

University of Ottawa - Faculty of Education

PED 3103 CURRICULUM DESIGN AND EVALUATION SECTIONS G 2012

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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.

Dr. Seuss (1971). *The Lorax*. New York: Random House Books.

Tan, S. (2007). *The Arrival*. New York: Arthur A. Levine Books.

Yahgulanaas, M. (2009). *Red: A Haida Manga*. Vancouver, BC: Douglas & McIntyre.

These books are available at the Agora Bookstore at 145 Besserer Street, Ottawa, ON K1N 6A7, 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.

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.

1) Lesson Plan	25 % (Scheduled Dates)
2) Assessment Tool	15% (Due December 4 th)
3) Social Action Curriculum Project (Unit Plan)	60% (Due December 11 th)

Assignment Details

I) Lesson Plan Assignment – 25%

In pre-selected groups of four to five students you will create a lesson plan that takes up one of the following books: *The Lorax*, *Red*, or *Arrival*. As a professional learning community (PLC) you will develop and facilitate a 15-minute lesson that takes up one of these books. You are responsible for turning in one detailed backward design lesson plan a week before your presentation. However each student must turn in a critical analysis of the development and implementation of the lesson plan. In this analysis you will draw on the course and outside readings to discuss what pedagogical challenges you encountered while development and implementing your lesson plan.

Your lesson plan must address 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 15-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 in relation to one of the aforementioned books. For examples of such how past students have integrated such global perspectives into their lesson planning please visit the following website: 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) Rational for how activity connects to the curriculum expectations and addressed one of the *Developing A Global Perspective for Educators* themes (250-500 words).** Make sure that you each turn in an **analysis of the development and implementation** of the lesson plan. Draw on course readings to help support your analysis (**500 words not including references**).

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 utilize the principles of backward design to create a learning task for a 15-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 (Lesson plan development and implementation **20%**; Analysis **5%**). In order to successfully complete this assignment you must submit the following components:

As a group (20%):

- 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. **Lesson plan address one of the Developing A Global Perspective for Educators themes.**

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 part 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 component of the assignment is due to week prior to implementing during our face-to-face meetings.

As an Individual (5%):

- d. **Analysis of what challenges you faced during the development and implementation of the lesson plan. Make sure to draw on course readings to support your analysis.**

Sample questions to consider while writing up your analysis will be provided in module 3. Make sure to read these questions prior to your implementation. They will help you to reflect on what worked and did not work during your development and implementation of the lesson plan. This assignment part of the assignment is due the week after you implement lesson in class.

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.

Creating an Assessment Tool Assignment– 15%

Due December 4th

As a teacher you will frequently need to develop or adapt assessment and evaluation tools for classroom use. During this hybrid 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) during your practicum. You can create a tool for the learning task that you created for your lesson plan or a lesson plan that you created during your practicum. 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 December 4th. Once you complete this assignment during your practicum simply e-mail it to me.**

II) Social Action Curriculum Project (Unit Plan) 60%

A key objective of this course is for you to consider your roles as teachers challenging social inequalities. Creating unit and assessment plans is one of the most central, creative, and challenging activities teachers engage over the course of their teaching careers. 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 afford you important opportunities to develop a unit plan as part of a larger social justice project. In school settings a team of teachers often constructs unit and assessment plans as a professional learning community (PLC). As such, you will work in teams of 4-5 people on this assignment as a PLC team. You will also have a chance to reflect on the project and to make connections between your experience and the ideas explored in the course through lectures, films, and readings.

The overall content of the social action curriculum project you develop should 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. A description of the rationale, expectations and assessment criteria for this assignment are posted in Module 8 of the online course. The social action curriculum project unit plan and final report for this assignment is due December 11th.

There are four aspects of this project that will be formally evaluated: ***a project proposal (5%), an activity log (25%), unit plan (20%), and a project report in the form of a newsletter, public service announcement, or podcast (10%).*** The project proposal and unit plan will be submitted as group assignments. The activity log must be completed and submitted individually. Additional information about each part of this project is included in this section.

Part I: Project Proposal (5%)

Due September 25th

Rationale: As a group, you will prepare a proposal that describes the social action curriculum project that your group will undertake during this course. Writing a proposal for your project will help you ensure that you have a clear sense of the deliverables you plan to create as well as a suggested timeline for the process your group will follow. The proposal will also ensure that your seminar instructor and course professors understand and approve the social action project you have decided to undertake.

Assignment Expectations: The following checklist indicates the information that must be included in your group’s proposal. One proposal will be submitted for each group. Your proposal should not exceed three pages, single-spaced & typed in length. You will have time to prepare your proposal during your first two seminar meetings.

√	Component
	Title for project, names of group members
	Description and rationale for importance of proposed project
	Social action project curricular objective(s)
	A list of deliverables which will be reported on in midterm appraisal
	A list of deliverables which will be reported on in final report
	A tentative schedule for achieving deliverables

Evaluation Criteria: Your seminar instructor will assess whether or not all the components in the checklist are included in your group’s proposal. The quality of the proposal will be assessed using the Teacher Education Grading Framework such that 5 pts will be awarded for exceptional proposals, 4.5 pts for excellent, 4 pts for very good, etc. The evaluation of your proposal is **not based on the nature of your social action project** but on your ability to clearly address the specific items in the checklist.

