Master of Education Program

EDME 525 CURRICULUM AND LEARNING
LATE FALL 2015

Professor: Dr. Maude Yacapsin  
Email: myacapsin@messiah.edu

Course Dates: October 25-December 19, 2015

Faculty Availability: via email, phone, skype (jamycac) or delicious (jamycac), facetime (myacapsin), instagram (myacapsin), google hangout

Faculty Availability and Virtual office hours:
Contact: I will be checking in on the course at least once a day from Monday through Saturday (unless otherwise notified). I am also very willing and happy to communicate individually with students as needed. Please contact me via email OR Canvas messenger if you have questions about the course (assignments, dates, expectations, etc.). If you contact me individually, my commitment is to reply to you in 24 hours or less, except on weekends. I will also be scheduling online “office hours” during which time I would be happy to talk on the phone, via the chat tool in Canvas, on Skype, facetime or in whatever way may be most convenient.

***** NEW NEW NEW *****

Perregrine Course for APA
Please refer to Module 1 in our Canvas course, EDME 525, Fall 2015

Faculty Expectations of Students: Netiquette-you must support one another to facilitate and nurture a collaborative environment-AND-be well versed in APA format-take the quiz as assigned.

Modules: Class notes, videos, etc. will be available in weekly Modules. For this class we will rely mostly on weekly class readings in lieu of PowerPoint presentations.

Weekly Schedule: Announcements will be posted each week and will give an overview of your requirements for that particular week or a directive. Assignments are already posted in the calendar of the syllabus, but I am trying to make sure everyone is clear on the weekly assignments-some will be the same per week to establish consistency. Also, be sure to read through the entire course schedule so you can plan ahead for assignments. It is your responsibility to keep up with the requirements and due dates.

Instructional Time: Students will spend approximately 5.25 hours (on average) per week reading notes, watching the required videos, completing exams, as well as reading posts and submitting posts online in the discussion forums (roughly equivalent to classroom time – also called instructional time). Additional time will be required for text reading and assignment completion (roughly equivalent to graduate level, out of class work time – also called non-instructional time). The estimated time for the instructional and non-instructional time is posted in the chart at the end of the syllabus. The 42 hour minimum of “instructional time” is mandated by the Pennsylvania Department of Education.
Asynchronous/Synchronous Learning: This course will require primarily asynchronous learning, which means that students can work independently at their own pace within certain schedule constraints/limitations. At least two synchronous learning experiences (via Adobe Connect) will be scheduled during this eight week course (see course schedule). Students will be required to log on simultaneously so that the class can discuss the topic together using the Adobe Connect link on the course homepage. Dates for our Adobe Connect sessions, TBA

Course Description:
This course focuses on the responsibility of teachers to design effective instruction based on an understanding of a standards-driven curriculum and learning theory. Students will be able to articulate the facets of a curriculum, learning theory, instructional practice, and explain how they relate to each other and define the work of teachers. They will identify ways in which curriculum and instructional practices can support or impede the learning of all students in the preK-12 context and develop strategies for working collaboratively with parents and other stake holders to meet the learning needs of all students including those with disabilities, English language learners, and those who are gifted.

College Wide Graduate Educational Objectives
1. Understanding the foundational content and philosophical assumptions of one’s specialized area of graduate study;

2. Engaging in scholarship in one’s specialized area of graduate study;
   b. Students demonstrate competence in the critical review and evaluation of research literature or creative activities;
   d. Students demonstrate practical experience in presenting creative work, research findings, and other scholarship in contexts such as exhibitions, performances, professional conferences, peer-reviewed journals, and other scholarly outlets.

3. Developing proficiency in one’s specialized area of study sufficient to prepare students to enter professions, advance within one’s profession, or to continue study for a terminal degree;
   c. To encourage students’ development of skills to engage in continuing scholarly inquiry, knowledge building, and the dissemination of knowledge across the course of their professional careers.

