

**University of Ottawa
Faculty of Education**

EDU 5265

Internationalization of Curriculum Studies

Spring Term

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Online Office Hours: Wed. 9:30 to 10:30 am, 2:00 to 3:30, Tue. 8:00 to 10:00 pm, or by appointment

For those who need to contact me, do not hesitate to do so at any time via e-mail. I will be available online during the allocated office hours. I will make alternative arrangements if for some reason I am not available during one of those allocated sessions. I have also created a *knowledge conveyance corner* discussion board. If you have a general question about the course material, or how to find something, please post it there. As a professional learning community, I encourage you to help each other navigate the course content and website at the *knowledge conveyance corner*. Please help me respond to your peers' inquiries there. I will follow-up, or respond to questions that you are not able to field. This is the first time that this course is offered online and therefore I appreciate your flexibility in terms of the scope and sequencing of the content. Moreover, I look forward to learning more about your past and present lived experiences in relation to the course content this term. I will try to broadcast during online hours at the following website: <http://tinychat.com/edu5265> as well as be online to field e-mails.

Class Location: [Virtual Campus](#)

COURSE OUTLINE

Calendar Description

Investigation of contemporary issues in curriculum studies within an international context: analysis of curriculum reform initiatives in other countries; examination of current trends in international and transnational curriculum movements; exploration of alternative curricular arrangements within global, national, and local contexts.

Background

Curriculum Studies is an intellectually dynamic and ever changing field. For curriculum scholars situating and defining the broader international field of curriculum studies and its development remains a historically situated and contested "complicated conversation." Therefore within the context of this course our study of certain international educational issues will be contradictory, contested, and sometimes paradoxical. As a result, each week we will try to reconceptualize and complicate our historical, present, and future understandings of the discrepancies between various international and interdisciplinary discourses, which in turn inform curriculum studies and its historical development both here in Canada and abroad.

Course Rationale

Introduction to Curriculum Studies 5265 is a graduate course designed to:

1. Investigate historical and contemporary educational issues taken up within the international field of curriculum studies;
2. Introduce alternative curricular arrangements within global, national, and local contexts; and
3. Understand the historical and present effects of various trends in international and transnational curriculum movements.

By the end of the course students should be able to:

1. Demonstrate an ability to describe and analyze the historical and/or existing curricular movements taking place within the international field of curriculum studies;
2. Illustrate an understanding of the curriculum theories, which inform such movements;
3. Engage in the playful processes of curriculum theorizing (and if needed, translating such theoretical implications in relation to our online discussions around international curriculum reform movements and implications for classroom practices).

General Course Expectations

1. Through small group work, online discussions, as well as individual and group writing assignments you are expected to critically engage the course material. You are also to develop educational perspectives that take into account the major international curriculum scholars and movements covered in this course. The format of the course will vary each week according to content and will be organized to encourage your online participation. This means that your thoughtfulness and engagement is both valued and important. At various points throughout the course, we will potentially cover difficult and controversial knowledge, and thus an important expectation is that all participants will be committed to creating an intellectually stimulating, “safe” (if there is such a thing), and respectful online atmosphere.
2. Students are expected to complete required readings in each module before engaging any online activities. It is imperative that you take time to do the course readings. Most of the assignments will be linked to course readings in one way or another.
3. Please, follow the instructions for your written assignments. Always include a title/name/date for your work. ***When submitting a digital copy of your work to the professor, make sure to include your full name in the saved file name.*** Make sure to read over course assignment instructions prior to beginning assignment or contact professor with questions about the assignment.
4. For your protection, always keep a copy of your written assignments. In case of loss, theft, destruction, dispute over authorship, or any other eventuality, it will be your responsibility to provide a copy of your written submissions.
5. All deadlines need to be respected, and exceptions will be granted when needed.

Teaching is a dynamic process. Consequently, there may be occasions during our time together online where modifications to various aspects of the course will be necessary. Thus, the course syllabus is only a guide for our teaching and learning.

