From:	Schroeder, Margaret <m.mohr@uky.edu>
Sent:	Wednesday, January 20, 2016 1:48 PM
To:	Brothers, Sheila C; Hippisley, Andrew R
Subject:	GC: C3 Teaching & Learning Certificate
Attachments:	C3 Certificate_January 19_2016_final.pdf

Proposed New Graduate Certificate: College, Career, and Civic Life (C3) Teaching & Learning Certificate

This is a recommendation that the University Senate approve the establishment of a new Graduate Certificate: College, Career, and Civic Life (C3) Teaching & Learning Certificate, in the Department of Curriculum & Instruction within the College of Education.

The revised proposal is attached.

Best-

Margaret

Margaret J. Mohr-Schroeder, PhD | Associate Professor of STEM Education | COE Faculty Council Chair | SAPC University Senate Committee Chair | University Senator | Secondary Mathematics Program Co-Chair | STEM PLUS Program Co-Chair | Department of STEM Education | University of Kentucky | www.margaretmohrschroeder.com

Title: College, Career, and Civic Life (C3) Teaching & Learning Certificate

I. Overview

The College, Career, and Civic (C3) Framework for Social Studies State Standards was published in September 2013. This document was developed to guide State Departments of Education in developing new and more ambitious social studies standards that focus on inquiry in the four core disciplines of social studies including civics, economics, geography, and history with an emphasis on the civic outcomes of schooling. From its inception, the participants in the C3 project knew that to usher in an ambitious new era in social studies education, more than just standards were required. State-wide and classroom based assessments need to evolve to overcome current shortcomings; instructional materials and resources need to be either aligned or developed to assist teachers in promoting inquiry and facilitating students in taking action; new teacher standards need to recognize the C3 approach to teaching and learning; and, in order to move the needle, professional development around the C3 Framework needed to be plentiful. In other words, the success of the C3 Framework will lie in its *implementation*.

A national leader in education, the state of Kentucky is paving the way for the C3 Framework to take hold across the Commonwealth. New social studies standards anchored in the inquiry arc of the C3 Framework are due to roll out in September 2015. These new standards will be accompanied by new statewide assessments that measure the kinds of inquiry and disciplinary skills that are the cornerstone of the C3. In order to align classroom experiences with this new wave of reform, in-service teachers will need opportunities to improve their instructional practice in collaboration, communication, technology, critical thinking, problem solving in K-12 classrooms. We have polled interest from many of our constituents in P-12 education, statewide and nationally, and the demand for a College, Career, and Civic Life (C3) Teaching & Learning Certificate is high. This C3 Certificate combines required C3 Framework Foundations and Assessment components with Specialty Electives, representative of cutting edge innovative pedagogy. The C3 Certificate will also be a pathway to more robust P-12 clinical placements with highly experienced teachers connected to pre-service teachers in our College of Education Programs.   Moreover, the Certificate work will be critical to clinical professional development for practicing teachers, who need to demonstrate competencies in 21st century innovative practices for next generation social studies classrooms.

II. Certificate Course Content

The C3 Certificate will require 9 credit hours of coursework—or 3 graduate classes. Students will be required to take two foundational courses (EDC 732 and EDC 724) and then select one specialty course from the options below (EDC 733, EDC 777, EDC/EPE 554).

Coursework, assignments, and program outcomes will be designed to have real-life implications and should occur in authentic settings (e.g., classroom projects should not be constructed for hypothetical settings but for the schools and districts with which the teachers are associated). Coursework is designed around content standards, leadership, and innovative technologies. In

this way, the focus of the C3 Certificate coursework should allow for tangible demonstrations of knowledge and practice validated through rigorous research methods.

Course	Course Number	Content	Semester Offered	Credit hours
Required Foundations of C3 Certificate **(2 Foundations + 1 Specialty Course Choice)**				
Curriculum Design for Learning and Leading K. Swan	EDC 732	This course is designed to provide experienced teachers with an in-depth experience with the C3 Framework and the new Kentucky social studies standards. The focus of the course will be in learning the Inquiry Design Model (IDM), a unique approach to curriculum design using the C3 Framework's inquiry arc. Students will focus on three major components of IDM, use of questions, assessment tasks, and disciplinary sources to build curriculum that will be piloted and tested in their classrooms.	Fall	3
Guiding & Analyzing Effective Teaching K. Swan	EDC 724	This course is designed for experienced teachers who aspire to become leaders in their school community, to mentor colleagues (e.g., induction year teachers in the MIC program), to apply for National Board Certification or to become curriculum leaders in their districts. The goals of the course are to: (a) help participants assess needs in their school communities, and develop a plan for addressing them, (b) hone their action-research methodology skills, (c) analyze school assessment data, (d) strengthen instructional expertise, and (e) build collaborative relationships with colleagues. Through the course, these experienced practitioners will develop strategies to analyze and address school needs through collaboration in peer groups.	Spring	3

Specialty Courses Select 1				Credit Hours
Leadership in Advanced Instructional Practice K. Swan	EDC 733	This course is designed for experienced teachers who will apply their knowledge of the C3 Framework design in a real-life setting. The work setting will be selected based on the professional goals of each student and student work will be supervised and reviewed by the faculty coordinator.	Fall	3

Special Topics in Curriculum and Instruction: **Multicultural Curriculum and Teaching** R. Crowley	EDC 777	This course is designed to provide experienced teachers with critical understandings of educational inequity and knowledge of how curriculum and pedagogy can be used to promote social justice and inclusion of diverse race, class, gender, sexual identity, ability status and other historically marginalized groups. The course will trace the historic roots of educational inequality as well as contemporary efforts at reform including multiculturalism, culturally relevant pedagogy, critical race theory, critical whiteness studies, and others.	Fall or Spring	3
Culture, Education and Teaching Abroad L. Levstik	EDC/EPE554	The purpose of this course is to identify and apply concepts and theories of intercultural communication and cross-cultural adaptation, recognize and adapt to cultural variation, prepare for living and working cross-culturally, develop instructional strategies for teaching about cultural pattern and variation, and to act as a cultural mediator among diverse populations in educational settings.	Fall or Spring	3
Social Media and Design of Interactive Systems J. Mazur	EDC 709	The purpose of this course is to examine the growing research and design literature for on-line communities and networked learning group that support cooperative, collaborative and social instructional activities. Framed by concepts from Activity Theory, Social Networking Theory and Social Learning Models students will read current books, research articles and be introduced to research methods and tools (such as tracking utilities and on-line data collection) for examining on-line communities. Students will design and collect data for an original research project as part of required coursework.	Fall (Biennial)	3

Integration and Use of Instructional Media G. Swan	EDC 544	This course addresses the use and integration of educational technologies in classroom instruction. Integration and use of media is examined through the use of Universal Design for Learning framework and Cognitive Load theory.	Fall	3
Advanced Specialty Course Elective	600XX	Option for additional specialty elective WITH prior permission of Certificate Director/Advisor	Any	3

Below are the C3 Certificate Learning Outcomes and signature assignments that will gauge those outcomes.

C3 Certificate Learning Outcomes	Evaluation/Assessment
Students will develop a **pedagogical knowledge** of the C3 Framework inquiry arc through the Inquiry Design Model (IDM) and its application in a school setting.	**Assessment:** A curriculum development project in a social studies discipline that is designed, implemented, and refined through an iterative design process. A rubric will be used to assess the development of curriculum.
Students will analyze theories and practices related to **teaching, learning, mentoring and leading** to develop strategies for guiding teacher growth.	**Assessment:** Mentoring case study--The purpose of the case study is to provide students with an opportunity to practice using the strategies introduced in class (e.g., observing and conferring with a colleague). To complete the task, students will *study* a colleague's teaching practice and discuss the findings in a written report (approximately 8 – 10 pages). Students will work with a teacher or teacher candidate within the MIC pre-service social studies program. A rubric will be used to assess the development of

	the case study.
Students will develop a **content** specialty within the C3 Certificate Program that enhances their teaching of social studies.	**Assessment:** Major project from the Select Specialty Course.

III. Certificate Director

Dr. Kathy Swan will serve as the Certificate Director. Dr. Swan is a Professor of Curriculum & Instruction and has developed a full time robust doctoral cohort and chaired several doctoral committees. Graduates of the cohort have been placed at Research 1 institutions. Swan has also served as a Director of Next Generation Teacher Preparation and Program Chair for the Masters with Initial Certification Program in Social Studies.

IV. Faculty of Record

The Faculty of Record will be Dr. Kathy Swan, Dr. Linda Levstik and Dr. Ryan Crowley, Dr. Joan Mazur and Dr. Gerry Swan. All faculty are members of the Graduate Faculty. Upon the first convening of the Faculty of Record, they will need to decide how to replace faculty that leave the certificate program.

V. Certificate Completion

As per the Graduate School Certificate Guidelines, students must maintain a 3.0 grade in all certificate courses to successfully complete the required coursework and be awarded the Certificate.

VI. Admissions Criteria

Program faculty do not use any single criterion for admissions decisions. We consider GRE scores (GRE exam must have been taken within the last 5 years), grade point average (minimum of 2.75 undergraduate and 3.0 graduate), letters of recommendation, previous professional and life experiences, diversity-related experiences, career goals, research interests, and "fit" with overall program focus and faculty expertise.

VII. Resources

There are no additional resources needed for this certificate. Courses already exist—we are simply bundling them so that they are more cohesive. We have adequate classroom space to

accommodate additional students in Certificate. Delivery of courses are mostly face-to-face but some are hybrid. The hybrid courses allow for synchronous meetings in addition to face-to-face. Students in the Certificate program work full time and will need alternative delivery methods to accommodate their very busy schedules.

VIII. Program Assessment

The Graduate Certificate in *College, Career, and Civic Life (C3) Teaching & Learning Certificate in Social Studies* will be assessed both quantitatively and qualitatively. First, with respect to quantitatively, we will assess the number of new applications to the C3 Certificate. We conservatively hope to have at least **15** new enrollees every other year, with the exception of the first year or two when the certificate is new. Furthermore, we will assess the number of certificates awarded. Measures of success include a completion rate (within 3 years of initiating the certificate) of at least 85%. We will additionally measure time to completion of the certificate, courses most frequently enrolled in by certificate students, and courses requested to meet certificate requirements. These assessments will serve to improve course offerings and may facilitate the development of additional courses. Finally, the College of Education performs a self-study and assesses programs and courses for accreditation (NCATE/CAEP). Assessment of curriculum for this certificate will coincide with those initiatives.

If the C3 Certificate is consistently not meeting our enrollment goals, we will convene an external panel consisting of faculty in the College of Education to help identify potential students and improvements to the offerings (e.g. course times, delivery modes) of the certificate.

IX. Targeted Audience

The targeted audience for this certificate is practicing social studies teachers in the state of Kentucky. Currently we have a pilot group of students working through the sequence of classes. Of the 15, 10 are practicing teachers, 3 work for the Department of Education, and 2 are full time doctoral students. The practicing teachers are from six different high schools and from four school districts (Fayette, Scott, Woodford, and Jefferson). All 10 teachers are in social studies departments. Within the 15 students, 6 are male and 9 are female. 14 are Caucasian and 1 is Asian American. In terms of teaching experience, students range from 2 to 15 years of teaching experience. We clearly want to recruit a diverse body of students from a range of schools and backgrounds and will look to do so in future cadres.

X. Projected Enrollment

There are currently 15 students in a pilot for this certificate. We hope to recruit a new cadre every two years given current staffing patterns and the 3-course sequence students need to obtain certificate.

	2015-2016	2017-2018	2019-2020

Students in C3 Certificate	15	15	15

SIGNATURE ROUTING LOG

General Information:

Proposal Type: Course ☐   Program ☐   Other ☒

Proposal Name[1] (course prefix & number, pgm major & degree, etc.):   C3 Certificate

Proposal Contact Person Name: Kathy Swan   Phone: 257-1893   Email: kswan@uky.edu

INSTRUCTIONS:
Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Curriculum and Instruction	3.3.15	Laurie Henry / 257-7399 / lauriehenry@uky.edu	
Courses & Curricula Comm	3/24/15	Doug Smith /7-1824/dcsmit1@uky.edu	
College of Education	4/21/15	Rosetta Sandidge 7-7970 rosetta.sandidge@uky.edu	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision[2]
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

Minutes of Courses and Curricula Committee Meeting
College of Education
March 24, 2015, 9:00-11:00 a.m., 122 TEB

Committee chair Doug Smith called the meeting to order. Attendees included: Molly Fisher, Bob McKenzie, Justin Nichols, Doug Smith, Rosetta Sandidge (ex-officio), Martha Geoghegan (ex-officio), (Wayne Lewis sent feedback for discussion).

1) Department of Educational, School, and Counseling Psychology – Proposal to indicate school psychology on the degree. Molly Fisher moved approval and Bob McKenzie seconded. The intent of the proposal is to reflect the school psychology major on candidates' diplomas. Currently, their diploma is referenced as educational psychology. The proposed change applies only to school psychology. Concern was expressed about wiping out education psychology using the wording on current form. Identify by CIP code for educational psychology only and school psychology only. Jeff Reese will make changes to forms and send to Martha. Approved.

2) Department of Curriculum and Instruction – Proposal for Program Change
The proposal requests a change to the statistics course offering in the Middle Level Education Program. The requested change involves replacing STA 291 with STA 296 as a result of the College of Arts and Sciences eliminating STA 291 and implementing the UK Core-certified STA 296 in its place. Molly Fisher moved approval and Justin Nichols seconded. Approved. No discussion.

3) Department of Curriculum and Instruction – Proposal for New Certificate Program
Proposal is for creation of a new College, Career, and Civic Life (C3) Teaching & Learning Certificate. Bob McKenzie moved approval and Molly Fisher seconded. The proposed certificate program is based on new social studies standards and would provide continuing education for MIC graduates who already have master's degrees and Rank II. Unanimously approved.

4) Department of Early Childhood, Special Education, and Rehabilitation Counseling – Study Abroad Proposal
Proposal is to offer EDS 516 *Principles of Behavior Management and Instruction*, an existing course, as a study abroad course in Guatemala. The proposal is submitted by Lee Ann Jung. Bob McKenzie moved approval, Doug Smith seconded. Need more specific information in cover letter. Friendly amendment to include time, when, where, why? Martha will ask Lee Ann to expand behind the cover page. Unanimously approved with friendly amendment.

5) Department of Kinesiology and Health Promotion – Major Course Change Request
The proposal is to offer KHP 577 *Practicum in Kinesiology and Health Promotion* as a distance learning course. Molly Fisher moved acceptance, Bob McKenzie seconded. Wayne (in abstention) questioned variable credit in proposal. Conflicting information regarding course credits/variable credit. Sections g and h -- are there changes? Or does this stay the same? Decision to table until additional information is obtained from Stephanie Bennett, course instructor.

1

6) Department of Kinesiology and Health Promotion – Major Course Change Request
The proposal is to offer KHP 673 *Health Promotion and Behavior Change* as a distance learning course. Bob McKenzie moved approval and Justin Nichols seconded. Approved unanimously.

7) Department of Kinesiology and Health Promotion – Major Course Change Request
The proposal is to offer KHP 677 *Planning Health Promotion Programs* as a distance learning course. Bob McKenzie moved approval and Justin Nichols seconded. Approved unanimously.

Meeting adjourned. The next meeting is scheduled for April 21, 2015.

From: [illegible] [illegible]
To: [illegible] [illegible]
Subject: Fwd: Please review proposals approved at March C&C meeting
Date: Tuesday, January 12, 2016 1:22:12 PM

-------- Forwarded Message --------
Subject: Please review proposals approved at March C&C meeting
Date: Mon, 30 Mar 2015 15:58:14 -0400
From: Martha Geoghegan <myrt@uky.edu>
To: Fac <COEFAC@LSV.UKY.EDU>

Please review the following proposals which were approved as submitted
at the March 2015 C&C Committee meeting.
Other proposals require friendly amendments and an additional email will
be sent as soon as possible.

The following proposals are available for faculty review until end of
business day April 13. If anyone has a concern about these courses, as
soon as possible, respond first to the faculty member responsible for
the proposal, then (if concerns have not been satisfactorily addressed)
to both the C&C Committee Chair (Doug Smith) and the Committee secretary
(me) via email about specific items.

If there are no objections, these proposals will be considered approved
by the college and will be forwarded to the next appropriate Council on
April 14.