Due Date: All proposals must be submitted to your seminar instructor no later than **Tuesday, Sept. 25th, 2012.**

Part II: Unit of Study (20%)

As a group you will create a unit of study for primary/junior students in a given subject that you would implement over the course of five one-hour sessions (60 minutes) of teaching either inside or outside a classroom setting. In this assignment you are asked to create an outline for a unit plan which will consist of preparing to teach 5 one-hour lessons to one specific grade in any given subject area. You can choose to teach one strand of a certain subject, or design a unit, which integrates more than one strand from various subject areas. You must provide a detailed lesson plan for each member of your group without exceeding 5 lesson plans. Your unit plans must include 1 diagnostic assessment tool, 1 formative assessment tool, and 1 culminating assessment tool. Your unit plan should seek to explore and/or examine an essential social justice question/big idea with students. **A first draft of this part of the project is due October 30th, 2012. Please send as a digital copy via virtual campus so I can comment and send back to you while out on practicum.**

Part III: Social Action Project Activity Log (25%)

Rationale: Writing about your process, the ways your thinking shifts, the challenges you encountered and the way your social action project connects to the readings and/or films in this course will help to ensure that this project addresses the objectives of this course.

Assignment Expectations: Each student in your group will complete their own activity log. Your log must include 5 one-page, single-spaced type-written entries (5% each) as well as a final 2-page synthesis entry (5%). The topic for each entry is indicated as follows:

Entry 1: Prior Knowledge

Provide a description of your own awareness and understanding of the specific social issue or community service topic your group is working on at the outset of the project (i.e. if your project relates to an adult literacy program, write a description of your personal knowledge or awareness of this specific literacy program or of adult literacy programs more broadly before your group began to actually implement your plan). At the end of your description include a brief discussion of how the course readings in module 1, Ontario Ministry of Education website, and/or other readings and websites helped you to identify your prior assumptions with regard to the topic of your social action project.

Entry 2: Early Stages

Describe the early stages of designing the curriculum and assessment tools for your social action proposal. What were the first steps that the group took and what was your contribution? How might different course readings help you to articulate various challenges with attempting to integrate Ontario curriculum expectations within the larger project? What assessment strategies did you incorporate into your overall unit plan? Be sure to provide specific and detailed descriptions of all of the activities that took place from the time of the proposal until the October 9th.

Entry 3: Midterm Appraisal

A summary that includes: a list of deliverables that have been completed by October 23rd, a list of deliverables that still need to be completed, a description of the biggest challenges encountered thus far, identification of any changes to your social action curriculum project (unit plan) due to the challenges you have encountered, a description of one thing you have learned thus far about the social issue or community service you are working on. The professor will collect the first three entries on October 23rd, 2012.

Entry 4: Implementation Challenges

In a paragraph, discuss the challenges that you personally have encountered in implementing your social action curriculum project either before, during, and/or after your practicum. In a second paragraph, discuss the challenges that your group has encountered in implementing your social action curriculum project. In the third paragraph identify two specific things that you would do differently if you were to embark on this same project again.

Entry 5: Synthesis of Developing A Global Perspective for Educators

Write a two-page synthesis explaining (i) What you have learned through designing, implementing, and evaluating this project. You must identify at least three specific things you have learned. You may wish to refer back to your first entry where you indicated your prior knowledge. (ii) How your social action curriculum project connects to the readings and/or films in the course or other courses. You must make an explicit connection to at least two specific readings and/or films in this course or other courses and

describe how your experience relates to or amplifies the ideas in the reading and/or film. You can use this final synthesis as your article for final report.

Evaluation Criteria: The quality of each entry will be assessed using the Teacher Education Grading Framework (p.11) such that 5 pts will be awarded for exceptional entries, 4.5 pts for excellent, 4 pts for very good, etc. The same approach will be used for the synthesis entry with 10 points awarded for exceptional, 9 for excellent, 8 for very good etc. Review the descriptions for each evaluative category before you submit your activity log.

Part IV: Social Action Project Final Report (10%)

Rationale: Submitting a final report on your social action project accomplishes many things: it will give you an opportunity to summarize your activities, it will provide you with an opportunity to share your experience with your colleagues in our course, and it will provide you with a product that you can include in your teaching portfolio.

Assignment Expectations: Each group will submit one final report. This report can be in one of three formats: a public service announcement (PSA), a newsletter, or a radio podcast. Whichever format you choose to use, you must ensure that you address the following elements:

1. Include content that helps to educate fellow teacher candidates (your target audience) about the importance of larger societal and educational issues related to your social action curriculum project;
2. Provide evidence of background research about the topic; and
3. Demonstrate how the curricular objectives of your social action curriculum project work to address the themes that were addressed in the weekly lectures in this course.

Evaluation Criteria: Reports will be evaluated as Outstanding, Pass or Needs Improvement. An evaluation of Outstanding will equate to the Teacher Education grading framework (p. 10) category of Exemplary and will be given an A+ (9-10 points). A Pass grade will be equivalent to the Teacher Education grading framework category of Very Good and will be given 8.1 to 8.5 points. A Needs Improvement grade will be equivalent to the Teacher Education grading framework category of Satisfactory and will be given 7.0-8.0 points.

Due Dates

1. First submissions for part III log entries (1-3) due October 23rd, 2012;
2. Second submissions for log entries due on December 11th, 2012; and
3. Final versions of unit plan due any time prior to December 18th, 2012.
4. Newsletter reports are due any time prior to December 18th, 2012.

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 (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>

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.

A+ Exceptional 90-100%	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.
A Exemplary 85-89%	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.
A- Excellent 80-84%	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+ Very Good 75-79%	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 Good 70-74%	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.
C+ Satisfact. 66-69%	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.
C Pass 60-65%	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.
Redeemable Failure 55-59% D+ 50-54% D 40-49% E	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.
Non-red. Failure 0-39%)	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.