

**University of Ottawa - Faculty of Education**

**PED 3103 CURRICULUM DESIGN AND EVALUATION SECTIONS GL 2011**

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**Office Hours:** Tuesday: 10:00 - 12:00 am; Wed: 12:00 - 1:00 pm, or by appointment  
**Class Location:** LMX 242 and [Virtual Campus](#) on Tuesday at 1:00 pm to 2:30 pm

**COURSE DESCRIPTION**

Overview of major curriculum theorists; examination of the Ontario Curriculum and other curriculum documents; development of lessons and units based on the Ontario Curriculum; an overview of the theory, issues and strategies for assessment of pupils. Competence in the use of technology must be demonstrated.

**COURSE GOALS**

**By the end of this course students should:**

- Understand curriculum and assessment policy documents.
- Demonstrate competence in their use of digital technologies.
- Develop and implement strategies for designing lesson, unit and assessment plans.

**GENERAL COURSE EXPECTATIONS**

Through group work, assignments, and online interactions and discussions, students are expected to critically engage course material, and to develop a working perspective on curriculum design and evaluation strategies covered in the course. The format of the course will vary each week according to content and will be organized to encourage active participation. This means that everyone's thoughtfulness and engagement is valued and important. Students are expected to maximize their own learning by actively participating in all activities. This includes bringing your various prior educational experiences to online discussions while interacting professionally and respectfully with classmates and with the instructor.

1. Students are expected to complete required readings in each module before engaging any online activities and/or before coming to any scheduled face-to-face meetings.
2. Attendance at face-to-face meetings is mandatory.
3. Please, follow the instructions for your written assignments. **Always include a title/name/date for your work.**
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.
6. With regards to a request for a grade modification, you are encouraged to see professor by appointment to discuss this issue. Before coming to see professor, please indicate in writing where and why you believe the grade for the work should be changed.
7. Teaching is a dynamic process. Consequently, there may be occasions during our time together 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 Texts and Readings**

Available in each module on the course website (@ Virtual Campus).

#### **Mandatory Textbook:**

Cooper, D. (2006). *Talk About Assessment*. Toronto: Nelson.

**This book is available at the Agora Bookstore at 145 Besserer Street, Ottawa, ON K1N 6A7, [books@agorabookstore.ca](mailto:books@agorabookstore.ca), Tel: 613-562-4672 x 28, Fax: 613-241-1401**

### **TEACHER EDUCATION COURSE POLICIES**

#### *Persons with Physical and/or Learning Disabilities*

If you require accommodation due to a disability, please schedule an appointment with me as soon as possible. You are strongly encouraged to visit Student Services on campus for assistance. Staff there can help you formally request that the professor arrange alternatives regarding assignments and exams. Please do so at the beginning of the term.

#### *Attendance*

The Faculty of Education policy that regular attendance in classes, seminars, and workshops is compulsory applies to this course (as stated in the Teacher Education Calendar 2003-2005, p. 10). Any student who is unable to attend a scheduled meeting must notify the instructor before the scheduled meeting time. In the case of absence, teacher candidates are expected to complete the required readings and in-class assignments on their own.

#### *Troubleshooting technological problems:*

If you should have technological difficulties while on virtual campus, please consult the Virtual Campus "[Getting Started Guide](#)."

Additional assistance is available from the **Teaching and Learning Support Services**. You can contact them by phone at **613-562-5800 ext 5777** or e-mail them at [maestro@uottawa.ca](mailto:maestro@uottawa.ca).

## **ASSIGNMENTS AND EVALUATION METHODS**

### Overview

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. This, in turn, is translated into a letter grade in accordance with the University of Ottawa grading scale as outlined in the *Teacher Education Calendar* (2010-2011, p. 7) and at the end of this document.

<b>1) Curriculum Policy</b>	<b>15 % (Due Sept. 23<sup>rd</sup>)</b>
<b>2) Lesson Plan</b>	<b>25 % (Due Oct. 5<sup>th</sup>)</b>
<b>3) Assessment Tool</b>	<b>20% (Due any time prior to October 29<sup>th</sup>)</b>
<b>4) DGPE Unit Plan</b>	<b>30% (Due on Dec. 14<sup>th</sup>)</b>
<b>5) Quizzes</b>	<b>10% (Weekly)</b>
<b>6) Optional DGPE Resource Critique</b>	<b>20% (Due any time prior to December 14<sup>th</sup>)</b>