4. Articulating how Christian faith connects to each specialized area of study and to potential career or service options in that area of study
   d. To encourage students to make decisions that reflect an ethic of service, a concern for justice, and a desire for reconciliation.

Curriculum Map
The fundamental educational task of Messiah College is to promote successful and meaningful learning and to help students attain the College-Wide Graduate Educational Objectives (CWGEOs), the Graduate Program in Education Program Objectives, and the objectives for each course in a student’s program.

The college and program objectives are measured through an assessment plan that allows the graduate faculty and college administrators to routinely evaluate and maintain the Graduate Program in Education’s effectiveness in meeting the required objectives. Student work samples are collected in accordance with the assessment plan and are anonymously evaluated using the assessment plan rubrics. You are invited and encouraged to read the objectives and assessment plan in the linked attachments.

Textbooks and Other Course Materials:
Required:
Perregrine APA course-online: directions are provided for you in Module 1 of our Canvas course. This is something you pay for and this counts as a course text.
All Course Requirements: General rule: original discussion replies by Wednesdays at 11:00 PM and (scholarly writing, APA formatted references) replies to peers by Saturdays at 11:00PM (less formal, with APA citations to support your reply).

1. Readings and Supplemental Readings
The required chapter readings are listed in the course schedule. In addition to these chapters, students will be reading posted articles and locating their own supplementary resources to augment the textbook. You should read for meaning and connection. Use the guiding questions to help you focus on some of the critical aspects of the readings and make meaningful connections among readings and past coursework. Readings are due as scheduled on the course calendar.

2. What is in weekly course Modules?
There will be a series of seven discussion prompts (weeks 1, 2, 3, 4, 6, 7, 8) posted within Canvas in the Modules. Each week students will post a reply in Canvas Forums. Students will be given open-ended prompts to which they should reply along with commenting on each other’s earlier posts in order to socially construct knowledge of the course content. Original replies are to be between 200-250 words OR 3-5 minute video recordings and are to include references/citations to the readings for the week. Students will be expected to post an original reply to the question by 11:00 pm on Wednesday of the week and a follow up reply to at least one other student by 11:00 pm on Saturday of that week. Follow-up replies are to be between 150-200 words. Please incorporate course and outside readings into the replies and demonstrate a clear comprehension of the material. You should expect to spend at least one and a half hours per week on the Forum posts—reading and replying to others’ posts along with crafting your own replies to the guiding questions. These forums will work as the discussion component of our course. Grading will be as follows: Understanding and analysis of the readings (50%, which includes incorporation of multiple or outside sources), Responses to other students that contributed to better understanding of course materials and facilitated additional conversation (30%), APA style, on time (20%). Each week’s forum will be worth up to 25 points.

3. Projects
This course will require students to complete four projects. These projects are designed to integrate course materials and outside sources and include a practical application for educational professionals. Each project will be scored using an analytic scoring rubric. Use APA style to format your reference list. Number of sources varies per project so attend to the requirements for each project.

RATIONALE FOR ASSIGNMENTS: As teachers, you engage students in learning via classroom lessons and presentations and are also responsible for fostering community relationships. The activities in this course will allow you to reflect on your current theoretical perspectives and enhance your ability to reach all learners in classroom situations or during small group instruction.

A. Current Issues Presentation to a school audience on assessment, standards, curriculum, cultural diversity, funding crisis, conflict resolution, peer influences/peer pressure, networking and transition into post-high school contexts or bullying using an instructional tech platform (LiveBinder, You Tube, brainshark, Presentio, Wix, Screencast-o-matic, Glogster, Prezi—must include accompanying voice recording). HINT: Brainshark OR Presentious are easy to use and compresses files for easy uploading.

The Scenario for the Presentation: You have been asked to present information regarding a current trend or issue affecting students today.