Required Readings: All course readings will be available online through the course content or in on-line journals that you can access via the **Internet** or **University of Ottawa Library journal** database. Each week there will be at least two mandatory readings that each of student will be required to take up in order to engage online activities. There will also be optional readings that various peers will be responsible for taking up and presenting to you through the reader response assignment. The reading calendar, which outlines the scope and sequencing of weekly readings, will be provided during the first week of scheduled classes. The reader response schedule will also be included within that calendar.

Graduate Studies Program Policies

Persons with Physical and/or Learning Disabilities:

If you require accommodation due to any physical, cultural, neurological, or psychological needs, please schedule an appointment with me as soon as possible so that we can negotiate the necessary adjustments to course curriculum. You are strongly encouraged to visit Student Services on campus for assistance with regards to physical, neurological, or psychological learning needs. Staff there can help you formally request the professor to arrange alternatives regarding assignments and exams. Please do so at the beginning of the term.

Late Assignment Policy:

Assignments which are submitted after the due date without an agreed upon extension are considered late assignments. The penalty on late assignments in all courses amounts to a grade loss of 5% per day up to a maximum of 10 days, after which time assignments will not be accepted. Submission of late assignments requires my prior consent and written verification of a medical professional or due to compassionate reasons necessitating a deadline extension. In the event of extraordinary personal circumstances that prevent completion of an assignment by the specified due date, students should speak with the instructor as soon as possible.

Attendance:

The Faculty of Education policy that regular attendance in classes, seminars, and workshops is compulsory applies to this course. Any student who is unable to attend a scheduled meeting must notify the instructor before the scheduled meeting time. In the case of absence, students are expected to complete the required readings and in-class assignments on their own.

Academic Fraud:

Students are advised to become familiar with the University of Ottawa's policy regulations on academic fraud. The University of Ottawa's regulations on academic fraud, as stated in the Teacher Education Calendar (pp. 6-8), apply in this course. It is imperative that any ideas or styles of writing that are not yours are properly referenced and will need to be done in compliance with American Psychological Association (5th ed.) style guidelines. Failure to properly reference places you in a situation of academic fraud. Academic fraud/Plagiarism is one type of academic fraud. A student found guilty of committing plagiarism will be subject to sanctions, which range from receiving a mark F for the work in question to being expelled from the University, and even the revocation of a degree, diploma, or certificate already awarded. For useful guidelines to help you avoid plagiarism, please consult the following web pages:

http://www.uottawa.ca/academic/info/regist/fraud_e.html, <http://www.uottawa.ca/plagiarism.pdf>.

Assignments and Evaluations

Your final grade will be determined arithmetically first by reducing the numerical grades for each assignment in accordance with each assignment's percentage value of the final grade (listed immediately below). Once summed, the individual figures yield a total that is the percentage grade for the course.

1. Reader Response Commentary	(20 %)	Varied dates
2. Curriculum Scholar Review	(30 %)	July 8th, 2011
3. Online Community Discussions	(20 %)	July 22nd, 2011
4. Final Paper	(30 %)	July 29th, 2011