*******************From Curriculum and
Inst*****************ruction.***

* ********Program Change:********_/*Middle Level 8A
<http://education.uky.edu/ADeanASTC/sites/education.uky.edu.ADeanASTC/files/Middle%2(Level%2(Edu)c%2(Program%20Change)%2(Feb)2015.pdf>*/_
_/Email re STA 291/STA296
<http://education.uky.edu/ADeanASTC/sites/education.uky.edu.ADeanASTC/files.Email%20STA%-20291%-20and%20296.pdf>/_
* ********New Certificate Proposal: ********_/College, Career, and
Civic Life Teaching & Learning Certificate (C3) /

<http://education.uky.edu/ADeanASTC/sites/education.uky.edu.ADeanASTC/files/College%2C%20Career%2C%20and%2(Chck%20Life%20%2(C3%23%20Teaching%20%20%20Learning%20Certificate%20Proposal.pdf
>_*
* *_/C3 Syllabi
<http://education.uky.edu/ADeanASTC/sites/education.uky.edu.ADeanASTC/files.C3%20AS%20Syllabi.pdf>
C3 Vitae of Participating Faculty
<http://education.uky.edu/ADeanASTC/sites/education.uky.edu.ADeanASTC/files.C3%20Vitae%20of%20participating%20faculty.pdf>/_*

*******************From *Kinesiology and Health
Promotion*******************:

* ********Major Course Change Request//********/(Approval for Distance
Learning/**************) */_KHP 577 Practicum in Kinesiology and
Health promotion <https://myuk.uky.edu/irj/portal>_/*
* ********Major Course Change Request//********/(Approval for Distance
Learning/**************) */_KHP 673 Health Promotion and Behavior
Change <https://myuk.uky.edu/irj/portal>_/*
* ********Major Course Change Request//********/(Approval for Distance
Learning/**************) /*_KHP 677 Planning Health Promotion
Programs <https://myuk.uky.edu/irj/portal>_*/

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Martha L. Geoghegan
Student Data Systems Manager
Program Development, Accountability, and Compliance
University of Kentucky College of Education
166 Taylor Education Building
Lexington, Kentucky 40506-0001
Phone: 859-218-2887 FAX: 859-323-3887
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Minutes of Curriculum and Instruction Department Meeting
March 3, 2015

Members present: Gary Anglin, Sharon Brennan, Tonya Brooks, Elinor Brown, Susan Cantrell, Janine Cline, Ryan Crowley, Regina Dawson, Jeanette Groth, Laurie Henry, Linda Levstik, Christine Mallozzi, Joan Mazur, Betty McCann, Kristen Perry, Margaret Rintamaa, Rosetta Sandidge, Kathy Swan, Doug Smith, Kim White

Members absent: Janice Almasi, Les Burns, George Hruby, Huajing Maske, Mary Shake, Gerry Swan, Mary Ann Vimont

Approval of Minutes

Joan Mazur moved to approve the February 2015 minutes and Linda Levstik seconded it. Motion passed.

Announcements and Recognition Items

- Perry, K.H. & Homan, A. (2015). "What I Feel in My Heart": Literacy Practices of and for the Self Among Adults With Limited or No Schooling. *Journal of Literacy Research*, p. 1-33.
- Watson, J., Mazur, J. & Vincent, S. Youth-driven Youth-Adult Partnerships: A Phenomenological Exploration of Agricultural Education Teachers' Experiences. (2015-1001) has been accepted for publication in the *Journal of Agricultural Education*.
- On behalf of Mary Ann Vimont, Dr. Henry announced two items:
    o The Teachers Who Made a Difference event is scheduled for Saturday, April 18, 9:30 a.m. – 12:00 p.m., in the Student Center. Coach Mitchell will host the event this year.
    o The Student Teaching Reception is scheduled for Wednesday, May 6, 5:00-6:30 p.m. at King Alumni House. All student teachers graduating in May are invited to attend.

Departmental Updates

Budget Office-Tonya Brooks

- Tonya reminded faculty to send her any updates to the DOE for this fiscal year.
- UK is preparing to roll out the Affordable Care Act for part-time employees effective July 1.   It will affect our part-time instructors and STEPS employees hired through the department and grants. Cost of services (phone, custodial services, etc.) will likely increase.

Office of Graduate Studies-Betty McCann

- The Graduate Students calendar has been updated.
- Olivia Snider, a new work-study student hired to help the graduate studies office, will start work next week in 305 DH. Olivia is a first-year graduate student in College of Law. She also can be utilized by faculty to assist with projects.

Main Office-Janine Cline & Laurie Henry

costs associated with accreditation, the capacity of CAEP to implement the accreditation system and the representativeness of the CAEP governance structure."

This statement has caused some concern because of the CAEP visits coming up in the near future.

Old Business

Webpage Updates-Laurie Henry

Robert Brown will be in 335 DH working on webpage updates on Monday, Tuesday and Thursday afternoons. We will focus on content now and design later. Please make sure program information is accurate. Dr. Henry would like the updates completed by the end of the spring semester, if possible.

New Business

C3 Teaching and Learning Certificate-Kathy Swan

The avenues for students to return to C&I to get their Rank I or doctorate are there, but this certificate will simplify the process. It will also create the opportunity for faculty to teach graduate level courses.

Inservice teachers are looking for a variety of opportunities. They would like to use their credits they've accumulated as cooperating teachers in a productive way and gain additional experience outside of their schools. They could work toward a certificate in an area of concentration, which is a 3-course cadre (EDC 732, EDC 724, and a specialty course), or continue on to a Rank I or a doctorate.

The certificate could be replicated. Other professors have expressed interest in creating a cadre in their particular field. It is a model to do something different and innovative in C&I and invest in ourselves.

Doug Smith moved to approve the C3 Teaching and Learning Certificate Program. Joan Mazur seconded it.

Further discussion followed supporting the passing of the C3 certificate program. Dr. Levstik called the question.

Motion passed.

Rank I-Kathy Swan & Joan Mazur

Joan Mazur and Kathy Swan have been working on the Rank I program in the department, refashioning it while keeping the existing program. They are calling it PRO-Teach (Teach like a PROfessional). Teachers in this type of cohort are moving toward a professional status. They will be working on this over the next month and will discuss it further at the next department meeting.

University Level Committees-Laurie Henry

Subject: C3

Date: Tuesday, January 12, 2016 at 2:46:43 PM Eastern Standard Time

From: Crowley, Ryan

To: Swan, Kathy

Dear Kathy,

I am aware of the C3 Certificate for Social Studies and I have agreed to serve as faculty of record.

Ryan Crowley

--
Ryan M. Crowley, Ph.D.
University of Kentucky
Curriculum & Instruction
339 Dickey Hall
Lexington, KY 40506
(859) 257-3158
(512) 773-7856
ryan.crowley@uky.edu

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UK UNIVERSITY OF KENTUCKY

Department of Curriculum and Instruction
345 Dickey Hall
Lexington, KY 40506
llevs01@uky.edu
1/13/16

Dear Professor Swan:

I am aware of the C3 Certificate for Social Studies and I agree to serve as faculty of record.

Linda S. Levstik,

Professor, Social Studies
Department of Curriculum and Instruction

Subject: C3 Certificate

Date: Tuesday, January 12, 2016 at 11:05:39 AM Eastern Standard Time

From: Swan, Gerry M

To: Swan, Kathy

Professor Kathy Swan,

I am aware of the C3 Certificate for Social Studies and I have agreed to serve as faculty of record.

Gerry

Gerry Swan
Associate Professor of Instructional Systems Design
Assistant Dean of Program Assessment
University of Kentucky
gerry.swan@uky.edu
otisonline.org

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Subject: C3 Certificate Faculty Commitment

Date: Tuesday, January 12, 2016 at 11:40:13 AM Eastern Standard Time

From: Mazur, Joan

To: Swan, Kathy

Dear Kathy,

I am very supportive of the C3 Certificate for Social Studies and I have agreed to serve as faculty of record.

Best, Joan Mazur, Professor
Curriculum & Instruction

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EDC 733: Leadership in Advanced Instructional Practice
Summer/Fall 2011
Location and Time TBA

Instructor: Dr. Kathy Swan

Instructional Assistant:

Office Hours: By appointment

Phone/Email: (859) 257-1893

                            kswan@uky.edu

Dates and Times:

Room:

Course Overview and Goals

This course is designed for experienced teachers who aspire to become leaders in their school community, to mentor colleagues (e.g., induction year teachers), to apply for National Board Certification or to become curriculum leaders in their districts.

As experienced practitioners, course participants will be encouraged to bring their expertise and their wisdom of practice into the intellectual environment of the class and to examine and extend that knowledge using a rigorous theory to practice approach that emphasizes real-world problem-solving. We recommend that course participants complete the graduate curriculum and assessment courses as well as have two years teaching experience or permission of instructor prior to enrolling in this course.

The goals of the course are to: (a) help participants assess needs in their school communities, and develop a plan for addressing them, (b) hone their action-research methodology skills, (c) analyze school assessment data, (d) strengthen instructional expertise, and (e) build collaborative relationships with colleagues. Through the course, these experienced practitioners will develop strategies to analyze and address school needs through collaboration in peer groups.

Professional Standards Alignment

The course is structured to align with the following professional standards: the Kentucky Teacher Standards (KTS), SACS/CASI AdvancedED accreditation standards (SACS) for quality P-12 schools (to include stakeholder perspectives) as well as the Kentucky Teacher Leader Proposed Standards (KTLPS). The course work complies with indicators noted for evaluation of the Master's redesign submissions as noted in Regulation 16 KAR 5:0101

Section 12 and the Master's redesign guidelines as approved by the EPSB, 2007. (Note: The website links for all these sets of standards and the KAR are included in the reference list for this course proposal).

KTS - Emphasis on Standards: 1 - Applied Content Knowledge, 2 - Design/Plans Instruction, 5 - Assesses/Communicates Learning Results, 7- Reflects and Evaluates Teaching & Learning, 8 - Collaboration, 9 - Evaluates Teaching and & Implements Professional Development, 10 - Provides Leadership with School/Community/Profession.
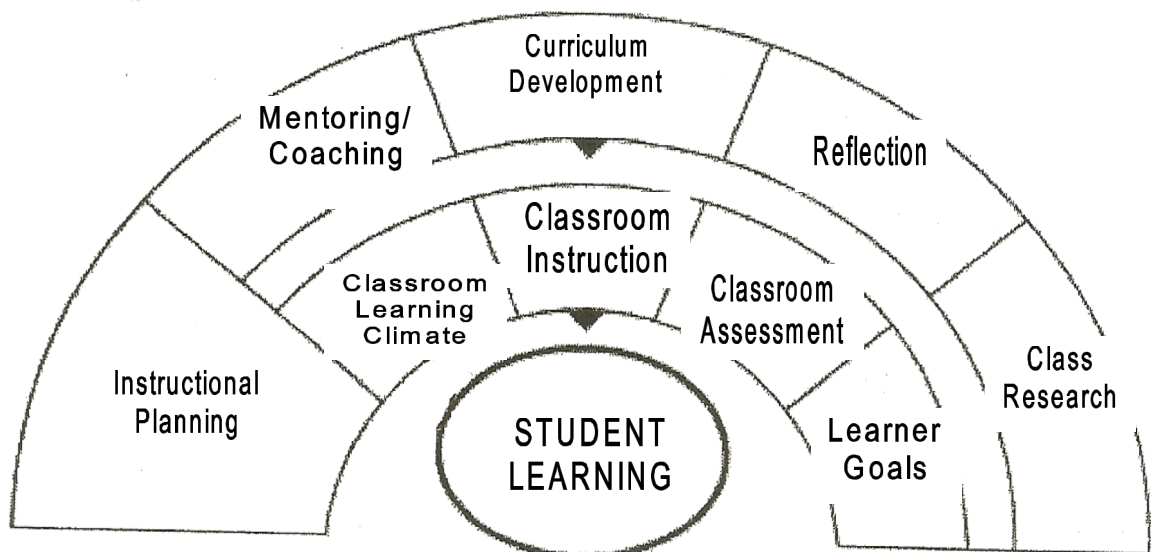
SACS – emphasis on Standards: 2 - Governance & Leadership, 4 - Documenting and Using Results & 6 - Stakeholder Communication & Relationships. Core Tasks 1 - Ensure Desired Results, 2 - Improve Teaching & Learning, 3 - Foster a Culture of Improvement.

KTLPS – emphasis on Standards: 2 - Promoting Ongoing Professional Learning for Self & Others; 3 - Deepening the Instructional Capacity of Colleagues, 5 - Developing Communities of Professional Practice.

This course also complements standards promulgated by the Interstate School Leaders Licensure Consortium (ISLLC) and is designed to articulate with the University of Kentucky EDL Leadership Master's program, in particular ISLLC Standard 2: facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders

Moreover, the course is structured to align with Kentucky's leadership initiative and other programs at the university that are part of this initiative, particularly Educational Leadership. The arc below depicts the framework for classroom-based teacher leadership within which the course is organized. This framework complements and connects with the framework for school leadership used to structure the Educational Leadership program.

Framework for Classroom-Based Teacher Leadership

UK College of Education Professional Themes

This course will address the four themes of the conceptual framework for the UK professional education unit: **research, reflection, learning,** and **leading**. You will be given the opportunity to review, analyze, discuss, and apply **research** from diverse perspectives in education, including professional scholarship and practitioner inquiry, in order to reflect on your own practices as you study, observe, and practice in learning communities. **Reflection** will also be integrated into your learning opportunities through the production of written essays and analyses of observation and teaching experiences to help you take advantage of the analytical and problem-solving skills that comprise critical professional reflection on your own teaching. This course emphasizes the commitment of the professional education unit to ensure that you travel your professional lives equipped for life-long **learning** as educators who will be active in **leading** colleagues in learning communities. The ultimate goal in addressing these four themes is to produce educational leaders who work together to improve learning among diverse populations and improve education in Kentucky and beyond.

Student Learning Outcomes

Participants in this course will:

- o Learn how to build, support, and be contributing members of schools' learning communities that foster effective teaching practice and enhance learning outcomes for a diverse array of students.
- o Develop skills using tools to effectively analyze practice (i.e. observational tools, lesson study techniques, dialogic critiques, peer/stakeholder negotiation, classroom-based inquiry, etc).
- o Develop skills required for evaluating teaching and providing positive, constructive feedback with colleagues/peers.
- o Develop skills necessary for successful stakeholder collaborations.
- o Plan for personal and collaborative professional development and reflection.

Grading

Participants' grades will be based on four assessment tasks and class participation as described below. These tasks will be assessed according to the level of thoroughness and the degree to which participants adhere to the assignment guidelines as well as standard language and reference conventions. Guidelines and assessment rubrics will be distributed in class for each assignment. In general, criteria used to grade assessment tasks include: comprehensiveness, coherence, cohesiveness, clarity, level of detail (e.g., inclusion of evidence and/or examples to support points), organization, application to practice and adherence to language and reference conventions. Written work should be generated in a word processing program, double spaced (12 point font), and paginated.

Participants may seek permission to revise and resubmit the first two formal tasks if (**and only if**): 1) they receive less than 75% of the total possible points for these tasks, and 2) they schedule a conference to discuss revisions. Revised work must be submitted within one week of the time the graded task is returned and must include a copy of the graded

draft. To receive any grade adjustment, there would need to be significant improvement regarding quality in the second submission.

Task	Distribution	Grading Scale
School Needs Assessment	20%	93 - 100% A
Peer Observation Report	10%	82 - 92% B
Action Research Proposal	20%	70 - 81% C
Interim Implementation Report	20%	
Final Evaluation Report	20%	
Class Participation	10%	

Course Policies

Regular, punctual attendance and active, thoughtful participation in all class activities are essential elements in the success of this course. Participants must actively contribute to class discussions in meaningful ways that respect diverse viewpoints. Participants must also comply with all university regulations regarding academic integrity.

Participants must complete reading assignments and submit written work according to the dates listed on the schedule. Late assignments, persistent absences and/or chronic tardiness may result in a reduction of the final grade. If a participant cannot attend a session, he/she should arrange for a classmate to collect material distributed.

Participants are expected to maintain high ethical standards at all times. Work submitted must be original. All references must be properly cited following the American Psychological Association (APA) format. Participants can access the APA guidelines at: http://www.apastyle.org. The University has established a clear policy governing plagiarism/cheating to ensure that high standards are maintained and equity issues are addressed (e.g., failing to cite the work of others, submitting work for more than one course). Violation of this policy has serious implications as outlined on the University website under *Code of Student Conduct*:
http://www.uky.edu/StudentAffairs/Code/part1.htm

Disability Accommodation Information: Participants who have special needs or require accommodations of any kind, must register with the UK Disability Resource Center (Mr. Jake Karnes, 257-2754) that certifies need on an individual basis. Please let me know about your situation after the first class. When the accommodation is approved, the Disability Center will provide me with information regarding the accommodation and your needs that we will implement for your course work and participation.

Required Textbooks

General Texts: (for all participants)

Falk, B., & Blumenreich, M. (2005). *The power of questions: A guide to teacher and student Research.* Portsmith, NH: Heinemann.

Katzenmeyer, M., & Moller, G. (2001). *Awakening the sleeping giant.* Thousand Oaks, CA: Corwin Press.

Lieberman, A., & Miller, L. (Eds.). (2008). *Teachers in professional communities: Improving teaching and learning.* New York: Teachers College Press.

Moss, P. (Ed.). (2007). *Evidence and decision making*. Hoboken, NJ: Wiley & Sons.

Content Specific Texts: **(**Customized according to students' discipline and content areas through consultation with the instructor.)

Barton, K., & Levstik, L. (2005). *Teaching history for the common good.* New York: Routledge.

Braunger, J., & Lewis, J. (2006). *Building a knowledge base in reading* (2nd ed.). Portland, OR: Northwest Regional Educational Laboratory; Newark, DE: International Reading Association; and Urbana, IL: National Council for Teachers of English.