♦ Locate a minimum of five scholarly (peer-reviewed) resources related to the topics above in a school (any level). Use these as references in a slide and cite in APA format.
♦ Use these resources to construct a presentation for a professional audience (grade PreK-12, you choose and identify the grade level).
♦ The presentation should be approximately 10 minutes/10-12 slides in length and should include use of presentation technology and an interactive component where probable attendees reply
to each other and/or the presenter (i.e., a slide that includes reflection questions or questions that asks for audience participation/reply or a poll). See a sample on Canvas. If using Livebinder, your project can be uploaded there.

◆ The Current Issues Presentation is due Nov 7 and is worth 25 pts

B. Theory and Reflective Practice Journal Entry. Identify a theory (or theorist) of marked importance for classroom use today (refer to your text chapters). Must be done on Google docs (Canvas, Collaborations)

The Scenario for the Theory and Reflective Practice Journal Entry: You have been asked by a doctoral research group to identify a theory or theorist that has had the most influence on you or on educational practices today. One journal entry per student.

◆ Supplement the text information by locating a minimum of five scholarly (peer-reviewed) resources related to the topic (i.e., conflict resolution, multiple intelligences, cooperative learning, technology).

◆ Carefully review and attach/include a lesson or group session you currently are using that you believe could be improved to maximize learning for all students using the theory or the theorist’s ideas.

◆ Use the information you gather from the resources to help construct and/or enhance a lesson for your students.

◆ Report these changes via a reflective practice “journal entry.” Your journal entry should include a sample lesson or topic, the improvements you plan to make as a result of the theory and a reflection as to how these changes will affect you and your students. About 2 pages citing references.

◆ The Theory and Reflective Practice Journal entry is due Nov 14 and is worth 25 pts.

C. Accommodations template. Using the template provided in Canvas, complete ONE accommodations template using ONE of your assessments, habilitation plans, IEP’s or lessons (one lesson per template, can be small group, large group or one-one instruction). Include examples used and your rationale for using them. Also include a paragraph on how you might improve or enhance what you do now for future students.

The Scenario for the Accommodations template: You have been asked by the Special Education Administrator to propose a series of accommodations and adaptations to your lessons and/or assessments-teachers must be abreast of these! Complete one template and share it via Canvas with your group. Use your content!

◆ Construct an Accommodations template (template and sample provided on Canvas) that outline the modifications you make for special needs students during assessments or lessons.

◆ This project requires that you research literature/ websites other than your course text and course readings for information regarding accommodation types (presentation, response, setting, etc…). Use two or more citations, APA format

◆ The Accommodations Template is due Dec 5 and is worth 25 pts

D. Analysis Paper and Peer Review

Scenario: Your school system asks you to research Collaborative leadership. Using the bulleted list in CH 5, p. 157 on Specific Activities to Provide Leadership, describe how each is implemented in your current school system. If any are not implemented, how would you delineate a plan for school personnel that includes the activity? About five sentences/sub points should suffice for each activity.

◆ Write a 2-4 page paper that includes the definition of Collaborative Leadership and addresses all bulleted activities. Use class resources to support the findings.

◆ Complete a peer review for your assigned peer. Canvas assigns a peer when all papers are submitted. What is a peer review assignment? How do I submit one?

◆ The Analysis Paper is due Dec 16 or earlier and is worth 25 pts.
Master of Education Program

Discussion forums

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<tr>
<th>Discussion topics</th>
<th>Due</th>
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<tr>
<td>T ask, readings, ac t iv it y, etc …</td>
<td>First post/reply to peer</td>
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Follow specific directions in Announcements and Modules

