construct new knowledge not just reproduce it.
29. Make your learning activities meaningful, not easy.
30. Encourage students to be creative in completing learning activities such as performance projects, portfolios, etc.
31. Require students to construct portfolios as one of their culminating learning activities.
32. Involve students in designing learning activities.
33. Require students to teach others the knowledge and skills that they have learned.
34. Employ cooperative learning strategies regularly in your instructional program.
35. Encourage students to maintain reflective journals or learning logs to develop their metacognitive skills.
36. Break the mold of traditional education practice and make learning student centered.
37. Involve students in constructing cognitive maps, webs, or cognitive structures of important learning topics.
38. Design curriculum that is focused on learning for understanding and for application.
39. Expect students to correct their own work before checking it for them. This means teachers must design self-checking capability into instructional materials.
40. Avoid simply giving students the correct answer or solving a problem for them. Instead, guide them so they discover the correct response for themselves.
41. Develop the skills required to mediate your instructional program so that graphics are the rule, not the exception.
42. Identify the facilities, tools and equipment, and materials you need to support a quality instructional program and be persistent in requesting them.

43. Implement the rule of spending someone else's money to support your instructional program.
44. At the beginning of each day pump yourself up and get "high on people" and stay in that state until you fall to sleep each night.
45. "Keep smiling until 10:00 A.M. and the rest of the day will take care of itself."
46. Don't accept the phrase "I can't" because that is just another way of saying "I won't try."
47. At the end of each major learning activity, require student to reflect on what they have learned and how they felt about it before they began, during the activity, and presently.
48. Give yourself time to develop a quality instructional program. It normally takes three years or more before new teachers begin to feel somewhat comfortable with their instructional program. Teachers should never feel totally comfortable with their curriculum because it must be dynamic and that means continuous change.
49. Develop your unit plans, lesson plans, and self-paced modules so that the QBE and QCC competencies are identified and become a major expected outcome of instruction.
50. Take every opportunity to visit other teachers and support staff in your school and get to know what they do and identify areas where you can collaborate.
51. On frustrating days, stay in your car a few minutes after arriving home and resolve to leave all the negative feeling and stress in the car so they can dissipate like the odor of vanilla when the source is removed. Your family and friends don't need your problems, they have problems of their own.
52. Look for the positive always. Catch students doing things well!
53. Move always from traditional paper-pencil tests and utilize a wide variety of assessment tools from informal evaluation to performance tests and portfolios.
54. Develop scoring criteria and rubrics for expected learning outcomes so students will know from the start what type of behavioral outcome is expected and when they are reaching the standard.
55. Develop performance objectives that include conditions, observable behavior, and measurable criteria other than to satisfy the teacher or meaningless statements such as 80% accuracy.
56. Connect your philosophy and goals for your program with those of the school, State, and Nation.

57. Incorporate those skills and competencies identified in state and national studies into your instructional program.
58. Support the movement toward certified instructional programs and certified graduates.
59. Become actively involved in school-to-work programs such as cooperative education, youth apprenticeship, and tech-prep.
60. Accept the challenge of providing realistic career guidance to your students and make career development one of your expected instructional outcomes.
61. Develop the capability of using the internet as a valuable learning resource.
62. Work with other educators to insure that your curriculum is equitable and multicultural.
63. Develop the knowledge and skills to use the microcomputer in planning and delivering instruction.
64. Become a member of a professional development school or team.