Donovan, M., & Bransford, J. (Eds.). (2005). *How students learn: History, mathematics, and science in the classroom.* Washington, DC: National Academies Press.

Farstrup, A., & Samuels, S. (Eds.). (2002). *What research has to say about reading instruction*. Newark, DE: International Reading Association.

Delivery Format

This proposed course is designed as a hybrid extended workshop as follows. The class begins with a one-week intensive summer experience prior to the beginning of the fall semester. Online and distance learning instruction will be conducted throughout the fall semester as students continue to engage in course assignments and assessment tasks. During the fall semester two in-class meetings will serve as midpoint and final assessments of progress toward meeting course objectives. To meet the various professional development needs of teachers in schools, three 1 credit course modules will also be excerpted from EDC 733 course content and offered online through the UK College of Education Center for Professional Development. This innovative content delivery approach serves two purposes: (1) Continuing Education (CE) needs of public school teachers can take advantage of targeted modules for CE credit and to support classroom curriculum leadership objectives of Professional Growth Plans for experienced teacher leaders and, (2) Salient course content for EDC 733 will be available for use as modularized 'electives' for other leadership programs in the UK Teacher Leadership Initiative that can be customized strategically in their leadership programs. For example, graduate students in the EDL Leadership Master's program need electives. The Curriculum & Instruction leadership courses or the 1 credit course modules may be used to meet those requirements. The flexibility and ability to customize particular content aligns with the EPSB Master's redesign mandates.

Teacher leadership defined

For the purposes of this program, *teacher leadership* is defined in alignment with the accreditation standards for quality schools.[1] The intent is to bring together research and resources to prepare experienced teachers to thoughtfully analyze and take leadership roles in enhancing professional practice within school learning communities. Overall, school personnel and external stakeholders who commit to a shared purpose and direction and establish expectations for student learning in alignment with those purposes and directions, make more informed decisions about allocating time as well as human, material, and fiscal resources. This requires *distributed leadership,* including a shared commitment to the development of learning communities that:

- o Encourage broad sharing of leadership roles
- o Develop the analytical and interpersonal skills necessary to maintain and continually improve teaching and learning
- o Develop disciplinary expertise
- o Attention to student learning outcomes, curriculum development and analysis of learning outcomes
- o Attend to school and community contexts
- o Encourage shared responsibility for school improvement by all stakeholders
- o Regularly evaluate the impact of changes on school and community cultures
- o Ensure equity of learning opportunities
- o Promote inclusiveness with all members of the community including teachers, students and parents
- o Support innovation and foster a culture of improvement

[1]AdvancED, a collaboration of the North Central Association Commission on Accreditation and School Improvement, the Southern Association of Colleges and Schools Council on Accreditation and School Improvement, and the National Study of School Evaluation, provides Accreditation Standards for Quality Schools.

Collaboration with School Partners

In accordance with requirements from the KYEPSB to include school partners, input from the CKEC, Fayette County Public Schools and SACS accreditation personnel are involved in the design and delivery of this course (e.g., feedback and online survey).

Distance Learning Considerations

Virtual Office Hours: TBA Telesupervision or Skype access also available.

Technology Requirements for the Course: Computer with Internet Access. Access to Digital Video Recording Devices (digital camera, digital video recorder, laptop webcams). Students

must have a UK AD account in order to access the BlackBoard course management system or the online modules available through the UK College of Education Center for Professional Development.

Instructor Contact Expectations: Students may expect to have responses to email inquiries, requests, etc. within 48 hours including weekend contacts.

Procedures for Resolving Technological Problems. Students are instructed to contact the UK Teaching and Academic Support Center (TASC) via web: www.uky.edu/TASC or phone 859-257-8272 and/or the Information Technology Customer Support Center via web: www.uky.edu/UKIT or phone 859-257- 1300.

Information on Distance Learning Library Services.

Via web access: www.uky.edu/Libraries/DLLS

DL Librarian: Carla Cantagallo, email: dlservice@email.uky.edu or phone: 859-257-0050 x2171 or 800-828-0439.

DL Interlibrary Loan Services: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

Assessment Tasks.

The major project for this course is an action research inquiry on a selected area of school improvement identified through a needs assessment task. The purpose of the project is to provide course participants with experience identifying a research problem, planning a course of action, and implementing and evaluating the action plan based on school needs. Course participants will work in teams of two to four as they implement their action research projects and observe each other teaching. Team members will serve as peer reviewers and support during the implementation and evaluation phase of the project. Each task represents a component of the course and will be assessed as part of the course grade. Assessment tasks are structured to build on one another; therefore, there will be no final examination per se.

Note: Assessment tasks will be completed through job-embedded, clinical/field experiences.

Needs assessment 20%
Conduct a needs assessment for your school community that focuses on AdvancED (SASC) leadership standards including (1) student learning/performance, (2) teacher effectiveness, (3) learning communities, (4) and school effectiveness. Then develop a summary report discussing needs identified through the assessment, one or two needs that will be targeted in the action research inquiry, and a rationale for selecting these particular targeted goals.
(Task addresses KTS 1, 5, 7, 10)

Observation Report (10%)

Conduct a classroom observation of a peer in your school community and submit a classroom observation report explaining the goal of the observation and the lesson, the instrument chosen for observation and the analysis of observational data. (KTS 7, 8, 10)

Action Research Proposal (20%)
Develop a plan of action for an inquiry into improving the targeted goal(s) in which you outline the research design. The plan must be testable and achievable within in the course time frame. Teacher and student data also must be collected during the inquiry and used to make both formative and summative assessments about the effectiveness of the plan. Include in the plan a clear, comprehensive description of the type of teacher and student data that will be collected and an explanation of how it will be collected and analyzed.
    (Task addresses KTS 1, 2, 5, 7, 9, 10)

Interim Implementation and Evaluation Report (20%).
Implement the plan of action and evaluate progress on goal(s) at the mid point of the project. The evaluation must include a midpoint assessment that involves (1) feedback from a peer group review of methods and data analysis, and (2) a presentation to the class.
    (Task addresses KTS 5, 7, 8, 9, 10)

Final Report and Presentation of Findings (20%)
Prepare and present your final implementation and evaluation report to your peers. The report should include the rationale for the study, key research questions, procedures, results, and implications for practice and an executive summary highlighting the findings. The report will accompany your final presentation to the class.
    (Task addresses KTS 7, 9, 10)

Class Participation (10%)
Class participation will be assessed using criteria including attendance, prompt arrival to class meetings, meaningful contributions to discussions and timely completion of assignments and assessment tasks. Some assignments related to readings and class activities will be distributed in class. They are designed to promote reflection about course material and strengthen expertise. Reading assignments and associated tasks should be completed for class meetings as assigned. Participants are expected to draw key points and questions for discussion and critically analyze the merit of assignments with evidence to support analyses.

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Sample Course Schedule

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Initial, Intensive In-Class Meetings

During the intensive, one week initial phase of the course, participants will be introduced to all course components and practice skills associated with each component. Reading assignments for course will be customized to align with needs and disciplines of participants.

> Day 1: Course overview
> Day 2: Classroom-based action research and constructive teaching practices
> Day 3: School needs assessment
> Day 4: Peer observation
> Day 5: Designing, conducting and evaluating action research

On-line Meetings

> Discussion 1: Needs assessment preliminary results
> Discussion 2: Crafting action research proposal
> Discussion 3: Peer observation preliminary results
> Discussion 4: Characteristics of successful school learning communities.

Fall In-Class Meetings

Mid-October mid-term Face-to-Face Meeting: Interim implementation report
Mid-December: Final report presentations and course wrap-up

Content Outline for Mentoring Course: Advanced Instructional Practice

1. Building and Supporting Professional Learning Communities (PLC) in Classroom Instructional Practice

> 1.1. The classroom as microcosm of the school's PLC

> 1.2 Curriculum development in professional learning communities (collaborative frameworks to meet group goals)

2. Analysis of Classroom Practice

> 2.1 Observation skills and frameworks for analysis of classroom practice

> 2.2 Lesson study techniques

> 2.3 Mentoring and coaching

> > 2.2.1 Feedback and critique

> > 2.2.2 Dialogic learning

3. Peer and stakeholder negotiation

> 3.1 The community and the classroom – positive interaction and dialogue

3.2 Parental involvement in student learning

3.3 Parental involvement in classroom instruction/volunteers

4. Evidence-based design making for advanced classroom practice

    4.1 Generating formative and summative data to analyze classroom practice through student learning outcomes

    4.2 Tools for analysis – frameworks for deciding on correctives and interventions to improve student learning outcomes

    4.3 Action research as a source for evidence-based decision making in classroom practice

        4.3.1 Selecting an action research topic/formulating research questions

        4.3.2 Design an action research project

        4.3.3 Analyzing classroom data

        4.3.4 Translating action research results into improved classroom practice and student learning

5. Professional Growth via Reflection on Classroom Instructional Practice

    4.1 Frameworks for reflection

    4.2 Reflection as a tool for assessment of student learning

    4.3 Professional development through advanced analysis of classroom practice

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EDC 724: Guiding and Analyzing Effective Teaching
University of Kentucky, College of Education

Dept. of Curriculum and Instruction

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Instructor: Dr. Kathy Swan

Instructional Assistant:

Office Hours: By appointment

Phone/Email: (859) 257-1893

                                            kswan@uky.edu

Dates and Times:

Room:

This course designed is for educators who are preparing to supervise teachers and who wish to analyze their own practice. Research, policies, and trends are examined and practices analyzed in the context of how to promote effective teaching. Principles apply to elementary and secondary education.

Course Goals, Content, Learning Outcomes:

The overarching goal of the course is to help participants: examine issues related to teacher effectiveness, leadership and mentoring, consider teaching practice in relation to learning outcomes, and strengthen expertise guiding and assessing the progress of novice teachers. During the course, we address questions about what it means to be an effective practitioner, mentor, leader and teacher-researcher in contemporary schools. Our work is conducted within the context of state and national initiatives including the Kentucky Teacher Internship Program (KTIP), National Board Certification as well as state and national policies regarding education. We carefully consider the role of student assessment and technology as tools to facilitate learning for students with diverse, wide-ranging experiences and needs as they prepare for living in a global age. Through course activities, assignments and assessment tasks, participants will:

- Analyze theories and practices related to teaching, learning, mentoring and leading.
- Critique research including professional scholarship and practitioner inquiry designed to inform teaching practice.
- Advance mastery of tools designed to assess teaching practice.
- Develop strategies for guiding teacher growth.
- Examine policies related to teacher quality and leadership.

- Create products for use when mentoring novice professionals.

Materials, Reading Assignments and Assessment Tasks

Reading assignments are drawn from three texts and a variety of journal articles and noted in two ways. They are listed on the Tentative Schedule in the column labeled Assignment Due. Written assignments that are submitted for a grade (labeled formal assessment tasks) are also listed on the tentative schedule and explained under Guidelines for completing formal assessment tasks. Full references for all assignments are included on the reference list in alphabetical order list under References for Required Reading Assignments.

Grading

Task	Distribution	Grading Scale
Effective Teaching Reflective Essay	20%	90-100% A
Case Study	25%	82-89% B
Research Review and Resource List	20%	70-81% C
Mentor Guide	25%	60-69% D
Class participation	10%	Below 60% E

Tentative Schedule

Date	Topic	Assignment Due
08/28	Course Overview Characteristics of Effective Teaching	Perrone Gray
09/04	Effective Teaching and Professional Standards 09/11 Mentoring to Support Teacher Development	Bain as assigned Standards' Review
09/11	Mentoring to Support Teacher Development	Bacharach; Heitin
09/18	Assessing Teacher Effectiveness: Using Standards-based Measures	**Reflective Essay**/KTIP Assignment
09/25	Mentoring with a Bifocal Perspective	Achinstein: pp. 1-54 Data Collection

	Comparing Observation Tools	Task*
10/02	Analyzing Written Artifacts and Triangulating Data Conducting Conferences to Guide Growth	Data Collection Task*/ Achinstein: pp. 69-82
10/09	Thinking Systemically about Teacher Evaluation	Darling-Hammond pp. 1-49
10/16	Analyzing Written Artifacts and Triangulating Data	**Case Study report**
10/23	Linking Teacher Quality to Student Achievement	Darling-Hammond pp. 50-98
10/30	Addressing Difficulties and Dilemmas through Coaching, Mediating, and Resolving	Pitton Smagorinsky, Sudzina
11/06	Considering Culture, Diversity and Equity Issues Fostering Global Practice through Technology	Brennan & Cleary Boix-Mansilla pp. 53 – 75
11/13	Summative Assessment using Multiple Data Sources Mentor Development and Accomplished Teaching	Raths et al.
11/20	Research-based Practice: Roundtable Discussions	**Roundtable Handouts**
11/27	Thanksgiving Holiday	No Class Meeting
12/04	Activities, Assessments, Mentoring Goals & Expectations	Davis
12/11	Developing Culturally-responsive, Globally-minded Practices Celebrating Cultural Variation	Achinstein pp. 55-65 Gladwell *as assigned*
12/18	Building Collaborative Learning Communities	**Mentoring Guide**

Note:

- Reading assignments are listed by last name of the first author of the reference in the column labeled Assignment Due.
- Data collection tasks are marked with an asterisk.
- Formal assessment tasks that are submitted for a grade are noted in bold type.
- Two sessions will be held on Blackboard: 10/09 and 11/06. We will **NOT** meet at SMS then or on 11/27.

Required Reading Assignment References

References for reading assignments are listed below alphabetically. Due dates for assignments are listed on the tentative schedule as indicated by the last name of the first author. Please note: some readings may be replaced with others in an effort to better address course goals and/or the needs of class participants. If there are changes in the reading assignments, new material will be distributed in class.

Achinstein, B., & Athanases, S. (Eds.). (2006). *Mentors in the making: Developing new*

leaders for new teachers (pp. 38-54). New York: Teachers College Press.

Bacharach, N., Heck, T.W., & Dahlberg, K. (2010). Changing the face of student teaching through coteaching. *Action in Teacher Education, 32*(1), 3-14.

Bain, K. (2004). *What the best college teachers do* Cambridge, MA: Harvard University Press.

Boix Mansilla, V., & Jackson, A. (2011). *Educating for global competence: Preparing our youth to engage the world*. New York: Asia Society.

Brennan, S., & Cleary, J. (2007). Promoting reflection during overseas student-teaching experiences: One university's story. In K. Cushner & S. Brennan (Eds.), *Intercultural student teaching: A bridge to global competence* (pp. 159-177). Lanham, MD: Rowman & Littlefield.

Darling-Hammond. (2013). *Getting teacher evaluation right: what really matters for effectivness and improvement.* New York, NY: Teachers College Press.

Davis, B. (2006). Curriculum to support mentor development: Lessons from field-tested practices. In B. Achinstein & S. Athanases (Eds.), *Mentors in the making: Developing new leaders for new teachers* (pp. 109-124). New York: Teachers College Press.

Gladwell. M. (2008). *Outliers: The story of success*. New York: Little, Brown.

Gray, J. (2008). *601 Maple street*. Louisville, KY: Innovative Press.

Heitin, L. (2011). Pairing up. *Education Week Teacher 5*(1), 26.

Perrone, V. (1991). Refining the craft of teaching. In *A letter to teachers: Reflections on schooling and the art of teaching* (pp. 97-109).

Pitton, D. (1998). It's not what you said; It's how you said it! In *Stories of student teaching*: *A case approach to the student teaching experience* (pp. 101-109). Upper Saddle River, NJ: Prentice-Hall.

Raths, J., & Lyman, F. (2003). Summative evaluation of student teachers: An enduring problem. *Journal of Teacher Education*, *54*(3), 206-216. (http://jte.sagepub.com/cgi/reprint/54/3/206)

Sudzina, M., Giebelhaus, C., & Coolican, M. (1997). Mentor or tormentor: The role of the cooperating teacher in student teacher success or failure. *Action in Teacher Education*, *18*(4), 23-35. (Document Available: http://vnweb.hwwilsonweb.com/hww/results/getResults.jhtml?_DARGS=/hww/results/results_com mon.jhtml.33 Action in Teacher Education, education full text and type Sudzina in the search box.)

Supplementary Reading References

Frank, C. (1999). *Ethnographic eyes: A teacher's guide to classroom observation*. Portsmouth, NH: Heinemann.

Hiebert, J., & Morris, A. K. (2012). Teaching, rather than teachers, as a path toward improving classroom instruction. *Journal of Teacher Education, 63*(2), 92-102.

Joe, J., Tocci, C., Holtzman, S. & Williams, J. (2013, June). *Foundations of observation:*

Considerations for developing a classroom observation system that helps districts

achieve consistent and accurate scores. Princeton, NJ: Educational Testing

Service. (PDF Available: http://metproject.org/downloads/MET-

ETS_Foundations_of_Observation.pdf)

Kardos, S. M., & Johnson, S. M. (2010). New teachers' experiences of mentoring: the

good, the bad, and the inequity. *Journal of Educational Change, 11*, 23-44.

Marx, H., & Moss, D. M. (2011). Please mind the culture gap: Intercultural development

during a teacher education study abroad program. *Journal of Teacher Education, (62)*1,
35-47.