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Introductions, video clip, APA</th>
<th>Oct 28, Oct 31</th>
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<tbody>
<tr>
<td>Week 2</td>
<td>Perspectives, <strong>Current Issues</strong></td>
<td>Nov 4, Nov 7</td>
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<tr>
<td>Week 3</td>
<td>Strategies, <strong>Journal Entry</strong></td>
<td>Nov 11, Nov 14</td>
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<td>Week 4</td>
<td>Standards</td>
<td>Nov 18, Nov 21</td>
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<td>Week 5</td>
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<td>Work on final projects</td>
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<td>Week 6</td>
<td>Student-centered, <strong>Accomms template</strong></td>
<td>Dec 2, Dec 5</td>
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<td>Week 7</td>
<td>Globalization</td>
<td>Dec 9, Dec 12</td>
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<tr>
<td>Week 8</td>
<td>Technology, <strong>Analysis paper, course eval</strong></td>
<td>*Dec 16, Dec 19</td>
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Discussion prompts:
Week number and Discussion prompt

1. Welcome students! Use the video feature (hit REPLY, then find the small film clip icon on task bar) to give your peers a brief introduction to YOU provided you are comfortable doing so.
Tell us: your name, current occupation (i.e., student, dad, therapist, teacher), and what one concept you would add to school curriculum today and why. Add some thoughts about the TED TALK AS WELL. Your recording should be at least 3 minutes but no more than 5 minutes. Have fun with it! No citations required for this forum.
TED TALK IS found at this link:
**Http://www.ted.com/talks/emily_pilloton_teaching_design_for_change.html**

Complete the Perregrine APA course

2. CHs 1 and 2 include information that creates a foundation for educators to create an environment conducive to learning. Critically evaluate the Five Major Educational Philosophies presented. Which, to the best of your knowledge, is the closest match to Invitational Learning (Zeeman, 2006)? Has invitational learning been a concept you employ? If so, when and how often? List some examples. Citations required.

3. Based on the readings thus far (CHs 1, 2, 3, articles) as well as your professional experiences, do you believe that the curriculum your school system has adopted was well researched and meets the needs of school personnel as well as students? Evaluate your curriculum (can be school-wide or content specific). Create 2 belief statements for each area: Students, Learning, Teaching, Grouping, The Educational Program-a sample chart is provided on p. 121-122 of the text. Know that this is a scholarly discussion and there are no “exact answers.” Citations required.

4. The Standards based curriculum is discussed throughout CHs 4 and 5. Given the prescriptive nature of standards, how are you able, as a teacher, to encourage creative thinking in your students? What about for your peers/fellow teachers? Feel free to use the strategies outlined in CHs 4 and 5 (you may find others to add) AND reference the reading below:

No forum week 5

6. CHs 7, 8, 9 are written for specific grade levels. Choose a grade level, perhaps the one you are teaching or want to teach, then address the following in your original reply:
- Discuss how programming (ex., courses, classes, programs, groups, extra-curricular activities, etc…) at your school system addresses the needs of students with disabilities.
- How are these programs monitored and evaluated? And by whom?
- Is their effectiveness reported to you and/or the community? How, when and by whom?
Know that this is a scholarly discussion and there are no “exact answers.” Citations required.
7. For Week 7, we will be discussing the impact of various technologies on the globalization of curriculum (CHs 6 and 10). Carefully review the perspective of each country outlined in CH 10. Report the following in your original post: In your professional opinion, which differs most from the United States (US) perspective? If you were asked to teach in the country you identified as differing most form the US, what if anything would you do differently? Reflect back on your belief statements discussed in Week 3 (Students, Learning, Teaching, Grouping, The Educational Program). Know that this is a scholarly discussion and there are no “exact answers.” Citations required.

8. Final thoughts: We will be in a large group for our last discussion.
Forum 8- Post a brief reflection about your work, process, or overall experience with the course and course content. List most meaningful learning and talk about an article or chapter you read that had the most impact on what you will do for children as a result. Please be candid. Citations required. Also: Do not forget to complete the course eval-the link is in the module for week 8. When you are prompted to enter your studentid, the computer is looking for the first portion of your email address, the part before the @messiah.edu. Your actual student ID number will not work for these surveys and will give you an error message.