Reader Response Commentaries (20 %): Students must sign-up during the first week of class to present a reader response over the course of this term. As part of this assignment you will be responsible for taking up one of the mandatory or optional readings for a given week. The sign-up sheet will be available as a Google document and have a limited amount of spaces for each week. I will send link and/or invite you to sign up for the document during the first week of scheduled classes. Your commentary should stimulate an ensuing conversation on the assigned articles that week. The commentary need only focus on one of assigned readings for the week in question. But you can also make reference to the other articles covered prior to, and for that class. *Assuming that each student, including myself, has read the assigned readings, the commentary should not be a straight summary of the article.* Instead, you should utilize the articles or book chapters as a methodological filter, if you will, which in turn informs your commentary on the international curricular issues you decide to complicate and put forth to your fellow graduate students. You must send a draft of your commentary to me at least one week prior to your posting in order to receive formative feedback on your writing. This is an opportunity for you and I to work closely on your writing. It also gives me a sense as a professor, where you are at in terms of your writing in the graduate program. Moreover, it gives you a sense of my expectations of your writing as a graduate student in the course. In turn, it will better prepare you, in terms of the writing expectations, for your final paper in the course. I am hoping everyone, will think of this online course, as a writing workshop, to help prepare you to improve your academic writing as you move forward in the program to either complete your synthesis paper or thesis. As such, you will be grouped into small writing groups. In those groups I want you to help each other edit your writing prior to submitting it to me. Furthermore, these will be the same online groups where you will work together to produce a review of an international curriculum scholar for your second assignment. Once students have completed a final draft of their reader response, they will then post it on the discussion board associated with its specific online course module. The due dates will be outlined in the reading schedule, which will be sent to during the first week of scheduled classes. Consult this schedule to choose which reading you would like to respond to. In this assignment, I encourage you to play with the theoretical underpinnings of each article or book chapter. Focus on what speaks to your educative experiences both historically and presently? How do the various theoretical concepts inform your educative experiences both inside and outside the institutional walls of schools in terms of curriculum studies (or school curriculum)? Or, how can your lived experiences inform or create tensions with the articles or book chapters in terms of curriculum studies (or school curriculum)? Your commentary must be between 600-1000 words (which is 3 to 4 pages double-spaced in 12 font Times New Roman, no more than 1000 words). For those who are adventurous, you can always read your paper or present it as a YouTube clip or audio file and post the link to accompany your posted printed version on the discussion board. These will commence during week three of course. You must sign-up to respond to a reading during the first week of class. I will send out the link to the Google docs sign-up sheet on May 2nd, 2011. Click on this [link](http://www.curriculumtheoryproject.ca/2009/12/a-reader-response-to-migrant-consciousness-by-jennifer-homanchuk/) for an example (<http://www.curriculumtheoryproject.ca/2009/12/a-reader-response-to-migrant-consciousness-by-jennifer-homanchuk/>).

International Scholar Review (30 %):

With increasing numbers of immigrant children in many First World nations [sic], expanded opportunities for education in South Africa, Eastern Europe, and the republics of the old Soviet Union, increased English as a Second Language (ESL) instruction in the United States [or Canada], and the effects of mass media on an ever “shrinking” world community, the international classroom is a reality, whether intended or acknowledged as such. (Pinar, 1996, p. 801)

Prior to the commencement of the course, the professor will organize you into small online discussion forum groups of 5-6 students. During the term, this will be your online writing group. In this group you are responsible for helping each other to edit your various writing assignments. This is also the group that you will work together to produce a collaborative historical and intellectual review of an international curriculum scholar. The scholar must be chosen from the course international scholar list, which *you can find in module 11 of the online course*. Or you can choose a scholar that has published at least a total of 3 articles within any of the major curriculum studies journal listed at the end of your course syllabus. For this assignment you must (as a group) review the historical and intellectual work of your chosen scholar. The format of your review can be a word document that generates content for a webpage dedicated to providing an overview of your chosen scholar’s work. You can include hyperlinks to the scholar’s website(s) or to other websites that provide information about the scholar (which showcase video interviews, photos, or audio podcasts). Moreover, you must review at least 5 articles, book chapters, or books published by your chosen scholar. In your review of that work make sure to comment on how each of those works either individually or collectively have helped to advance educational knowledge and/or research within the broader international field of curriculum studies.

When doing this assignment, consider the following guiding (these are suggested only) questions: How does the scholar’s work speak to your individual and/or collective educational interests? What is the scholar’s (personal and professional) biography? What has and does their academic work focus on within the field of curriculum studies? Are they currently alive and at which university do they work at? What theoretical frameworks do they draw upon? In what ways do their theoretical interests (in gender, race, class, sexuality, cultural studies, indigenous studies, environmental education, psychoanalysis, curriculum development, phenomenology, postcolonial studies, etc.) speak to the field of curriculum studies? As future curriculum scholars, administrators, teachers, and graduate students what can we learn from their work? What major contributions have they made to the field of curriculum studies and/or other areas of educational research? Again these are just guiding questions.