Marzano, R. J., Frontier, T., & Livingstone, D. (2011). *Effective supervision: Supporting*

the art and science of teaching. ASCD: Alexandria, VA.

Measures of Effective Teaching Project. (2010). *Learning about teaching: Initial findings*

from the Measures of Effective Teaching Project. Seattle: Bill and Melinda Gates
Foundation. (PDF Available:
http://www.metproject.org/downloads/Preliminary_Findings-Research_Paper.pdf)

Patterson, K., Grenny, J., McMillan, R., & Switzer, A. (2002). *Crucial conversations: Tools*

for talking when stakes are high. New York: McGraw-Hill.

Sato, M., Wei, R. C., & Darling-Hammond, L. (2008). Improving teachers' assessment

practices through professional development: The case of National Board Certification.
American Educational Research Journal, 45(3). 669- 700.

Smagorinsky, P., Cook, L., Moore, C., Jackson, A., & Fry, P. (2004). Tensions in learning to

teach: Accommodation and the development of a teaching identity. *Journal of Teacher Education*, *55*(1), 8-24. (http://jte.sagepub.com/cgi/reprint/55/1/8)

Stanulis, R., & Floden, R. (2009). Intensive mentoring as a way to help beginning

teachers develop balanced instruction. *Journal of Teacher Education, 60*(2), 112-122. (http://jte.sagepub.com/cgi/content/abstract/60/2/112)

Strong, M., Gargani, J., & Hacifazlioglu, O. (2011). Do we know a successful teacher

when we see one? Experiments in the identification of effective teachers. *Journal of Teacher Education, 62*(4), 367-382.

Strong, M. (2009). Induction programs and the development of teaching practice. In

Effective teacher induction and mentoring: Assessing the evidence (pp. 45-77). New York: Teachers College Press.

Stronge, J. H., Ward, T. J., & Grant, L. W. (2011) What makes teachers good? A cross-

case analysis of the connection between teacher effectiveness and student achievement. *Journal of Teacher Education, 62*(4), 339-355.

Stronge, J. H., Ward, T. J., Tucker, P. D., Hindman, J. L., McClosky, W., & Howard, B.

(2008). National Board certified teachers and non-National Board certified teachers: Is there a difference in teacher effectiveness and student achievement? *Journal of Personnel Evaluation in Education, 20*(3-4), 185-210.

Course Policies

Attendance and Participation: Regular, punctual attendance and active, thoughtful participation in class sessions constitute essential elements in the success of this seminar-oriented course. It is important to note that more than one absence may result in the lowering of your grade for the course. I expect participants to actively contribute to class discussions in meaningful ways that respect diverse viewpoints. It is important to maintain a courteous

environment and minimize distractions Please do not read, carry on side conversations or use electronic devices during class. Participants who use electronic devices (e.g., place or receive phone calls or text messages) may be asked to leave the session.

Academic Integrity: I expect participants to maintain high ethical and professional standards at all times. Written work submitted must be your own. The University has established a clear policy governing plagiarism/cheating to ensure that high standards are maintained and equity issues are addressed (e.g., failing to cite the work of others, submitting work for more than one course.) Violation of this policy has serious implications as outlined on the University website under *Code of Student Conduct*: http://www.uky.edu/StudentAffairs/Code/part1.htm. All references for work which is not original (e.g., quotations, paraphrases) must be properly cited following the American Psychological Association (APA) format. You can access the APA guidelines at: http://www.apastyle.org.

Cancellation of Class Session: If we should have to cancel a class session due to some unforeseen circumstance (e.g., inclement weather), I will make every effort to contact you in a timely manner to avoid unnecessary travel.

Disability Accommodation: If you have a documented disability that requires academic accommodations, please see me as soon as possible. In order to receive accommodations in this course, you must submit a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Syllabus Modifications: I retain the right to modify the syllabus to meet as needed to best address the course goals and meet the needs of class participants. I will discuss changes in the syllabus that pertain to the whole class and post an addendum on Blackboard.

Submission of Written Products: Participants must complete reading assignments and submit written products (e.g., formal assessment tasks) according to the dates listed on the schedule. Products should be placed in your folder when you leave class on the due date listed. Late submissions, persistent absences and/or chronic tardiness will result in a reduction of the final grade except in the rare situation when there are extenuating circumstances and only when permission is granted. If you cannot attend a session, you should arrange for a classmate to collect material distributed.

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Course Requirements

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You are expected to complete all reading assignments and data collection tasks as listed on the tentative schedule. You are also expected to complete **four formal assessment tasks** described below. The due dates are indicated on the schedule in **bold**. The course assignments and tasks are designed to help you reflect about the course content and apply what you have learned in your teaching, mentoring and leadership roles. Assignments address several of Kentucky's Experienced Teacher Standards, especially *Standard 10: Provides Leadership within School/Community/Profession; Standard 9: Evaluates Teaching and Implements Professional Development; Standard 8: Collaborates with Colleagues/Parents/Others; and Standard 7:*

Reflect on and Evaluates Teaching and Learning. You may wish to include one or more of the products you prepare for this course in your professional portfolio as evidence of your growth in these areas.

I will evaluate the formal assessment tasks using three broad criteria: content/idea development, structure (organization of document), and technical accuracy (e.g., adherence to language and reference conventions). You will find response sheets outlining specific grading criteria for each of these tasks on Blackboard. Clarity, specificity, relevance and significance of your writing are key determinants of your grade. I expect the tasks to be addressed thoroughly with points clearly stated and supported by specific examples and/or evidence related to teaching practice. Written work should be generated using Microsoft Word, **double spaced** (12 point font), **paginated** and submitted with print on **one side** of the paper only.

You may seek permission to revise and resubmit the first two formal tasks **only if**: 1) you receive less than 75% of the total possible points, and 2) you confer with me to discuss revisions. Note: If you choose to revise the case study you may be required to do the entire assignment over again. Revised work must be submitted within one week of the time the graded task is returned and must include a copy of the first draft with the comments and response sheets. To receive any grade adjustment, I would need to see significant improvement regarding quality in the second submission. It is important to note that there is no guarantee any grade change will result from your effort.

Guidelines for Completing Formal Assessment

Tasks Reflective Essay about Effective Teaching (20%)

The purpose of this task is to help you reflect about what it means to be an effective teacher and synthesize the course content to date. Drawing on what you learned from the course reading assignments, class discussions, and your experience as a teacher and learner, discuss insights you have gained teaching in a four to six page essay. In your discussion, be sure to include specific examples from course readings and address the role of professional standards in teaching. Be sure to support your points thoughtfully and thoroughly with specific evidence drawn from the course content as well as clearly articulated, specific examples from teaching practice. In addition to evidence from course readings, you will also have data about your own strengths and growth areas from the self-assessment you completed at the beginning of the course.

Case Study (25%)

The purpose of the case study is to provide you with an opportunity to practice using the strategies introduced in class (e.g., observing and conferring with a colleague). To complete the task, you will *study* a colleague's teaching practice and discuss your findings in a written report (approximately 8 – 10 pages). You will work with a teacher or teacher candidate of your choice (e.g., colleague, classmate). Alternatively, you may *study* your own practice. If you choose to

conduct a self-study, you will follow the same guidelines except you will videotape your own instruction and feedback from a colleague about the tape. You must consult with me to pursue this option. In the report, you should:

- Describe the context in which the observation took place including background information about the teacher, students and school, the purpose of the observation, the observational tool(s) (*e.g.*, KTIP instrument) chosen and reasons for your choices.
- Discuss your analysis of data from the observation including examples and evidence collected to support your analyses.
- Explain your goals for the conference supporting your points with examples of evidence from the data you collected as needed.
- Outline significant points covered during the conference including strengths, growth areas identified, and suggested actions to strengthen instruction and enhance learning.
- Explain the action plan the observed teacher chooses to improve his/her practice as a result of the observation.
- Reflect about your role in the conference in terms of how you perceive your skill level in relation to promoting reflection, communicating data, and the degree with which you achieved your goals for the conference (e.g.,what seemed to work, what didn't work, what would you do differently and why).
- Include copies of all material used to complete this assignment (including assessment instruments, conference preparation sheet and notes).
- Please include your name on all material submitted.

Note: Do not use the teacher's name in the report. It is best to choose a pseudonym.

Research Review, Resource List and Roundtable Session (20%)

I have designed this task to provide an opportunity for you to evaluate research related to the Kentucky Teacher Standards and gather practical resources that can be used to support mentoring endeavors or teaching practice in general. The goal of the assignment is to gain a better understanding of the chosen topic (e.g., student misconception of content) that will help you think about ways to strengthen the area. I have designated the task as a group initiative in order to provide an opportunity to work collaboratively with colleagues. You will work with one or more classmates to complete it. Topics will be determined and groups organized during a class session early in the semester.

To complete the task, each group will:

- Choose one or more indicators within a standard that you want to investigate. The standard and indicator(s) may relate to a growth area of yours or one you think is particularly relevant to the needs of novices.

- Preview three or more studies that address the topic as reported in professional, peer-reviewed journals related to some aspect of state or national standards.

- Critique five or more practical resources that could be used in mentoring a new teacher. At least one resource should be electronic.

Groups will share findings at a roundtable session scheduled for November 14.

Each group should prepare a handout to distribute to other class participants at the roundtable session which includes:

1. a synopsis of what was learned in the review (conclusions and implications for practice).
2. an **annotated** list of resources related to the topic that mentors can use in their work. The annotation should include a description of the resource and why you think it might be valuable for mentoring and/or practice.

Note: The synopsis should be about two - three pages long (single spaced) and must be based on primary research reports in refereed journals. The annotated list should include at least five practice-oriented sources, one of which should be electronic. Each annotation should be fully referenced using APA format and include a short description of the resource and why your group deems it valuable.

Mentoring Guide (25%) – Mentoring Toolkit

This task is designed to help you create a resource to use in your leadership, mentoring and/or teaching roles. While there are many ways the guide you create might be used, most often mentors use it as a resource for working with novice teachers. It serves as evidence of what you have learned in the course and can serve as a living document that is revised and augmented as needed over time by you and your mentees.

The guide should contain information and material you will use in your mentoring role (e.g., activities, assessments, ideas, resources). Much of the material included will be gathered during the course. Indeed, the guide should focus on course material rather than policy and procedural information about your school. However, it is very important that you include a general introduction to the guide and an introduction to each section that explains purpose and structure of each piece (i.e., why you have included the material and how it might be used.) The introductory pieces represent the glue that binds the material and will be assessed as part of your grade for this task.

The guide should also include a narrative explanation of how you see your role as mentor and leader (e.g., beliefs about mentoring as well as goals and expectations you have for yourself and your mentee) as well as a brief description of the context in which you teach (e.g., school and classroom demographics, community involvement). For this part of the guide, you might build on the reflective essay you conpleted as part of the first formal assessment task. Key questions related to this assignment are: what resources will help you guide and support a new teacher; why are they helpful how will you use them?

Class Participation (10%)

As stated in the section outlining course policies, I expect all course participants to come to class sessions with assignments completed ready to fully engage in class discussions. Class participation will be assessed using criteria including attendance, prompt arrival to class meetings, meaningful contributions to discussions and timely completion of formal and informal assessment tasks. Informal tasks (including data collection tasks) are those distributed in class that relate to readings and class activities. They are designed to guide your reflection about course material and strengthen your mentoring expertise. I will explain reading assignments and tasks to be completed for class sessions prior to the due date. I expect you to draw key points from the readings and critically analyze the merit of the work with evidence to support your analyses.

EDC/EPE554: Culture, Education and Teaching Abroad
Spring 2015

Syllabus

Instructor: Dr. Linda S. Levstik
Office: 349 DH
Email: llevs01@uky.edu
Phone: 257-3230*
Fax: 257-1602
Office Hours: Tues. 2-4 and by appt.
Class: Tues, 5-7:30 pm, Sat., 2/7 & 2/28, 9am-3pm**

*The best way to contact me is via email
**This class has a non-traditional format as follows:

- 7 Tues. evening classes
- 2 Saturday classes (2/7 & 2/28) (equivalent of 4 classes),
- 3 small group on-line/out of class discussions (3 hrs)
- 2-3 out of class meetings with your Amigo (4-8 hrs)

If you cannot attend all parts of this class, you should drop the course immediately.

Course Goals

This course is designed to prepare you to work and live in another country by helping you:

- Learn and apply concepts and theories of intercultural communication and cross-cultural adaptation,
- Recognize and adapt to cultural variation,
- Prepare for living and working cross-culturally,
- Develop instructional strategies for teaching about cultural pattern and variation,
- Act as a cultural mediator when you return to the U.S.

Activities, readings, and discussions are designed to help you think about and get organized intellectually and practically for an overseas experience. Occasional guests will share their expertise in cross-cultural adaptation and teaching.

Emphasis is placed on preparing you to teach in another country, but students who will be working in other areas may adjust assignments to accommodate their international plans. For those planning to teach outside the U.S., this course is intended to help you address selected performance criteria related to Kentucky's Teacher Standards. http://www.kyepsb.net/teacherprep/standards.asp

Standard 1:   Demonstrates Applied Content Knowledge. The teacher demonstrates a current and sufficient academic knowledge . . .to develop student knowledge and performance. . . .

Standard 2:   Designs/Plans Instruction based on supportable theory and research for cross-cultural contexts.
                Standard 7: Reflects/Evaluates Teaching/Learning based on learning goals and objectives

Standard 10:   Provides leadership within school/community/profession.

Ethics Policy

1. Regular, punctual attendance and full participation in class meetings are essential elements in the success of this class. Class members are expected to actively participate in class discussions, complete all reading assignments, and submit written work according to the dates listed on the schedule. Late assignments and unexcused absences will result in a grade reduction. Persistent (3 or more) unexcused absences will result in a failing grade in the course.
2. Students are expected to comply with all university regulations regarding academic integrity. Work submitted must be original, sources acknowledged (APA style), and claims warranted.
3. During class discussion, participants will be respectful of diverse/divergent views.
4. As a courtesy to all, turn off cell phones and other media not part of class activity/discussion.

Major Course Requirements & Expectations

READ THE SYLLABUS. DO NOT ASK ME ABOUT ASSIGNMENTS UNLESS YOU CAN DEMONSTRATE THAT YOU HAVE CAREFULLY READ THE SYLLABUS.

If you have a question about due dates, assignments, etc., show me where on the syllabus you have a question. Do not expect me to be able to answer your question without a syllabus at hand.

Attendance and participation
1. Sign in when you enter class. Folders on each table will list your name. Sign next to your name.
2. Unexcused absence or tardiness will have a pronounced negative effect on your grade.
   a. The equivalent of two unexcused absences will lower your course grade by one letter grade.
   b. More than two unexcused absences will result in failure in the course.
   c. If you have an excused absence, it is your obligation to notify the instructor **in writing**. If you enter class late, you must notify the instructor at the end of the class period, **in writing**, or you will be marked absent.
   d. Persistent tardiness will have the same result as three or more absences.
   e. Doctor's excuses should be attached to your written explanation of absence/tardiness.

3. Excused absences. If you are ill—running a fever and experiencing sore throat, cold symptoms— please do not come to class until you have checked with the Health Center or your doctor. If your illness is infectious, you should take appropriate precautions for yourself and for those around you. Absences due to illness are excused with a doctor's note and appropriate extensions or, in extreme cases, an *Incomplete* can be arranged. Other excused absences are those allowed by University Senate policy (see S.R. 5.2.4.2).
4. University policy states that students who miss more than 20% of the class for any reason (including illness/medical reasons) may be dropped from the class. If your absences are excused but still involve more than 20% of the class you may petition for withdrawal (W).

Format for Assignments

1. All papers should be **submitted to the course Dropbox** as follows:
   a. You will recieve an invitation via your UK email address to the Dropbox. Respond to the invitation and follow directions to submitting assignments.
   b. Each assignment should include a header: your name, course number [EDC554 or EPE554], assignment description (Amigo; Homework#1, 2 or 3; culture background). The heading must be on the paper, not just in the email heading.
   c. Each assignment should have pages numbered at bottom middle of each page.
2. Resubmissions should be submitted to Dropbox and headed "RESUB"
3. Proofread and Spell-check all work prior to submission and keep a back-up. On a first submission of a paper with substantial mechanical (i.e., grammar, spelling, syntax) or formatting (no heading, does not follow assignment directions) issues, I will return it for correction and resubmission. After that I will deduct one full letter grade for such papers.
   a. Be aware that the Dropbox records all **submission dates and times**, so make sure assignments are submitted by the deadline. Barring a significant emergency, late papers are not accepted. In order for you to get feedback on your papers it is necessary for papers to be turned in on time. This is particularly the case with the half semester format.
   b. Class assignments are due as noted on the class agenda. If you have any questions about assignments, see instructor early.
   c. Late assignments: Lower one grade per day. Under exceptional circumstances instructor may extend a deadline.
   d. Feedback**:** I use *track changes* to provide feedback.
   e. **Do not give me loose papers**, place them on my desk, slide them under my door or put them in my hand. **I will not grade such papers**.
4. On-line discussions
   a. You will participate in three on-line discussions using **Google Hangout**. Your discussion and comments should provide evidence that you have read and understand the assigned readings.
   b. All discussion will be respectful of others and follow basic professional courtesy or lose the grade for participation.
   c. All discussions require a written report from each participant (see assessment description)
5. Students with special needs.
   a. If you believe that you have a disability requiring accommodation please contact the Disability Resource Center (Mr. Jake Karnes, jkarnes@uky.edu or 257-2754), Room 2, Alumni Gym. Following Mr. Karnes approval, provide your instructor with form detailing necessary accommodations.
6. Professional behavior in all classes and other professional interactions.
   a. **Please note: cell phone, IM use are prohibited during class except as designated by the instructor. Turn off phones. If there is a reason for emergency contact, let instructor know, put phone on vibrate.**
   b. Respectful interactions with all class members, amigos and guests is expected. Failure to engage respectfully across difference/discussion jeopardizes your overseas placement as well as your status in the class.
7. All other university policies regarding academic integrity apply.