Analysis paper with peer review due December 16 or earlier-post in assignments-

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<tr>
<th>Grading:</th>
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<tbody>
<tr>
<td>Assignment</td>
<td>Points</td>
</tr>
<tr>
<td>Current Issues Presentation</td>
<td>25</td>
</tr>
<tr>
<td>Reflective Practice Journal Entry</td>
<td>25</td>
</tr>
<tr>
<td>Accommodations Template</td>
<td>25</td>
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<tr>
<td>Analysis Paper &amp; Peer Review</td>
<td>25</td>
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<tr>
<td>Online posts and participation</td>
<td>175 (7 x 25 pts ea)</td>
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<tr>
<td>Total Points Possible</td>
<td>275</td>
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</tbody>
</table>

Grading Scale:
A  93-100%  B-  80-82%
A-  90-92%  C+  77-79%
B+  87-89%  C  73-76%
B  83-86%  F

Program Information

Extra Credit – No extra credit options will be provided.

Late Assignments – Assignments are expected to be submitted on time. If you need to submit an assignment late, please notify the instructor to make arrangements. 5% will be deducted per day late.

Missed Exams – Exams will be available online for a period of 48 hours. If you are not able to complete the exam within that window of time, please notify the instructor to make arrangements.

Returned Assignments – Assignments are to be submitted via the Assignments tool in Canvas. Students will receive written feedback and grades in Canvas using the Assignments tool. Assignments will be returned with feedback within one week of the submission date.

Dismissal for Failing Grade
Students who earn a failing grade in any graduate course taken at Messiah College will be academically dismissed from the College effective at the conclusion of the part of term in which the failing grade was assigned. Such courses will not be permitted to be taken at another institution and transferred to Messiah College.
Academic Integrity
All work submitted for a grade must be the student's own original, independent work, unless the instructor permits collaboration, use of sources, or outside assistance. (UC Davis, 2006)

The Academic Integrity Policy for Graduate Students is found in the graduate student handbook. Primary responsibility for knowledge of and compliance with this policy rests with the student.

Americans with Disabilities Act
Any student whose disability falls within ADA guidelines should inform the instructor at the beginning of the semester of any special accommodations or equipment needs necessary to complete the requirements for this course. Students must register documentation with the Office of Disability Services. Contact DisabilityServices@messiah.edu, (717) 796-5382.

Library and Librarian Assistance
The Library is an obvious source of information for research, presentations and projects. Currently, Beth Mark is the specific library liaison assigned to the social sciences disciplines. Although any librarian is trained and prepared to assist you, Beth works specifically with the social sciences and is most familiar with the resources and databases that relate to this field. Do not hesitate to contact her if you are having trouble locating specific sources for your assignments, as she is more than willing to help you. For her specific work schedule, contact her directly at BMark@messiah.edu or by calling (717)-796-1800, x3590 OR (717) 418-9584 (cell). Also visit http://libguides.messiah.edu/education

Writing Center
The Writing Center is available to any graduate student who has a desire to improve his/her writing. The role of the center is to provide feedback (not editing) on written work. Feedback alerts you to the kinds of errors you are making, lets you know when something is not clear, and suggests that you have not fully supported an argument. Feedback does NOT correct your grammatical errors, rewrite your sentences, or provide you with the specific points to support your argument. Ultimately, it is your responsibility to find and use the resources you need to improve your writing but connecting with our Writing Center, either online or face-to-face, is a good place to start.

Hardware and Software Recommendations
Student technology recommendations are found on the Information Technology Services website. These guidelines have been put in place to best equip you to have an optimal technological experience in our online programs.

Technical Support for Students
Technological support is available to all students during the days and times listed on the Information Technology Services homepage. Students also have access to technical support (i.e. tutorials, help functions, etc.) through the College’s portal, MCSquare, and through the College’s Learning Management System.

Statement of Copyright Protection
The materials in this Messiah College course are only for the use of students enrolled in this course for purposes associated with this course and may not be further disseminated.