### Assignment Details

#### **I) Curriculum Policy – 10% Due September 23<sup>rd</sup>**

After completing the readings for module 1, you must look up the Ontario curriculum policy document for a given subject area (Language Arts, Science and Technology, Social Studies, Mathematics, The Arts, Health and Physical Education, etc.). You can find the curriculum policy documents at the following website: <http://www.edu.gov.on.ca/eng/curriculum/elementary/subjects.html>. Once you have found the appropriate curriculum document for a chosen subject area, write a brief analytical summary of the introduction, assessment policies, and a description of one of its strands. Consider the following suggested questions to guide your analysis: 1) What is the overall educational goal that the current Ontario government is trying to achieve through the classroom implementation of this document? 2) How many overall expectations are there? 3) What are they? 4) Are they feasible in your opinion? 5) How are teachers advised to assess student learning? 6) What are the different assessment categories put forth in the achievement chart? 7) What do you find limiting or confusing about the document? 8) How has the document helped to challenge any prior assumptions about curriculum development? 9) What major challenges do you foresee in terms of utilizing this document? After writing up your analytical summary, post it on the discussion forum for module 1. The goal of this assignment is for you to become more familiar with the terminology that the Ontario government utilizes within its curriculum policy document such as but not limited to: curriculum, strand, achievement chart, assessment, overall and specific expectation, and policies for planning classroom learning, etc. Moreover, as a future practicing professional educator, it is important for you to understand the historical context of curriculum policy reform and the impact such reforms might have on your future career. **Your summary should be between 500-750 words in length. You should attempt to draw on some of the readings to help with your analysis of the policy document.** To be evaluated your analytical summary must be posted the module discussion board. Once posted, other class members are encouraged respond to the challenges and possibilities of utilizing these policy documents as future teachers raised in your posting. This first assignment must be posted by **September 23<sup>rd</sup> 2011**.

## II) Individual Lesson Plan Assignment – 25%

Due October 5<sup>th</sup>

Utilize the overall (at least 1) and specific (at least two) expectations of a particular curriculum strand to create a learning task (activity) that can be completed within a 60-minute period. The content of the task should also address at least one of the following themes: 1) *Peace and/or social justice*; 2) *Human rights issue*; 3) *Environmental sustainability*; and/or 4) *International development* issue. For examples of such issues please visit the following website: [www.developingaglobalperspective.ca](http://www.developingaglobalperspective.ca).

**Make sure** that your final written representation of this assignment includes the following: 1) **Name**; 2) **Subject Area**; 3) **Curriculum expectations addresses**; 4) **Brief description of learning task**; 5) **List of materials needed**; 6) **Scope and sequencing of activity within a backward design lesson plan template**; and 7) **Rationale for how activity connects to the curriculum expectations and addressed one of the *Developing A Global Perspective for Educators* themes (250-500 words)**. This specific assignment should provide you with an opportunity to become more familiar with the Ontario curriculum policy documents and practice for integrating the *Developing A Global Perspective for Educators* themes into your lesson planning. You should commence this assignment after completing the readings and online activities for **Module 2 and 3**.

### Strategies for Successfully Completing Assignment:

For this assignment you are asked to utilize the principles of backward design to create a learning task for a 60-minute period of teaching. You must also represent your learning task within a backward design lesson plan template. This assignment is worth **25%** of your final grade. In order to successfully complete this assignment you must submit the following components:

- a. **A hardcopy of the lesson plan;**
- b. **A rationale of how the lesson plan addresses the Ontario curriculum and assessment policy documents; and**
- c. **How does your lesson work to address one of the *Developing A Global Perspective for Educators* themes with students?**

Your rationale should demonstrate evidence of thought and the connections you are making with the readings. It should be written in complete sentences, which communicate your meaning in a clear and concise manner. Spelling and grammar are not evaluated but language use should not interfere with your ability to communicate clearly. This assignment should be approximately 4-6 pages in length depending on the format of the lesson plan. Before starting this assignment please consult the checklist and rubric, which will be utilized to assess this assignment at the end of Module 3. A description of the rationale, expectations and assessment criteria for this assignment are posted in Module 3 of the online course. **This assignment is due on September Oct 5<sup>th</sup>.**

*Students who create exemplary original lesson plans will be invited to publish their work on the DGPE website. Students who create exemplary original lesson plans on environmental sustainability will be invited to publish their work on Ekokids' website, a nationally acclaimed environmental organization.*

### III) Creating an Assessment Tool Assignment– 20%

**Due October 29<sup>th</sup>**

As a teacher you will frequently need to develop or adapt assessment and evaluation tools for classroom use. During this online course we have emphasized the importance of assessment, which enhances the learning process. We believe it is important for you to be able to develop instruments that will yield valid and reliable information about student progress. This is particularly important as you develop new lessons, units and curricula. Assessment and evaluation plans are an important part of curriculum planning and development. In this assignment, you will be required to develop an assessment tool for use in the assessment and evaluation of student progress regarding a significant instructional activity (i.e., a lesson, *or* a unit, *or* a course). You can create a tool for the learning task that you created in assignment 2. You can also utilize an existing tool and modify it if needed to assess your proposed learning activity (see DVD at the end of Talk About Assessment for examples). For this assignment, the assessment tool can take either the form of a teacher-made test or a performance task. A description of the rationale, expectations and assessment criteria for this assignment are posted at the end of the introduction for Module 5. You should complete the readings and online activities in Modules 5, 6, 7 in order to successfully complete this assignment. **This assignment is due any time prior to October 29<sup>th</sup>.**