Required Reading/Viewing

Books

C. Gonzales (2010). *The Red Umbrella*. Knopf.
L. Robert Kohls (2001). *Survival Kit for Overseas Living*. Intercultural Press.
C. Storti (2003). *The Art of Coming Home*. Intercultural Press.
Gannon & Pillai (2012). Understanding Global Cultures. Sage.

Films

The Motorcycle Diaries	(Latin America)
Whale Rider	(New Zealand)
Rabbit Proof Fence	(Australia)
Invictus	(South Africa)

*Note: Additional readings may be distributed in class. You will also use additional sources related to your course assignments. Keep up with the readings! Class discussions are richer and more useful when everyone has completed the assigned readings.

Date	Topic	Readings and Assignments
1/20	**Course Introduction** Fill out information sheet for your Amigo Cultural Self-Assessment (p. 7 of syllabus) **Julie Cleary and Panel**	
1/27	**Becoming Cosmopolitan:** **Meet Amigo(s)** and **Lina Crocker**, Center for Teaching English as a Second Language Whole Class: Barnga	
2/3	Reading Culture; Reading Ourselves: Cultural Adaptation	Gannon & Pillai: Finish book.

On-Line	**Complete on-line discussion this week**	See *Assignments* for discussion guide
2/7 Saturday 9-3pm	Morning: Amigo conversation Lunch: with Amigos Afternoon: What does it take to adapt to a new culture? In the U.S.: The *Pancho Pan* immigration *The Red Umbrella*	**Reading Report**: Written report on readings & discussion due today. See directions in *Assignments*.
2/10	**Home culture influences:** Present your home culture report. **Movie Discussion**	**Amigo Interview**: Turn in your written report on your discussion with your amigo. **Home Culture Report**: You will present a fifteen minute report on your home culture to your classmates (see Assessment section for directions) **Read:** http://www.ibo.org/ Review the IB website for the region you are interested in and the grade level you prefer.
On-Line	**Complete on-line discussion this week**	See *Assignments* for discussion guide
2/17	**Voices of experience: Cross-Cultural Survival** Guest speakers **Stranger Experience discussion**	Complete *Survival Kit*
2/24	Cultural Investigation Presentations	**Complete Kohls Book**

On-Line	Complete on-line discussion this week	See *Assignments* for discussion guide
2/28 Saturday	**Cross-cultural adaptations**: **Telling Time** Morning: Amigo meeting/Cultural Chronicity Lunch with Amigos: Food Culture and How it Connects and Separates Us.	
3/3	**The Art of Coming Home** A Journeying World: Flexibility and cross-cultural adaptation	**Stranger Experience report due.**

Appendix A

Cultural Self Assessment

A Cultural Self-Assessment [Adapted from Eleanor Lynch and Marci J. Hanson (1998). *Developing Cross-Cultural Competence*].

Culture is not just something that someone else has. All of us have ethnic, racial, linguistic, religious (or nonreligious) and regional heritages that influence our current beliefs, values, and behaviors. To learn a little more about your own heritage, take this simple cultural journey.

ORIGINS

1. When you think about your roots, what place(s) of origin do you identify for your family?

2. Have you ever heard any stories about how your family or your ancestors came to the place where you grew up or how they came to the United States? Briefly, what was the story?

3. Are there any foods that you or someone else prepares that are traditional for your place of origin or some other aspect of your heritage? What are they? What is their significance?

4. Are there any celebrations, ceremonies, rituals, or holidays that your family continues to celebrate that reflect your place of origin or some other aspect of your heritage? What are they? How are they celebrated?

5. Do you or anyone in your family speak a language other than English because of your origins? If so, what language?

6. Can you think of one piece of advice that has been handed down through your family that reflects the values held by your ancestors? What is it? Does it reflect a cultural, religious, or individual value?

BELIEFS, BIASES, AND BEHAVIORS

1. Have you ever heard anyone make a negative comment about people from your place(s) of origin or about another aspect of your heritage? How did you handle it?

2. As you were growing up, do you remember discovering that your family did anything differently from other families because of your culture, religion, or ethnicity? What was it?

3. Have you ever been with someone in a work situation who did something because of his or her culture, religion, or ethnicity that seemed unusual to you? What was it? Why did it seem unusual?

4. Have you ever felt uncomfortable, upset, or surprised by something that you saw when you were traveling in another part of the United States or the world? If so, what was it? How did it make you feel? Pick some descriptive words to explain your feelings. How did you react? In retrospect, how do you wish you would have reacted?

5. Have you ever done anything that you think was culturally inappropriate when you have been in another country or with someone from a different culture? In other words, have you ever done something that you think might have been upsetting or embarrassing to another person? What was it? What did you try to do to improve the situation?

IMAGINE

1. Imagine that for a week out of this year you will become a member of another cultural or ethnic group. Which group would you choose to be part of for that week? Why?

2. What is one value from that culture or ethnic group that attracts you to it?

3. Is there anything about that culture or ethnic group that concerns or frightens you?

4. Name one concrete way in which you think your life would be different if you were from that ethnic or cultural group.

Bennett Scale of Intercultural Sensitivity

The **Bennett scale**, also called the **DMIS** (for **Developmental Model of Intercultural Sensitivity**), was developed by Dr. **Milton Bennett**. The framework describes the different ways in which people can react to cultural differences.

Organized into six "stages" of increasing sensitivity to difference, the DMIS identifies the underlying cognitive orientations individuals use to understand cultural difference. Each position along the continuum represents increasingly complex perceptual organizations of cultural difference, which in turn allow increasingly sophisticated experiences of other cultures. By identifying the underlying experience of cultural difference, predictions about behavior and attitudes can be made and education can be tailored to facilitate development along the continuum. The first three stages are ethnocentric, seeing ones own culture as central to reality. Moving up the scale the individual develops a more and more ethnorelative point of view, meaning that you experience your own culture as in the context of other cultures. Finally, a more cosmopolitan perspective develops and an individual moves in and out of different cultural contexts.

Developmental Model of Intercultural Sensitivity

Denial of Difference
• Individuals experience their own culture as the only "real" one. Other cultures are either not noticed at all or are understood in an undifferentiated, simplistic manner. People at this position are generally uninterested in cultural difference, but when confronted with difference their seemingly benign acceptance may change to aggressive attempts to avoid or eliminate it. Most of the time, this is a result of physical or social isolation, where the person's views are never challenged and are at the center of their reality.

Defense against Difference
• One's own culture is experienced as the most "evolved" or best way to live. This position is characterized by dualistic us/them thinking and frequently accompanied by overt negative stereotyping. They will openly belittle the differences among their culture and another, denigrating race, gender or any other indicator of difference. People at this position are more openly

threatened by cultural difference and more likely to be acting aggressively against it. A variation at this position is seen in reversal where one's own culture is devalued and another culture is romanticized as superior.[1]

Minimization of Difference

- The experience of similarity outweighs the experience of difference. People recognize superficial cultural differences in food, customs, etc., but they emphasize human similarity in physical structure, psychological needs, and/or assumed adherence to universal values. People at this position are likely to assume that they are no longer ethnocentric, and they tend to overestimate their tolerance while underestimating the effect (e.g. "privilege") of their own culture. In other words, as explained by the Canadian Center for Intercultural Learning, "people who adopt this point of view generally approach intercultural situations with the assurance that a simple awareness of the fundamental patterns of human interaction will be sufficient to assure the success of the communication. Such a viewpoint is ethnocentric because it presupposes that the fundamental categories of behavior are absolute and that these categories are in fact our own."

Acceptance of Difference

- One's own culture is experienced as one of a number of equally complex worldviews. People at this position accept the existence of culturally different ways of organizing human existence, although they do not necessarily like or agree with every way. They can identify how culture affects a wide range of human experience and they have a framework for organizing observations of cultural difference. We recognize people from this stage through their eager questioning of others. This reflects a real desire to be informed, and not to confirm prejudices. The key words of this stage are "getting to know" or "learning."

Adaptation to Difference

- Individuals are able to expand their own worldviews to accurately understand other cultures and behave in a variety of culturally appropriate ways. Individuals make effective use of empathy, or frame of reference shifting, to understand and be understood across cultural boundaries. It is the ability to act properly outside of one's own culture. At this stage, one is able to "walk the talk."

Integration of Difference

- One's experience of self is expanded to include the movement in and out of different cultural worldviews. People at this position have a definition of self that is "marginal" (not central) to any particular culture, allowing this individual to shift rather smoothly from one cultural worldview to another.

Evolutionary Strategies

In his theory, Bennett describes what changes occur when evolving through each step of the scale. Summarized, they are the following:

- **From Denial to Defense**: the person acquires an awareness of difference between cultures
- **From Defense to Minimization**: negative judgments are depolarized, and the person is introduced to similarities between cultures.
- **From Minimization to Acceptance**: the subject grasps the importance of intercultural difference.
- **From Acceptance to Adaptation**: exploration and research into the other culture begins
- **From Adaptation to Integration**: subject develops empathy towards the other culture.

References

Bennett, M. J. (2004). Becoming interculturally competent. In J.S. Wurzel (Ed.) Toward multiculturalism: A reader in multicultural education. Newton, MA: Intercultural Resource Corporation. (Originally published in The diversity symposium proceedings: An interim step toward a conceptual framework for the practice of diversity. Waltham, MA: Bentley College, 2002). Additional information at www.idrinstitute.org

Bennett, M. J. (1993). Towards ethnorelativism: A developmental model of intercultural sensitivity (revised). In R. M. Paige (Ed.), Education for the Intercultural Experience. Yarmouth, Me: Intercultural Press.

Bennett, M. J. (1986). A developmental approach to training intercultural sensitivity. in J. Martin (Guest Ed.), Special Issue on Intercultural Training, International Journal of Intercultural Relations. Vol. 10, No.2. 179-186.

Appendix B

Assignments and Assessment Tasks

Course Objectives	Course Assessments/Assignments
• Learn and apply concepts and theories of intercultural communication and cross-cultural adaptation.	Readings Bennett Scale of Intercultural Sensitivity Guest Speakers Barnga Amigo and Stranger Experiences
• Recognize and adapt to cultural variation,	Readings & movie selection Class lectures, discussions On-line discussions
• Prepare for living and working cross-culturally,	Amigo Experience (conversation partner) Readings Country Background Report On-line discussions
• Act as a cultural mediator when you return to the U.S.	Readings

You will complete the following tasks for review and assessment. They are designed to help you reflect on course content in relation to your professional interests and responsibilities teaching or working in another country. If you are in teacher education the written products that result may be included in your initial certification portfolio as evidence of your growth relative to Kentucky's 2008 Teacher Standards.

Rubric: The quality of products will be evaluated on the basis of substance, structure, and mechanics including the degree to which:

❑ Ideas, assertions, conclusions, implications, etc. demonstrate cultural knowledge and sensitivity.
❑ Ideas, assertions, conclusions, implications, etc. are related to the task
❑ Ideas, assertions, conclusions, implications, etc. are supported with evidence.
❑ Issues are critically analyzed.
❑ Ideas are presented in clear, logical, organized fashion.
❑ Language and reference conventions have been followed.
  ○ For reference conventions, refer to the American Psychological Association (APA) style manual, 6th Edition.
  ○ For mechanics (grammar), try Stumpf, M., & Douglas, A. (2004). *The Grammar Bible*. Owl Books.
  ○ Proofread. Spellcheck. Do not rely on grammar check programs; they often make mistakes.

Reading and Discussion Guides:

Each discussion should last about one-hour. Following the discussion you will write a 2-3 page (12 pt. Times Roman font) analysis of the discussion with your thoughts on how the discussion responded to questions/topics.

1. **On-line discussion: Gannon & Pillai and Bennett Scale**

a. What would be the challenges of living and working in hierarchical cultures? [draw on Gannon & Pillai for this question.] In more egalitarian ones?
b. In what ways in the U.S. hierarchical? Egalitarian? What hierarchies have you experienced and how have they altered the way you worked or lived? Were those effects growth experiences? In what settings have you found a more egalitarian living or working environment? How did those influence your work/life?
c. How might the Bennett scale help you think about coping in a hierarchical culture? Egalitarian? Where do you see yourself falling on this scale?
d. What do you consider the limitations of these metaphors and/or the Bennett scale?

2. **On-line discussion: IB schools [draw on on-line review of IB programs:** http://www.ibo.org/en/programmes/primary-years-programme/] .
    a. What are the most important features of the IB curriculum?
        i. What makes those features important?
        ii. Where does this program fall in regard to Bennett's scale?
        iii. What does the program require of teachers?
        iv. How does the service component fit with developing a more cosmopolitan perspective?
        v. What would be most challenging in working in an IB school?
    b. In what ways does the IB curriculum differ from the public schools with which you are familiar?

3. **On-line discussion: Cultural Mediation.** One of the goals of EDC/EPE554 is to help develop cultural mediation skills and inclinations. The description below suggests some beginning points in thinking about becoming a cultural mediator. Focus your discussion on these questions:
    a. In what ways has your work with your amigos been a form of cultural mediation?
    b. How might you translate that into specific practices in your future classroom? In other aspects of your life?
    c. How might you draw on your experiences with your amigo to respond when other people in your life make stereotyped or inaccurate comments about people in other countries/immigrants/refugees in our own country?

    Who Can Be a Cultural Mediator?
    • An individual who helps translate between the culture of a school environment and a child's family in order to enhance understanding, share information, and create a relationship that supports families.

    • An individual who helps translate between the culture of their home community and the global communities they have experienced.

    • An individual who forms a bridge between people from different cultures.

Stranger Experience:
The "stranger experience" requires that you place yourself in a setting that is different from you in terms of race, ethnicity, nationality or religion. The goal is to explore a bit about how it feels to be culturally different—to be the outsider or stranger before you are fully immersed in another culture during student teaching/work experience. Some possibilities:
    1. Visit the Universal Academy, an Islamic school in Lexington
    2. Attend a religious service where the service is conducted in another language. Locally, you can find services in Spanish, Chinese, Korean, Arabic and Hebrew (some include varying amounts of English).
    3. Volunteer to tutor at the public library near Cardinal Valley. Most of the students' first language is Spanish.
    4. Attend an international program at UK (must have instructor's approval)

    Following class discussion on the Stranger Experience, turn in an individual response 5-8 pp., double-spaced, Times Roman 12 pt. font that responds to the following questions:
    1. What did you do for your "stranger" experience? How long did it last?
    2. In what ways was your experience "strange"?
    3. How did you handle your own feelings of "strangeness"? How did other people respond to you?
    4. What coping strategies help you when you face strange situations?

5. In what ways were you able to employ such strategies in a cross-cultural or culturally different setting?

Your response must be comprehensive (respond to all parts of each question) and reflective (show careful thought and use of class readings and discussion).

Amigo Experience:
 One of the most important opportunities you will have in this course is the Amigo Experience. You will be working with two or three second language learners to help them practice English and negotiate U.S. culture, and to help you develop your cross-cultural communication and cross-cultural mediation skills. We will meet in class three times: Our second Tues. evening session and both Saturday classes. You will also arrange 2-3 out of class meetings with your amigo(s) by yourself or with a group. These can include anything from coffee and conversation, a walk in the Arboretum or an athletic event, a meal, or a drive out to horse country.

We are fortunate to work with Lina Crocker who will match you with one or more of her students. Contact person: **Lina Crocker** Senior Lecturer. Email: crocker@uky.edu. Phone: 257-6980. Office: 1239 Patterson Office Tower. To facilitate matching, please fill out the information form below and email to Ms. Crocker at: crocker@uky.edu .

Final Amigo Paper. At the conclusion of this experience you will write a reflective paper, four to five pages, Times New Roman, 12 pt. font, double-spaced. Include:

1. Times you met and events (in class and out of class);
2. What you learned about the amigo's culture and about his/her adaptation to U.S. culture.
3. What you learned about cross-cultural experience as related to concepts introduced in readings and in class. How has this experience positioned you in relation to Bennett's scale? As a cultural mediator?

YOUR PAPER SHOULD REFERENCE READINGS AND CLASS DISCUSSION to help you discuss the ways in which this experience helped you become more cross-culturally competent. See rubric above. Graduate students: In addition to the requirements above, your paper should include a 4-5 p. discussion of the existing research base for the impact of cross-cultural experience on pre-collegiate or collegiate students.