Statement of Confidentiality
Students may be asked to post written work and to engage in written dialog with other class members within an LMS. The student should be aware that although confidentiality within the course environment is encouraged, it is possible that users in and outside the course may have access to course content.

Self-Care
Part of the process of becoming a teacher is an ongoing commitment to self-awareness through self-reflection. A teachers’ job is stressful. If you feel as if you are encountering any difficulties with your current situation, please consult instructor or advisor in deciding how and when to seek outside support.
<table>
<thead>
<tr>
<th>Week</th>
<th>Assignments/Topic</th>
<th>Hours*</th>
<th>Readings</th>
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<tbody>
<tr>
<td>1- October 25</td>
<td>Introductions</td>
<td>IT</td>
<td>N-IT</td>
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<td></td>
<td>View/listen to welcome via Adobe Connect by this Saturday (link will be in announcements)</td>
<td>1.5</td>
<td>1</td>
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<td>Introduce yourself via video in Forum 1-reply to prompt and TED</td>
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<td><strong>Take Perregrine APA course-upload certificate of completion to our course site in Assignments</strong></td>
<td>5</td>
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<td>2: November 1</td>
<td>Perspectives</td>
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<td></td>
<td>Read, post, and reply to prompt in Forum 2</td>
<td>2</td>
<td>1</td>
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<td><strong>Current Issues Presentation due Saturday Nov 7</strong></td>
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<td>3- November 8</td>
<td>Strategies</td>
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<td></td>
<td>Adobe Connect? TBA</td>
<td>2</td>
<td>1</td>
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<td>Read, post, and reply to prompt in Forum 3</td>
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<td><strong>Journal Entry due Saturday Nov 14</strong>, via Google docs (select; canvas, group, collaborations)</td>
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<td>4- November 15</td>
<td>Standards</td>
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<td>Read, post, and reply to prompt in Forum 4</td>
<td>2</td>
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<td>5- November 22</td>
<td>(Thanksgiving)</td>
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<td>NO Forum 5-mid-semester break (:</td>
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<td>Work on final projects</td>
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<td>6- November 29</td>
<td>Student-centered</td>
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<td></td>
<td>Read, post, and reply to prompt in Forum 6</td>
<td>2</td>
<td>1</td>
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<td><strong>Adobe Connect by appt.</strong></td>
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<tr>
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<td><strong>Accommodations Project (1 completed template w/paragraph) Dec 5</strong></td>
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## Master of Education Program

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Activity Details</th>
<th>Reading References</th>
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<tbody>
<tr>
<td>7-December</td>
<td>Globalization</td>
<td>Read, post, and reply to prompt in Forum 7</td>
<td>WILES &amp; BONDI, Chs. 6, 10</td>
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<td><strong>Adobe Connect session per appt</strong></td>
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<td>8-December</td>
<td>Technology/Closing Thoughts</td>
<td>Read, post, and reply to prompt in Forum 8</td>
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<td>13</td>
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<td><strong>Due date for Analysis Paper, Peer review, December 16 or earlier</strong></td>
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<td>*Instructional Time (IT) 42 hrs / 3 credits *Non-Instructional (N-IT)“Homework” * Reading based on 30 pages per hour; Writing papers based on 2 hours/page</td>
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</tbody>
</table>

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### Supplemental Readings for enrichment

#### Week 2:
- Crew, R. (2010). Four Competencies for a 21st-Century Education AND HOW TO IMPLEMENT THEM, MultiMediaInternet@Schools, 17(5), 8-10. Education Source database.

#### Week 3:
- Engagement and Employability
- Social Justice in Outdoor Experiential Learning
- Social Learning Platforms and the Flipped Classroom

#### Week 4:

#### Week 6:
- Music Educators Pe rc e p ti o ns o f … Inc
- I us i on Peer Learning in Virtual Schools

#### Week 7:

### Additional “good reads” that can be shared with other professionals

#### What is Intensive Instruction and Why is it Important?