### IV) Unit Plan Assignment – 30%

**Due December 14<sup>th</sup>**

Creating unit and assessment plans is one of the most central activities teachers engage in. Effective planning can be achieved in a number of ways. One method of organizing instruction and assessment is to develop a unit of study utilizing the principles of backward design. This assignment will provide you with an opportunity to explore this approach. In school settings a team of teachers often constructs unit and assessment plans. Consequently, you can work individually and/or in teams of up to four students on this assignment. The content of the task should also address at least one of the following themes: 1) *Peace and/or social justice*; 2) *Human rights issue*; 3) *Environmental sustainability*; and/or 4) *International development issue*. For examples of such issues please visit the following website: [www.developingaglobalperspective.ca](http://www.developingaglobalperspective.ca). **A description of the rationale, expectations and assessment criteria for this assignment are posted in Module 8 of the online course. This assignment is due December 14<sup>th</sup>.**

### V) Quizzes – 10%

**Weekly**

These short quizzes will take place at the end of each face-to-face class. The quizzes will be on the readings and lecture given by professor for a given class.

### VI) Optional CSL DGPE Resource Critique – 15% to 20% Maximum Due Oct. 24<sup>th</sup>

You can complete this optional assignment as a CSL project or as a make up assignment. This assignment can replace the grade you receive on the curriculum policy or assessment tool assignment. Or you can complete it in order to be credited 30 hours of CSL hours. For this assignment you must find and critique an educational resource created by an NGO, teacher, or fellow teacher-candidate. You can find a list of NGO and existing educational resources created by fellow teacher candidates to choose from on the following website: [www.developingaglobalperspective.ca](http://www.developingaglobalperspective.ca). Feel free to search other websites for NGOs that are not currently listed for educational resources. An educational resource can be a book, film, lesson plan, unit plan, game, etc. You can find the assessment criteria for this assignment by click on the following link.

### **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 in the Teacher Education program 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 our 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 one of the instructors as soon as possible.

### **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 (5<sup>th</sup> 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/academic/info/regist/fraud_e.html)

<http://www.uottawa.ca/plagiarism.pdf>

**Grading framework:**

The following grading scale is used in all Teacher Education courses. Grading of assignments may be conducted using number or letter grades. In either case, the description included below describes the expectations for Teacher Candidates at each grade level.

<b>A+</b> <b>Exceptional</b> <b>90-100%</b>	An exceptional grade in a course or on an assignment is given for a response that demonstrates a thorough knowledge of all relevant concepts and techniques. The response is complete in content and presented in a clear, coherent and effective manner. In addition an exceptional response adds something novel and original which distinguishes an A+ from an A. Exceptional responses are rarely encountered as they are, by definition, outstanding among other responses.
<b>A</b> <b>Exemplary</b> <b>85-89%</b>	An exemplary grade in a course or on an assignment is given for a response that demonstrates a thorough knowledge of all relevant concepts and techniques. The response is complete in its content, with a clear and coherent presentation designed to communicate effectively.
<b>A-</b> <b>Excellent</b> <b>80-84%</b>	An excellent grade in a course or on an assignment is given for a response that demonstrates a thorough knowledge of relevant concepts and techniques. The response is largely complete in its content and clearly presented. However, some minor aspect of the assignment which may pertain to content or effective communication is lacking.
<b>B+</b> <b>Very Good</b> <b>75-79%</b>	A very good grade in a course or on an assignment is given for a response that demonstrates adequate knowledge of relevant concepts and techniques. The response is both informative and clearly presented. However, the response is incomplete as some substantive aspect of the assignment has been overlooked.
<b>B</b> <b>Good</b> <b>70-74%</b>	A good grade in a course or on an assignment is given for a response that demonstrates adequate knowledge of relevant concepts and techniques. However, the response is incomplete as some substantive aspect of the assignment has been overlooked. In addition, there are difficulties with effective communication.
<b>C+</b> <b>Satisfact.</b> <b>66-69%</b>	A satisfactory grade in a course or on an assignment is given for a response that demonstrates basic knowledge of relevant concepts and techniques. A substantive aspect of the assignment has been overlooked. In addition, the difficulties with effective communication result in a lack of clarity such that readers or listeners struggle to get the information.
<b>C</b> <b>Pass</b> <b>60-65%</b>	A pass grade in a course or on an assignment is given for a response that demonstrates incomplete knowledge of relevant concepts and techniques. A substantive aspect of the assignment has been overlooked. In addition, the difficulties with effective communication result in a lack of clarity such that readers or listeners struggle to get the information.
<b>Redeemable Failure</b> <b>55-59% D+</b> <b>50-54% D</b> <b>40-49% E</b>	The category of redeemable failure demonstrates an unacceptable level of knowledge of concepts and/or techniques to satisfy the requirements of an assignment or course. Teacher candidates receiving a redeemable failure have the right to one supplemental examination in which they must obtain 60% standing to be successful. Supplemental examinations consist of a written examination or additional assignments.
<b>Non-red. Failure</b> <b>0-39% )</b>	A non-redeemable failure demonstrates an unacceptable level of knowledge of concepts and/or techniques to satisfy the requirements of an assignment or course. No supplemental examination and/or assignments are offered.