Home Culture Report:
As we try to understand other people's cultures, it sometimes helps to think about our own "cultural embeddedness." What/who are the ideas, events, places, and people that shape us? We are, all of us, hybridized—we share some things with the broader "American" culture (we speak English, for instance), but we may put a slightly different regional, ethnic or individual spin on things (we speak with a regional or ethnic dialect, our English is spiced with words, phrases, syntax or an accent from another country, we code switch or use more than one language in our daily lives). We use social codes (shake hands, kiss cheeks, bow, hug) and most of us have done so with hardly a thought since we were quite young. This assignment asks you to think about explaining the place you are from as if to a cultural stranger.

Sharing your cultural background and your own hometown has two parts as follows:

Part One: *Where I'm From* poem
The poetic form is based on work by George Ella Lyon, a Kentucky poet, playwright, and author. The poem below was written by a student in the past. Use it for ideas, but do not feel confined by the template: experiment so that the poem works for you. Your poem should introduce Part Two.

Sample poem:

Where I'm from

I am from sunset canyons
Rippling with color
(the train tore me away from pinion and juniper)
I am from corn, beans, and squash

From drums' rhythms
And sun's blaze.

I am from Nowhere
(They killed the Indian. Am I now a man?)
I have no words to speak my name
Lost
In cast-off clothing
Speaking
A borrowed language
Living
A borrowed life
Praying
To a borrowed god.

I am Pueblo
(close-held for now by alien arms)
I will go free
(Returned to arroyos and the distant bleat of sheep)
I shrug off this borrowed life
And lift my head
(to the sky; to my people)
(anonymous)

Part Two:

PowerPoint, Prezi or digital documentary introduction to your hometown or state	Consider this as an introduction to someone who has never seen your home place. What would you want them to know about what makes this place unique/interesting/special to you? How is it representative of larger U.S. culture, or distinctive in some ways?	Presentation should take no more than 15 minutes including time for questions.

Cultural Investigation Assignment. This report is your opportunity to prepare yourself for immersion in a particular country and place. This is intended to help you avoid cross-cultural mistakes, to keep you safe, happy and healthy while living in another country, and to help you better understand the culture you are entering. If you know where you will be living/working, use that country. Otherwise select a place you would like to live or work.

Interview	You will conduct an interview with someone who has lived, worked or traveled in your country of choice. Interview should include (but not be limited to): What were the biggest challenges of living/working/visiting in this culture? What cultural "pot holes" should you be aware of?	Include interview transcript with your report

	What did you learn from being in this culture? What parts of this culture did you most enjoy?	
Cultural Metaphor	What type of culture is this? What makes you think so (use types from *Understanding Global Cultures*	
Political structure	Find out what kind of government your country of choice has. What are current political issues? Who are current political leaders? What kind of visa might you need? How long are you allowe to stay in the country on that visa? Go to: http://travel.state.gov/content/passports/english/country.html	Include newspaper/internet articles about the issues you identif
Historical roots	Find a good history on your country. Build a timeline of significant people, ideas and events What holidays commemorate the country's history?	Include a historical timelin with your report.
Economics	What kind of currency does your country use? What is the current exchange rate? Where can you get money changed? Does this country accept your credit cards? Is there an amount of money you have to have to enter the country for a long-term stay?	include an "advice to travelers" for your country money, travel, health and safety.
Travel	Find out about local transportation, travel within and between countries. What would you most want to see/do while in the country? What health and safety issues do you need to attend to? (i.e. Do you need shots? How does health system work for visitor	
What I really want know. . .	Use Kohl's "Information Checklist" to help you here. Which of the things on the checklist do you really want to know about? Pick 5-8 items on the list and find the	

answers.	

This assignment should be handed in hard-copy on 2/25 to accommodate the timeline. Length: 20-25pp. double spaced, Times Roman 12 pt. font.

Class Participation

Class participation is an important component of this course. Each of you brings a world of experiences that can help all of us negotiate cultural differences with good humor, deeper understanding and respect. Your participation requires your regular attendance in class, respectful interaction with class members, careful attention to readings and assignments so that your participation is well-informed. It is not an option to remain mute during this class. **You must participate**.

Special Topics in Curriculum & Instruction: Multicultural Curriculum and Teaching
EDC 777

Instructor	Ryan M. Crowley
Email	ryan.crowley@uky.edu
Phone	859-257-3158
Office Hours	Mondays, 12-3pm or by appointment

We want our classrooms to be just and caring, full of various conceptions of the good. We want them to be articulate, with the dialogue involving as many persons as possible, opening to one another, opening to the world. And we want them to be concerned for one another, as we learn to be concerned for them. We want them to achieve friendships among one another, as each one moves to a heightened sense of craft and wide-awakeness, to a renewed consciousness of worth and possibility.

--Maxine Greene

For apart from inquiry, apart from praxis, individuals cannot be truly human. Knowledge emerges only through invention and re-invention, through the restless, impatient, continuing, hopeful inquiry human beings pursue in the world, with the world, and with one another.

--Paulo Freire

COURSE OVERVIEW

The course will provide you with a survey of the various sociocultural forces that impact the educational experiences of students along with a range of pedagogical responses to counter the inequities caused by these sociocultural forces. As teachers and public intellectuals, you will work to push back against the perceived dichotomy between theory and practice. Instead, you will begin the process of developing a reflective teaching practice that uses theory to guide action and reflection. This practice will never be complete, as it is constantly evolving through the interplay between action and reflection.

The course will also emphasize the College, Career, and Civic Life (C3) Framework for Social Studies. Students will examine how the Inquiry Arc of the C3 can be used to create social studies pedagogy that directly addresses the societal inequalities created by gender, race, class, language, sexuality, and ability status differences in society. This approach will center the field of social studies, and the practice of inquiry, as a powerful tool for empowering young people in their civic lives.

The EDC 777 course can be taken only three times during a student's doctoral program.

OBJECTIVES

FIVE major foci will guide our course discussions, readings, and assignments:

7. *Developing an understanding of various sociocultural forces on education:* As educators working with diverse students, we must begin to appreciate the implications of structural forces that weigh upon these students and their communities. The first half of the course will be devoted to exploring how these forces operate through discussions of race, class, gender, sexuality, language, and ability status. These sessions will serve as conversation starters for our ongoing development as committed social justice educators.
8. *Pedagogical responses to educational inequities:* The second half of the course will be devoted to exploring the various ways educators and educational scholars have called upon teachers to tackle the structural challenges they face in schools. By exploring critical pedagogy, culturally-responsive teaching, community knowledge, and critical multiculturalism, we will open up a discussion on what pedagogical orientation will best serve the pressing needs of students in under-resourced urban schools.
9. *C3 Inquiry Arc:* In order to be effective classroom teachers, we must promote the development of students as engaged, independent learners. To do so, we will discuss how the practice of inquiry can acknowledge unique sociocultural contexts, value students' prior knowledge, and place students at the center of our instruction. We

will explore inquiry as an approach to lesson design and engage in a range of inquiry activities in order to model instruction.

10. *Teaching through and with technology*: Finally, we will focus on the development of your use of technology in a variety of settings (whole class, small group, individualized instruction) for the purpose of enhanced communication, classroom management, professional development, instruction, and learning. As social studies educators there are many opportunities to broaden the democratic landscape of our classrooms through the use of Internet-based curricular resources and instructional strategies. These opportunities are not without concern, however, so we will focus our attention on developing a critical disposition towards the teaching of the social studies through and with technologies. Our goal should be to examine the use of these resources/teaching strategies as they apply to our abilities to manage and communicate efficiently, teach and design curricula effectively, and assess appropriately. Throughout the semester we will incorporate specific technology resources including social media tools and other interactive applications. As a group, we will engage with these resources and disucss our thinking about their usefulness in the classroom.

COURSE ASSIGNMENTS

1. Educational Autobiography Project: This project will serve as a capstone for the first half of the course in which we will investigate the various sociocultural factors that weigh upon students in urban schools. Building from the discussions of educational inequities from the first six class sessions, you will reflect on how this knowledge is causing you to think differently about their own experiences in schools. This project will speak to your social positionality relative to the topics we have discussed.

To prepare for this project, we will engage in ten-minute free writing sessions in each of the first seven class sessions. These writing sessions will be guided by prompts that encourage you to reflect on how the information from the course readings and our class discussions are intersecting with your personal experiences in schools. Although this will be an open-ended process, the goal will be to begin reflecting on how your educational autobiography relates to the subject matter of the course.

You will have the option to create your autobiography by creating a 5-7 minute iMovie, a Voicethread, or a 5-6 page written paper. Your autobiography must make explicit connections to how the authors and ideas presented throughout the first seven class sessions relate to your experiences in schools.

2. <u>Educational Current Events Presentations:</u> One student per class session will lead a 10-15 minute presentation/discussion on a current event related to US education (this should be something recent, perhaps in the last 6-12 months). These presentations will provide an overview of the event, make a connection between the event and one or two of the course readings, and offer some questions for group reflection/discussion about the event. We will sign up for days to present on the opening day of class.

Presentations can occur in any format you would like, but please provide some sort of visual or textual prompts for the group so as to promote discussion. ***View these presentations as chances to teach!***

3. <u>What Kind of Teacher Will I Be?:</u> This will serve as your final project for the course. It will build from your educational autobiography and incorporate your critical reflections on the pedagogical responses we will learn about during class sessions 7-12. The goal of the project is for you to conceptualize how your experiences in this course will shape the type of teacher you will become.

The project must address three broad areas: **how you will approach knowledge** (the curriculum, instructional design, etc), **how you will approach your students** (pedagogically, interpersonally, etc), and **how your positionality will interact with those processes** (think back to the autobiography project).

Your presentation must cite a **minimum of 5 authors** used in the course and you should use these authors and their ideas to guide how you will address the three areas mentioned above.

<u>Summary of Assignments:</u>

Assignment	Due Date	Percentage weight	Turn in by…
Educational Autobiography Project		30%	

Education Current Events Presentations		20%	
What Kind of Teacher Will I Be?		40%	
Classroom Participation (Readings and Weekly Assignments)		10%	

Grading Scale:

A=93% and above

B=86%-92%

C=79%-85%

D=72%-78%

E=71% or below

Attendance Policy:

Students will be penalized 1% of final grade for each unexcused absence.

Additional Expectations:

- Academic Integrity: The policies and procedures of the University of Kentucky will be strictly followed in this course.
- All assignments completed for this class must be typed using a word processing program. Please use Times New Roman font 12 and 1" margins. P
- Assignments due are due by noon on the date indicated on the course schedule.
- Assignments will be penalized one full letter grade for each day they are late.
- Assignments will not be accepted more than three days after the due date without previous instructor permission.
- Please use APA Style for all references (Publication Manual of the American Psychological Association (APA) 6th edition, July 2010). An online tutorial is available.

Course Policies:

Excused Absences:
Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences:
Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Academic Integrity:
Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online http://www.uky.edu/StudentAffairs/Code/part2.html) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

 Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around

the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability:
If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Required Texts

- Takaki, R. (2008) *A Different Mirror: A History of Multicultural America*. Back Bay Books: New York.
- Additional readings will be posted on Canvas

Weekly Schedule

Date	Topic	Readings/Due Dates
Session 1	What does it mean to be a teacher in a multicultural, stratified society? What does this mean for our students, for ourselves, for our subject matter?	Takaki, Chapter 1
Session 2	How does social class influence educational opportunities in America? What is social class? Why does the social class of my students (and me) matter?	Oakes (1995) Tracking article

	Video: *People Like Us: Social Class in America*	
Session 3	Using lesson design to promote student engagement, motivation, and learning. An introduction to constructivism and constructivist lesson design	Covington (2009), Motivation Wodlowski (1999), Constructivism and cultural relevance Alexander et al (2009), What is learning
Session 4	How do gender and sexuality influence students' experiences in schools? What role do we have as teachers in creating safe spaces for our students?	Lei (2003) (Un)necessary toughness Mayo (2010) Queer lessons
	Video: *Tough Guise*	
Session 5	What role does language play in education? Can we view our students' abilities in other languages as a talent? What about students' ability status? Do schools reproduce inequities through special education classifications?	Faltis & Coulter (2008), Social studies communities of practice Lippi-Green (2012), The standard language myth Blanchett et al (2009), Disability Urban Education

Session 6	How do race and racism impact educational opportunities in the US? How do our students' racial identities impact the way they experience schools? How do schools recreate or disrupt racial structures in society? Video: *Race: The Power of an Illusion*	Takaki, Chapters 5 & 7 *DUE:* Lesson Plan Analysis #1 (using one of your CTs lessons) & Current Events Presentation 1
Session 7	Race, part II: How do our racial identities impact the way we interact with our students? The curriculum? Video: *Race: The Power of an Illusion*	Takaki Chapter 6 Ladson-Billings (2006) Education Debt *DUE:* Current Events Presentation 2
Session 8	Present and debrief on educational autobiographies. How can we disrupt the deficit thinking that many students experience in schools? What responsibilities do we have as teachers	Ford & Grantham (2003), Deficit thinking Haberman (1991) Pedagogy of poverty *DUE:* Educational Autobiography Projects &

		to confront these obstacles that students face in schools?	Current Events Presentation 3
Session 9	What does it mean to take a critical approach to pedagogy? What type of learning opportunities will this create for your students? What type of reflection will this require from you?	Freire (1970) *Pedagogy of the Oppressed,* Chapter 2
			Bartolome (1994) Beyond the methods fetish
			DUE: Lesson Plan Analysis #2 (using a modification of your CT's lesson) & Current Events Presentation 4
	Video: *Precious Knowledge*		
Session 10	How can we begin to view our students' home cultures as building blocks for learning? How do we create cultural relevance in our approach to content? To relationships with students? To our classroom management?	Ladson-Billings, *Dreamkeepers,* selected chapters
			DUE: Current Events Presentation 5
	Video: *Precious Knowledge*		
Session 11	How can we use community resources and community knowledge as a way to enhance student learning and student engagement? Can this be done? How do we do it?	Moll (1992) Funds of knowledge
			Yosso (2005) Whose culture has capital?
			DUE: Current Events Presentation 6

Session 12	Some closing thoughts on what it means to create an anti-oppressive, social justice social studies practice.	Kumashiro (2001) Posts perpsectives ***DUE:*** Lesson Plan Analysis #3 (Again, using a modification of one of your CT's lessons)
Session 13	Presentation of "*What Kind of Teacher Will I Be?*" projects. Food!!!	No readings ***DUE:*** *What Kind of Teacher Will I Be? Prezis*

EDC 733: Leadership in Advanced Instructional Practice
Summer/Fall 2011
Location and Time TBA

Instructor: Dr. Kathy Swan

Instructional Assistant:

Office Hours: By appointment

Phone/Email: (859) 257-1893

                          kswan@uky.edu

Dates and Times:

Room:

Course Overview and Goals

This course is designed for experienced teachers who aspire to become leaders in their school community, to mentor colleagues (e.g., induction year teachers), to apply for National Board Certification or to become curriculum leaders in their districts.

As experienced practitioners, course participants will be encouraged to bring their expertise and their wisdom of practice into the intellectual environment of the class and to examine and extend that knowledge using a rigorous theory to practice approach that emphasizes real-world problem-solving. We recommend that course participants complete the graduate curriculum and assessment courses as well as have two years teaching experience or permission of instructor prior to enrolling in this course.

The goals of the course are to: (a) help participants assess needs in their school communities, and develop a plan for addressing them, (b) hone their action-research methodology skills, (c) analyze school assessment data, (d) strengthen instructional expertise, and (e) build collaborative relationships with colleagues. Through the course, these experienced practitioners will develop strategies to analyze and address school needs through collaboration in peer groups.

Professional Standards Alignment

The course is structured to align with the following professional standards: the Kentucky Teacher Standards (KTS), SACS/CASI AdvancedED accreditation standards (SACS) for quality P-12 schools (to include stakeholder perspectives) as well as the Kentucky Teacher Leader Proposed Standards (KTLPS). The course work complies with indicators noted for evaluation of the Master's redesign submissions as noted in Regulation 16 KAR 5:0101 Section 12 and the Master's redesign guidelines as approved by the EPSB, 2007. (Note: The website links for all these sets of standards and the KAR are included in the reference list for this course proposal).