I am open to alternative presentations formats (like a Wikipedia format as one example). You can incorporate various media into your word document for example (photos, videos, audio, etc). However whatever format you choose, you need to make sure that review is organized into different sections that speak to the scholars’ professional career as an international curriculum scholar. Such organization can be either genealogical and/or thematic (or both). Click on this [link \(http://www.curriculumtheoryproject.ca/2009/12/coyote-and-raven-a-curriculum-scholar-review-by-jennifer-homanchuk/\)](http://www.curriculumtheoryproject.ca/2009/12/coyote-and-raven-a-curriculum-scholar-review-by-jennifer-homanchuk/) for an example. This assignment should be between 2000-2500 words. You are required to publish this on the associated discussion board no later than **July 8th, 2011**. I encourage you to use Google documents to work together on this project. You can also use your small group online discussion forum to discuss strategies for engaging the project. For those who are open to this format, I can then visit your discussion from time to time and offer suggestions. Or you can ask me to look over a certain thread of your discussion and provide formative feedback. You might also want to utilize other social media formats to communicate with each other. *Regardless of what route you decide to take, let myself and others in the course know in the last section your assignment how you negotiated the challenges of working online as a group on this assignment.* As professional educators it can then help us to tweak our future curriculum design strategies for the development of online group assignments.

Online Community Discussions (20%):

...I propose to support “lively” and “radical” thinking in the various national and regional fields of curriculum studies, studying how these fields respond to [a]...complicated conversation. (Pinar, 2006, p. 169)

My focus here is on opportunities for reconceptualising curriculum work that can be generated by considering how we should respond to, and progressively consolidate, the formation of new publics – democratic, multicultural, *and transnational* citizenries. I suggest that one plausible defence against the crude thinking of culturally homogenizing international projects is to work towards building transnational coalitions for public education that critically and creatively translate, adapt and expand national democratic ideals into international educational purposes. How can national democracies with diverse histories and different social contexts collaborate to prepare future labour for a *global* economy and prepare citizens for an *international* polity? (Gough, [2004](#), p. 4)

As you all know this is an online course. Consequently for some of us this platform might be the first and only time we meet and work together as (an online) a professional learning community. My hope is that the virtual campus platform through which the course is taught does not become an online repository for our work; where such work is merely posted for the professor then to assess. Rather my radical hope for this course, is that the we are able to develop an online community that is committed toward sharing our differing ideas about internationalization of curriculum studies as well as challenging each other to extend them beyond their starting points. How might we all generate what Pinar (2006) has called elsewhere a “complicated conversation” from week to week (p. 169)? In response to this question, I encourage each of you over the course of the term to respond to your peers’ posted reader responses, the international curriculum scholar reports, drafts of the writing assignments in your small groups, and general weekly discussions on the discussion boards.

Each week 3-4 students will be responsible for posting their reader responses on the associated discussion board and you in turn are encouraged to discuss your interpretations of the readings in relation to their responses. This will be a central point of departure for our online discussions. There is not set quantitative limit on your responses. ***However, I do hope to see your push the qualitative dynamic of your responses to each other. The only time requirement is that your respond to the reader responses within one week from the time that they are posted.*** In turn, we can move on to the readings and course discussions following week as a collective. Pick and choose what interests you in terms of your responses. If a member of your small group discussions is sharing their reader response one week, take the time to responds to other students who are not in your group. This in turn will help to diversify our weekly conversations in response to the readings and reader responses. ***Feel free to respond via a video or audio clip as an alternative format.***

At the end of the course you will write a brief commentary (2-4 pages) on your engagement and participation in the online community discussions. Make sure to provide examples from the online discussion themselves and what you were thinking at the time, and what you now think of your initial engagement. You can provide the examples as direct quotes and/or screen captures. You only need reference your online activities for this commentary. ***This commentary is due on July 29th, 2011. Make sure to include your full name and assignment title in the saved file name. Finally, you will give yourself a letter grade (A, B, C) that you think best represents the qualitative aspect of your engagement and participation with the online community discussions.*** The professor will then make a qualitative judgment on the final letter grade based on the evidence and commentary you present.