KTS - Emphasis on Standards: 1 - Applied Content Knowledge, 2 - Design/Plans Instruction, 5 - Assesses/Communicates Learning Results, 7- Reflects and Evaluates Teaching & Learning, 8 - Collaboration, 9 - Evaluates Teaching and & Implements Professional Development, 10 - Provides Leadership with School/Community/Profession.
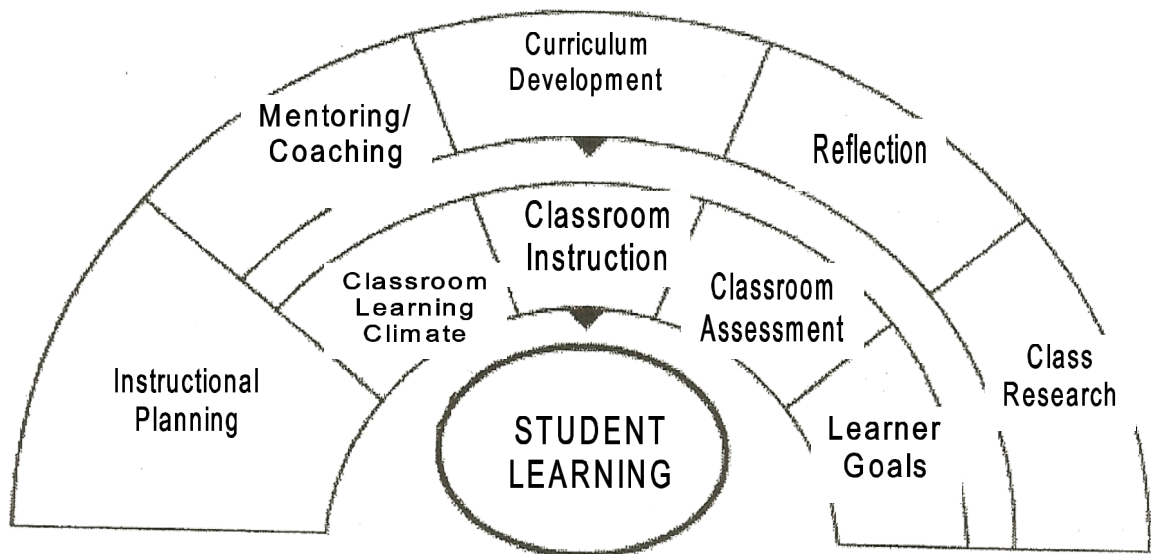
SACS – emphasis on Standards: 2 - Governance & Leadership, 4 - Documenting and Using Results & 6 - Stakeholder Communication & Relationships. Core Tasks 1 - Ensure Desired Results, 2 - Improve Teaching & Learning, 3 - Foster a Culture of Improvement.

KTLPS – emphasis on Standards: 2 - Promoting Ongoing Professional Learning for Self & Others; 3 - Deepening the Instructional Capacity of Colleagues, 5 - Developing Communities of Professional Practice.

This course also complements standards promulgated by the Interstate School Leaders Licensure Consortium (ISLLC) and is designed to articulate with the University of Kentucky EDL Leadership Master's program, in particular ISLLC Standard 2: facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders

Moreover, the course is structured to align with Kentucky's leadership initiative and other programs at the university that are part of this initiative, particularly Educational Leadership. The arc below depicts the framework for classroom-based teacher leadership within which the course is organized. This framework complements and connects with the framework for school leadership used to structure the Educational Leadership program.

Framework for Classroom-Based Teacher Leadership

UK College of Education Professional Themes

This course will address the four themes of the conceptual framework for the UK professional education unit: ***research, reflection, learning,*** and ***leading***. You will be given the opportunity to review, analyze, discuss, and apply ***research*** from diverse perspectives in education, including professional scholarship and practitioner inquiry, in order to reflect on your own practices as you study, observe, and practice in learning communities. ***Reflection*** will also be integrated into your learning opportunities through the production of written essays and analyses of observation and teaching experiences to help you take advantage of the analytical and problem-solving skills that comprise critical professional reflection on your own teaching. This course emphasizes the commitment of the professional education unit to ensure that you travel your professional lives equipped for life-long ***learning*** as educators who will be active in ***leading*** colleagues in learning communities. The ultimate goal in addressing these four themes is to produce educational leaders who work together to improve learning among diverse populations and improve education in Kentucky and beyond.

Student Learning Outcomes

Participants in this course will:

- o Learn how to build, support, and be contributing members of schools' learning communities that foster effective teaching practice and enhance learning outcomes for a diverse array of students.
- o Develop skills using tools to effectively analyze practice (i.e. observational tools, lesson study techniques, dialogic critiques, peer/stakeholder negotiation, classroom-based inquiry, etc).
- o Develop skills required for evaluating teaching and providing positive, constructive feedback with colleagues/peers.
- o Develop skills necessary for successful stakeholder collaborations.
- o Plan for personal and collaborative professional development and reflection.

Grading

Participants' grades will be based on four assessment tasks and class participation as described below. These tasks will be assessed according to the level of thoroughness and the degree to which participants adhere to the assignment guidelines as well as standard language and reference conventions. Guidelines and assessment rubrics will be distributed in class for each assignment. In general, criteria used to grade assessment tasks include: comprehensiveness, coherence, cohesiveness, clarity, level of detail (e.g., inclusion of evidence and/or examples to support points), organization, application to practice and adherence to language and reference conventions. Written work should be generated in a word processing program, double spaced (12 point font), and paginated.

Participants may seek permission to revise and resubmit the first two formal tasks if (**and only if**): 1) they receive less than 75% of the total possible points for these tasks, and 2) they schedule a conference to discuss revisions. Revised work must be submitted within one week of the time the graded task is returned and must include a copy of the graded

draft. To receive any grade adjustment, there would need to be significant improvement regarding quality in the second submission.

Task	Distribution	Grading Scale
School Needs Assessment	20%	93 - 100% A
Peer Observation Report	10%	82 - 92% B
Action Research Proposal	20%	70 - 81% C
Interim Implementation Report	20%	
Final Evaluation Report	20%	
Class Participation	10%	

Course Policies

Regular, punctual attendance and active, thoughtful participation in all class activities are essential elements in the success of this course. Participants must actively contribute to class discussions in meaningful ways that respect diverse viewpoints. Participants must also comply with all university regulations regarding academic integrity.

Participants must complete reading assignments and submit written work according to the dates listed on the schedule. Late assignments, persistent absences and/or chronic tardiness may result in a reduction of the final grade. If a participant cannot attend a session, he/she should arrange for a classmate to collect material distributed.

Participants are expected to maintain high ethical standards at all times. Work submitted must be original. All references must be properly cited following the American Psychological Association (APA) format. Participants can access the APA guidelines at: http://www.apastyle.org. The University has established a clear policy governing plagiarism/cheating to ensure that high standards are maintained and equity issues are addressed (e.g., failing to cite the work of others, submitting work for more than one course). Violation of this policy has serious implications as outlined on the University website under *Code of Student Conduct*: http://www.uky.edu/StudentAffairs/Code/part1.htm

Disability Accommodation Information: Participants who have special needs or require accommodations of any kind, must register with the UK Disability Resource Center (Mr. Jake Karnes, 257-2754) that certifies need on an individual basis. Please let me know about your situation after the first class. When the accommodation is approved, the Disability Center will provide me with information regarding the accommodation and your needs that we will implement for your course work and participation.

Required Textbooks

General Texts: (for all participants)

Falk, B., & Blumenreich, M. (2005). *The power of questions: A guide to teacher and student Research.* Portsmith, NH: Heinemann.

Katzenmeyer, M., & Moller, G. (2001). *Awakening the sleeping giant.* Thousand Oaks, CA: Corwin Press.

Lieberman, A., & Miller, L. (Eds.). (2008). *Teachers in professional communities: Improving teaching and learning.* New York: Teachers College Press.

Moss, P. (Ed.). (2007). *Evidence and decision making*. Hoboken, NJ: Wiley & Sons.

Content Specific Texts: **(**Customized according to students' discipline and content areas through consultation with the instructor.)

Barton, K., & Levstik, L. (2005). *Teaching history for the common good.* New York: Routledge.

Braunger, J., & Lewis, J. (2006). *Building a knowledge base in reading* (2nd ed.). Portland, OR: Northwest Regional Educational Laboratory; Newark, DE: International Reading Association; and Urbana, IL: National Council for Teachers of English.

Donovan, M., & Bransford, J. (Eds.). (2005). *How students learn: History, mathematics, and science in the classroom.* Washington, DC: National Academies Press.

Farstrup, A., & Samuels, S. (Eds.). (2002). *What research has to say about reading instruction*. Newark, DE: International Reading Association.

Delivery Format

This proposed course is designed as a hybrid extended workshop as follows. The class begins with a one-week intensive summer experience prior to the beginning of the fall semester. Online and distance learning instruction will be conducted throughout the fall semester as students continue to engage in course assignments and assessment tasks. During the fall semester two in-class meetings will serve as midpoint and final assessments of progress toward meeting course objectives. To meet the various professional development needs of teachers in schools, three 1 credit course modules will also be excerpted from EDC 733 course content and offered online through the UK College of Education Center for Professional Development. This innovative content delivery approach serves two purposes: (1) Continuing Education (CE) needs of public school teachers can take advantage of targeted modules for CE credit and to support classroom curriculum leadership objectives of Professional Growth Plans for experienced teacher leaders and, (2) Salient course content for EDC 733 will be available for use as modularized 'electives' for other leadership programs in the UK Teacher Leadership Initiative that can be customized strategically in their leadership programs. For example, graduate students in the EDL Leadership Master's program need electives. The Curriculum & Instruction leadership courses or the 1 credit course modules may be used to meet those requirements. The flexibility and ability to customize particular content aligns with the EPSB Master's redesign mandates.

Teacher leadership defined

For the purposes of this program, *teacher leadership* is defined in alignment with the accreditation standards for quality schools.[1] The intent is to bring together research and resources to prepare experienced teachers to thoughtfully analyze and take leadership roles in enhancing professional practice within school learning communities. Overall, school personnel and external stakeholders who commit to a shared purpose and direction and establish expectations for student learning in alignment with those purposes and directions, make more informed decisions about allocating time as well as human, material, and fiscal resources. This requires *distributed leadership,* including a shared commitment to the development of learning communities that:

- o Encourage broad sharing of leadership roles
- o Develop the analytical and interpersonal skills necessary to maintain and continually improve teaching and learning
- o Develop disciplinary expertise
- o Attention to student learning outcomes, curriculum development and analysis of learning outcomes
- o Attend to school and community contexts
- o Encourage shared responsibility for school improvement by all stakeholders
- o Regularly evaluate the impact of changes on school and community cultures
- o Ensure equity of learning opportunities
- o Promote inclusiveness with all members of the community including teachers, students and parents
- o Support innovation and foster a culture of improvement

[1]AdvancED, a collaboration of the North Central Association Commission on Accreditation and School Improvement, the Southern Association of Colleges and Schools Council on Accreditation and School Improvement, and the National Study of School Evaluation, provides Accreditation Standards for Quality Schools.

Collaboration with School Partners

In accordance with requirements from the KYEPSB to include school partners, input from the CKEC, Fayette County Public Schools and SACS accreditation personnel are involved in the design and delivery of this course (e.g., feedback and online survey).

Distance Learning Considerations

Virtual Office Hours: TBA Telesupervision or Skype access also available.

Technology Requirements for the Course: Computer with Internet Access. Access to Digital Video Recording Devices (digital camera, digital video recorder, laptop webcams). Students

must have a UK AD account in order to access the BlackBoard course management system or the online modules available through the UK College of Education Center for Professional Development.

Instructor Contact Expectations: Students may expect to have responses to email inquiries, requests, etc. within 48 hours including weekend contacts.

Procedures for Resolving Technological Problems. Students are instructed to contact the UK Teaching and Academic Support Center (TASC) via web: www.uky.edu/TASC or phone 859-257-8272 and/or the Information Technology Customer Support Center via web: www.uky.edu/UKIT or phone 859-257- 1300.

Information on Distance Learning Library Services.

Via web access: www.uky.edu/Libraries/DLLS

DL Librarian: Carla Cantagallo, email: dlservice@email.uky.edu or phone: 859-257-0050 x2171 or 800-828-0439.

DL Interlibrary Loan Services: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

Assessment Tasks.

The major project for this course is an action research inquiry on a selected area of school improvement identified through a needs assessment task. The purpose of the project is to provide course participants with experience identifying a research problem, planning a course of action, and implementing and evaluating the action plan based on school needs. Course participants will work in teams of two to four as they implement their action research projects and observe each other teaching. Team members will serve as peer reviewers and support during the implementation and evaluation phase of the project. Each task represents a component of the course and will be assessed as part of the course grade. Assessment tasks are structured to build on one another; therefore, there will be no final examination per se.

Note: Assessment tasks will be completed through job-embedded, clinical/field experiences.

Needs assessment 20%
Conduct a needs assessment for your school community that focuses on AdvancED (SASC) leadership standards including (1) student learning/performance, (2) teacher effectiveness, (3) learning communities, (4) and school effectiveness. Then develop a summary report discussing needs identified through the assessment, one or two needs that will be targeted in the action research inquiry, and a rationale for selecting these particular targeted goals.
       (Task addresses KTS 1, 5, 7, 10)

Observation Report (10%)

Conduct a classroom observation of a peer in your school community and submit a classroom observation report explaining the goal of the observation and the lesson, the instrument chosen for observation and the analysis of observational data. (KTS 7, 8, 10)

Action Research Proposal (20%)
Develop a plan of action for an inquiry into improving the targeted goal(s) in which you outline the research design. The plan must be testable and achievable within in the course time frame. Teacher and student data also must be collected during the inquiry and used to make both formative and summative assessments about the effectiveness of the plan. Include in the plan a clear, comprehensive description of the type of teacher and student data that will be collected and an explanation of how it will be collected and analyzed.
    (Task addresses KTS 1, 2, 5, 7, 9, 10)

Interim Implementation and Evaluation Report (20%).
Implement the plan of action and evaluate progress on goal(s) at the mid point of the project. The evaluation must include a midpoint assessment that involves (1) feedback from a peer group review of methods and data analysis, and (2) a presentation to the class.
    (Task addresses KTS 5, 7, 8, 9, 10)

Final Report and Presentation of Findings (20%)
Prepare and present your final implementation and evaluation report to your peers. The report should include the rationale for the study, key research questions, procedures, results, and implications for practice and an executive summary highlighting the findings. The report will accompany your final presentation to the class.
    (Task addresses KTS 7, 9, 10)

Class Participation (10%)
Class participation will be assessed using criteria including attendance, prompt arrival to class meetings, meaningful contributions to discussions and timely completion of assignments and assessment tasks. Some assignments related to readings and class activities will be distributed in class. They are designed to promote reflection about course material and strengthen expertise. Reading assignments and associated tasks should be completed for class meetings as assigned. Participants are expected to draw key points and questions for discussion and critically analyze the merit of assignments with evidence to support analyses.

<div align="center">

<ins>Sample Course Schedule</ins>

</div>

Initial, Intensive In-Class Meetings

During the intensive, one week initial phase of the course, participants will be introduced to all course components and practice skills associated with each component. Reading assignments for course will be customized to align with needs and disciplines of participants.

       Day 1: Course overview
       Day 2: Classroom-based action research and constructive teaching practices
       Day 3: School needs assessment
       Day 4: Peer observation
       Day 5: Designing, conducting and evaluating action research

On-line Meetings

       Discussion 1: Needs assessment preliminary results
       Discussion 2: Crafting action research proposal
       Discussion 3: Peer observation preliminary results
       Discussion 4: Characteristics of successful school learning communities.

Fall In-Class Meetings

Mid-October mid-term Face-to-Face Meeting: Interim implementation report
Mid-December: Final report presentations and course wrap-up

Content Outline for Mentoring Course: Advanced Instructional Practice

1. Building and Supporting Professional Learning Communities (PLC) in Classroom Instructional Practice

       1.1. The classroom as microcosm of the school's PLC

       1.2 Curriculum development in professional learning communities (collaborative frameworks to meet group goals)

2. Analysis of Classroom Practice

       2.1 Observation skills and frameworks for analysis of classroom practice

       2.2 Lesson study techniques

       2.3 Mentoring and coaching

           2.2.1 Feedback and critique

           2.2.2 Dialogic learning

3. Peer and stakeholder negotiation

       3.1 The community and the classroom – positive interaction and dialogue

3.2 Parental involvement in student learning

3.3 Parental involvement in classroom instruction/volunteers

4. Evidence-based design making for advanced classroom practice

    4.1 Generating formative and summative data to analyze classroom practice through student learning outcomes

    4.2 Tools for analysis – frameworks for deciding on correctives and interventions to improve student learning outcomes

    4.3 Action research as a source for evidence-based decision making in classroom practice

        4.3.1 Selecting an action research topic/formulating research questions

        4.3.2 Design an action research project

        4.3.3 Analyzing classroom data

        4.3.4 Translating action research results into improved classroom practice and student learning

5. Professional Growth via Reflection on Classroom Instructional Practice

    4.1 Frameworks for reflection

    4.2 Reflection as a tool for assessment of student learning

    4.3 Professional development through advanced analysis of classroom practice

UNIVERSITY OF KENTUCKY

COLLEGE OF EDUCATION

Inquire. Innovate. Inspire.