Final Internationalization of Curriculum Studies paper (30 %):

Over the course of the term, you should take an opportunity to review some of the published work of a given international curriculum scholar (or scholars) on a topic that interests you within one of the major curriculum studies journal. For example you might want to write on a reform movement within a given subject area in a certain country, on a certain theoretical approach for curriculum theorizing by an international curriculum scholar (like psychoanalysis, cultural studies, post-structuralism, postmodernism, etc.), on a methodological approach for doing research within curriculum studies, or on the discursive trends that inform the work of an international curriculum scholar.

You might also want to take up the work of different international curriculum studies scholars to analyze a film (The Class, Babel, Crash as some examples). If you choose a film to analyze utilizing the readings, what might rereading the film while utilizing the readings as a methodological filter teach us in relation to the internationalization of curriculum studies. Or you can analyze policy document for a given subject area (Mathematics, Science, Language, History, Physical Education etc.) in a country like England, Australia, Brazil, or South Africa as some examples. Feel free to suggest other ideas for final papers. The only requirement is that you utilize the course readings and/or draw on articles that are found within any of the major curriculum studies journals. Some of you might want to continue working on either your reader response or your curriculum scholar review as your final paper. Both of these options are fine. You should reference at least 10 different articles, books, and/or book chapters.

Regardless of the chosen topic, the final paper should include the following sections:

- 1) Write an introduction that ***provides an overview*** of what your paper will address. You can begin your paper with an autobiographical narrative, an example from the media, a story, movie, etc. But at the end of this section, you ***should indicate to the reader*** what the rest of your paper will address;
- 2) ***Research and write a literature review*** section of any relevant articles within the ***major curriculum studies journals*** that speak to your topic of interest; and then
- 3) Utilize course readings, other articles or book chapters, and what you learned from online discussions to ***analyze and synthesize the possibilities and limitations*** of such scholars' work in relation to your topic of interest. Or how such scholars' work might help to ***complicate our prior assumptions and/or historical and present understandings*** of your chosen topic of study.

The paper should be between ***2000-2500 words*** long. You must include an abstract with your final paper submission. Make sure to follow the ***most recent APA referencing style***. Make sure to draw upon your peers for support to edit an initial first draft of your final paper. This first draft should be posted and shared within your small group by ***July 15th, 2011*** and will be worth ***10%***. You will receive the full 10% if your first draft is complete and shared with your peers to review by the set date. You can work out among yourselves in the small groups who might review each other's papers. The final draft of the paper is due no later than ***July 29th, 2011*** and is worth ***20%***. See the following website for examples of final papers: www.curriculumtheoryproject.ca.

Possible Major Curriculum Studies Journals you might consult:

- 1) Transnational Curriculum Inquiry
- 2) Journal of Curriculum Studies
- 3) Journal of Curriculum Theorizing
- 4) Journal of Curriculum Inquiry
- 5) Journal of Curriculum and Pedagogy
- 6) Journal of Curriculum and Teacher Dialogue
- 7) Curriculum Theory Network
- 8) Language, Curriculum, and Culture
- 9) Journal of the Canadian Association of Curriculum Studies
- 10) Journal of the American Association for the Advancement of Curriculum Studies

Visit the e-journal database available through the University of Ottawa Library for other curriculum studies journals that might interest you.

Grading framework:

Grades are awarded according to the following scale:

Grade	Percentage	Description
A+	90 - 100 %	Exceptional
A	85 - 90 %	Excellent
A-	80 - 84 %	Excellent
B+	75 - 79 %	Very good
B	70 - 74 %	Very good
C+	65 - 69 %	Good
C	60 - 64	Fail

All grades below C (60-64 %) are failing grades for graduate students.