EDC 544: USE AND INTEGRATION OF EDUCATIONAL MEDIA

Tuesdays 4:00-6:30 TEB 245

Instructor: Dr. Gerry Swan (gswan@uky.edu)

Office: 134C Taylor Education Building

The materials and tentative schedule are shown below

Week	Tools	Materials/topics	Assignment Due
9/9	Media Creation	PowerPoint is evil PowerPoint Tutorial Basic Design is Powerful	Read about Universal Design for Learning (UDL)
9/16	Media Creation	Infographics	Read Cognitive Load Articles 1 & 2 Make a graphic showing the connections between UDL and Cognitive Load.
9/23	Media Creation	Creating a set of learning elements Explaining stuff Kahn 1 | Kahn 2 Proportion video Proportion Tutorial	Presentation of your graphic/metaphor/visualization representing your connections between Cognitive Load and UDL (what we worked on in class). Let's see some cowbell. What is cowbell you ask? It's a combination of effort, style and all around epicness. Watch this for the origin of cowbell. How much cowbell is enough. This much (watch the drummer).
9/30	Media Creation	Creating a set of learning elements	Draft of elements due
10/7	Media Creation		
10/14	Media Creation		Final version of elements due What does an 'A' look like? See Here and Here Technical Competence (it works),

			Robust Content (it's accurate), Reflects Design Principals (thoughtfully constructed). Must have: 11. multiple forms of media 12. Tell me why it reflects design principals
10/21	Scratch	Cool Design Bruce/Levin Taxonomy	
10/28	Scratch	Scratch Examples Construction and Expression	Check out scratch scratch.mit.edu. Have 4 hours of fun with Scratch. Upload your "fun", email me the link as well as how you spent your fun time.
11/4	Scratch	Construction and Expression	
11/11	Scratch	Construction and Expression	
11/18	Scratch	Construction and Expression	Scratch exemplar performance/products are due.
11/25	Design Challenge		
12/2	Design Challenge	Media/Animation by Tversky (more Tversky) Jet video doppler effect Transformations (interactivity or animation) Theatricality is a powerful agent	
12/9	Design Challenge	Presentation Day	
12/16	Design Challenge		Final Products

Course Description:

This course addresses the use and integration of educational technologies in classroom instruction, including PowerPoint, Web Page Design, Spread Sheets, database and word processing. This course will address the four themes of the conceptual framework for the UK professional education unit: *research, reflection, learning,* and *leading*. Students will be given the opportunity to review, analyze, discuss, and apply *research* from diverse perspectives in education. *Reflection* will also be integrated into students' learning opportunities through the production of written essays, group discussion and media production to help students take advantage of the analytical and problem-solving skills that comprise critical professional reflection on one's own teaching. This course emphasizes the commitment of the professional education unit to ensure that its graduates move into their professional lives equipped for life-long *learning* as educators who will be active in *leading* colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond. Additionally, students will be prepared to serve a more diverse population of learners through exploration of how all people learn.

Course Goal and Objectives

This goal of the course is to help the inservice teacher integrate appropriate technology in their instruction. Specifically, the course addresses the following objectives:

1) Participants will be able to use a variety of technology applications for educational purposes

2) Participants will learn to integrate technology into their teaching strategies to enhance and manage learning.

3) Participants will develop a intellectual framework for critiquing and designing educational experiences incorporating media

Required Materials

All students will be required to have a USB pen drive to transfer work to and from class.

Competencies

You will be asked to complete exercises that show your ability to use the different technologies covered during the course.

Expectations and Grading

To do well in EDS 544, you should come prepared to all class sections and actively participate in them. You must complete your assignments fully and turn them in on time. There are weekly assignments that are for practice and not used to determine grades.

How do I make an A? Here is the question on everyone's mind. there are between (3-5) assignments that are used to determine your grade in the class (why not a fixed number you ask? Well depending on how the class progresses, sometimes I need to jettison a unit). For each of those assignments I will score them with an A, B or C. If you get two A's AND at least a B on the final project you get an A. Conversely, if you get two C's you've earned a C. C work can be redone provided you have earned the right to do so through demonstration of the correct process related behaviors (showing up to class prepared, completing practice assignments, etc.). Criteria for achieving an A will be provided with each assignment.

I require a B on the final project because grading is a professional judgement based on evidence. The more the evidence the more relevance it has in that judgement. If you can't pass the final project I don't feel like I can give you an A.

Plagiarism

Students should familiarize themselves with the Student Code regarding plagiarism (section 6.3.1), which can be obtained from the office of the Dean of Students or retrieved from http://www.uky.edu/StudentAffairs/Code/part2.html section 6.3.1. Plagiarism of any type will result in a failing grade.

All materials generated for this class (which may include but are not limited to syllabi and in-class materials) are copyrighted. You do not have the right to copy such materials unless the professor or assistant expressly grants permission. As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writing, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have permission of that person. Plagiarism is one of the worst academic violations, for the plagiarist destroys trust among others.

Students with Special Needs

The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protections for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides a reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please notify your

instructor and contact the Disability Resource Center (Mr. Jake Karnes, jkarnes@uky.edu) 257-2754, room 2 Alumni Gym.

Class Attendance and Participation

Class attendance is expected for all class sessions. Information will be presented in each class that is not available through other means. Successful completion of course objectives requires that students have hands-on experience with hardware and software that is used during class sessions. You will be responsible for completing all graded assignments and presence in class usually helps that.

Excused Absences:

S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: 1) serious illness; 2) illness or death of family member; 3) University-related trips; 4) major religious holidays; 5) other circumstances you find to be "reasonable cause for nonattendance." Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day for adding a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (257-2754).

Excessive Absences According to the Rules of the University Senate, those students who miss more than 20% of the class FOR ANY REASON may be dropped by the instructor from the class. This is true even if you are sick and have medical excuses. The rationale for this rule is that people who miss more than 20% are not really receiving the content of the course. From the Rules of the University Senate, Part II, 5.2.4.2 Excused Absences: If attendance is required or serves as a criterion for a grade in a course, and if a student has excused absences in excess of one–fifth of the class contact hours for that course, a student shall have the right to petition for a "W," and the faculty member may require the student to petition for a "W" or take an "I" in the course. (US: 2/9/87; RC: 11/20/87)

Ethics Statement

This course and its participants will not tolerate discrimination, violence, or vandalism. EDC is an open and affirming department for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetrate discrimination, violence, or vandalism. The University of Kentucky is an Affirmative Action and Equal Opportunity institution and affirms its dedication to non-discrimination on the basis or race, color,

religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmation action embraces the entire university community including faculty, staff, and students. All students are expected to conduct themselves in an appropriate and ethical manner during their UK classes and related field placements, as befitting students, future teachers, and ambassadors for the University of Kentucky. Any unethical behavior in class or during your field placements may result in failure for the course and/or expulsion

EDC 709 – Social Design of Interactive Systems

Distance Learning Course Offered Fall Semesters (Biannually)
Fall 2013

Dr. Joan Mazur   Phone: 859-481-1413 (Cell)

E-mail: jmazur@uky.edu

Virtual Office Hours: By appointment and Wednesday evenings 4-6:30

Skype: joanmmazur, or by pre-arranged phone contact.

A Note About Online Communication with the Instructor: I will respond in a *reasonable* timeframe to a email and cell message requests. *Reasonable* generally means within 2 day of the send. However, if the university is off (e.g. during Holiday break in December) OR it is a 3 day weekend OR if you are emaili me at 2:15 a.m. and expect to hear from me by 6 a.m. that day, such requests are *not reasonable*. Anyti anywhere learning *does not mean* anytime anywhere communication…we're all on email, twitter, facebook and cells a LOT, but please be reasonable☺

Course Description:

Students will explore the burgeoning research base related to social design of interactive systems. Framed by concepts from activity theory, social networking theory, computer-supported collaborative work (CSCW) and computer-supported collaborative learning (CSCL), social learning models and networked immersive environments, the course content

will explore the research topics related to communities of practice and other on-line learning communities. In particular, participatory design structures will be introduced as collaborative processes for designing social learning and communication environments. These conceptual design frameworks will also be examined through a global perspective lens; considering the strengths and critiques of social media for global understanding and participatory interaction. Students will learn to design and implement a research project focused on social interactive systems. Specifically, students will gain experience with the actual use of research methods such as conversation analysis, interaction analysis and the use of on-line tracking utilities and other on-line data collection techniques. The final course project will culminate in a submission to a research journal.

Learning Outcomes	Evaluation/Assessment (Descriptions of these assessments below)
1. Students will read and analyze research literature from on-line community research and explore the instructional design implications.	Literature Review 10% Class Participation/ 10% Monitoring online community
2. Students will explore, via readings and analysis of international online social media and international social media databases (e.g. Twitter feeds from Iran) issues related to claims for global social media (e.g. open communication, democratization and social freedoms [of expression e.g.])	Class Participation/ 10% Monitoring online community And/or social media data mining Companies such as TRS (a Silicon Valley firm who designed surveillance software for the Chinese Government).
3. Students will compare and contrast relevant theoretical models: Activity theory, distributed cognition, social networking theory, social learning models, participatory design, and computer-supported collaborative work and learning.	Midterm Exam 20%

4. Students will explore and learn to use on-line computer/network tracking utilities and understand the range of tools and resources available for data collection for on-line communities and collaborative instructional environments	Transcription/Coding/Analysis 20%
5. Students will design and conduct a preliminary online conversation analysis research project that will demonstrate their knowledge, skill and understanding of the key conceptual frameworks, principles and research methods outlined in the course. Students will submit their final project in the form of an IRB application.	Final Paper: A Conversation Analysis Paper/Article Submission
6. Students will complete the CITI IRB training and submit certificate.	5. Submit CITI Certificate

STUDENTS WITH SPECIAL NEEDS

If you have special needs or require accommodations of any kind, you must register with the UK Disability Resource Center (Mr. Jake Karnes, 257-2754) that certifies need on an individual basis and please let me know about your situation after the first class.

STANDARDS

Course materials, activities and assessments that are consonant with indicators and benchmarks contained in the Kentucky Teacher Standards (in particular IV (Assessment), V (Reflection), VI (Collaboration) and those promulgated by INTASC (Interstate New Teacher Assessment Consortium) for National Board Certified Teachers.

PLAGIARISM/CHEATING

Academic honesty is expected in graduate work. Plagiarism and other forms of cheating are absolutely unacceptable. You **may not** use a paper or project that has previously been used in another class to satisfy coursework in this class, this practice is termed "self-plagiarism" and is unacceptable. Should you plagiarize, no grades will be issued and your situation will be reported.

ATTENDANCE POLICY; Full class participation is expected in all synchronous or asynchronous individual and group work as assigned in the syllabus. If you are unable to participate you MUST contact the instructor prior to the due date for an assignment and have that absence excused. Only 2 excused absences are permitted per semester, and the instructor reserves the right to request documentation of absences. Any missed coursework is the responsibility of the student to make-up and complete, as approved by the instructor.

COURSE TEXTS:

Castells, M., Fernandez-Ardevol, M. Oiu, J., Sey, A. (2009) Mobile Communication and Society: A Global Perspective (Information Revolution and Global Politics). Boston, MIT Press. (Paperback).

Jenkins, H. (2009) Confronting the Challenges of Participatory Culture: Media Education for the 21st Century (The John D. and Catherine T. MacArthur Foundation Reports on Digital Media and Learning). Boston, MIT Press.

Morozov, E. (2011). *The Net delusion: The dark side of internet freedom*. New York: PublicAffairs (Perse Books Group).

Nardi, B. (1999). *Information ecologies: Using technologies with heart*. Cambridge, MA: MIT Press

Online Book of Readings (available through online UK Library Reserve and BlackBoard).

Ten Have, P. (1999). *Doing Conversation Analysis.* Thousand Oaks, CA: Sage

Wenger, E. (1999). *Communities of Practice.* New York: Cambridge University Press

Evaluation/Assessment Descriptions:

Literature Review (No more than 10 Double-Spaced pages)

Conduct a review of the literature on your general area of interest (e.g. distributed cognition, participatory design, chat rooms, etc).

To conduct a review I suggest the following steps:

1. Assemble a list of the revelant *high quality* research journals. The quality is determined by several factors, the calibre of research published, the jurying process, and also consensus among the communi of scholars in that field.

2. Use a table to list the journal, author(s), type (qual/quant), study questions, design, subjects, results.

Note the literature reviews in the articles you selected for both format/style and to glean additional references on your topic.

3. Formulate a point of view/posture toward the literature. A review, remember is not only a compendium of the available research articles (describing the study design, results etc) but after the literature base is compiled, one makes judgements about themes, gaps, directions.

4. What further research is suggested by your review?

Midterm Exam

The Midterm will take a class period and consist of multiple choice inference and essay questions on the readings.

Transcription/Coding/Analysis

1. Using techniques from Ten Have, develop and implement a coding scheme for a segment of discours from the on-line community you have been monitoring as part of your Conversation Analysis project.

2. Post transcription or preparation, use an analysis tool as necessary (CATPAC e.g.) to display data outputs.

Final Paper/Article Submission

Submit a paper in research article APA format that includes an abstract, a literature review, descriptio the online community, methods, findings and directions for further research. This study will be very focused and bounded by the obvious time constraints of the course. For example, you might choose to analysis one week's sessions on a public board for focused on solving management problems in retail outlets. Or, after monitoring a public chat, you might choose one session to analyze. Will your work be publishable? You'll find out after you submit. The UK Institutional Review Board (human subjects) requirements will be discussed thoroughly prior to the start of the project. There will be class time an support for this project, so please use the entire semester to develop/implement the project. It's mean to be a learning experience, and the assumption is this will be totally foreign to most students.

Class Participation

Class participation is defined as both your attendance and your preparation for class discussion of readings. The class is of course a community of learners and thoughtful, critical participation is requir for the intellectual quality of the educational experience. Class participation also includes your selectio and monitoring (as an observer or participant observer) in an online community (chat, discussion, etc)

COLLEGE CONCEPTUAL FRAMEWORK: Research, Reflection, Learning, Leading

Students in this course will demonstrate dispositions that characterize the conceptual framework of the college of education. The conceptual framework for the professional education unit at the University of Kentucky is guided by the theme, *Research and Reflection for Learning and Leading.* This theme is aligned closely with both the institutional vision and mission of UK and the vision and mission of the professional education unit. The theme reflects and guides how we approach preparation of professional educators within the context of a research extensive university program.

DISTANCE LEARNING TECHNICAL REQUIREMENTS AND INFORMATION REGARDING ONLINE LIBRARY SERVICES/RESERVES ETC>

1. GENERAL TECHNICAL REQUIREMENTS FOR ALL DL COURSES:

 Please check your connections and online access capabilities (speed, special plug-ins for readir online files, hardware and software). If you need HELP, email me or use UK HELP (see contact information below). http://www.uky.edu/DistanceLearning/current/index.html

2. Center for the Enhancement of Teaching & Learning (CELT) http://www.uky.edu/CELT/

3. DISTANCE LEARNING LIBRARY SERVICES

We have excellent library support and online reserve services. Please review these at

http://libraries.uky.edu/dlls

Ms. Carla Cantagallo is the DL librarian and is very helpful. Links to online reserves will provid as part of the course information in the Adobe Connect Meeting Room. Her phone contact is (85 218-1240 – Email: carla@uky.edu

4. ADOBE CONNECT MEETING ROOM – OUR ONLINE CLASSROOM

Class will meet virtually, each week using Adobe Connect. The class link is connect.uky.edu/EDC709/ -- Paste the link into your browser.

Check your Adobe Connect connection using this website:

http://ukconnect.acrobat.com/common/help/en/support/meeting_test.htm) and webcam options, if desired.

EDC 709 – Weekly Course Schedule

Date	Topic	Assignment/Readings
Week 1 8/28 – 9/3	Course Overview and approach	Introduce Yourself - on the Forum with that Label in our Blackboard Blog link. The link To the Blogs are in the "Tools" menu.
	Defining Social Design, Social Media and Interactive Systems	View the Course Intro Video – Link is in Course Information Folder "Class Video Recordings"
		Obtain Information Ecologies and read for Next week.
		The first half of the course will develop a social, global theoretical basis for the project for the course (conversation analysis an online communication/instructional soci medi forum/tool) completed after the midte
Week 2 9/4 – 9/10	Information Ecologies Designing and Research Human Value and Local Interest Activity Theory: A Socio-cognitive Perspective focused on meaningful actions (activities)	We will meet tonight in Adobe Connect – Time to be determined – Mazur will send ou An announcement via BB. Attendance is Optional – if you can't/don't attend, you are Responsible for viewing the content in our "Class Video Recordings" folder.

		Nardi: Information Ecologies
		View Adobe Connect Lecture: Mazur
		Post Comments to Class Blog on BB
Week 3 9/11 – 9/17	A Social Learning Theory and The concept of Communities of Practice	Wenger: Communities of Practice Part I. pp. 1-144
Week 4 9/18 – 9/24	Identity in Communities: Participation and Non-Participatio .	Wenger: Communities of Practice Part II. pp. 145 -278 **Literature Review 1st Draft Due**
Week 5 9/25 -10/1	Participatory/Convergent Media: Design challenges: Maintaining th Integrity of social communication as instructional tool in social medi contexts	Jenkins, H. (2009) Confronting the Challenge Participatory Culture: Media Education for 21st Century (The John D. and Catherine MacArthur Foundation Reports on Digital and Learning). Boston, MIT Press **Feedback on Literature Reviews Provide Revisions Due week after Midterm**
Week 6	Exploring new social media tools	**Choose Two Assignment**: Choose two of th

10/2 - 10/8	And resources	Following new social media tools. Join and Describe by using concepts and principles from the theoretical frameworks presented thus far in class on the Course Blog. (See the 'Choose Two' list in the Choose Two Social Media Folder on BB)
Week 7 10/9 – 10/15	Non-neurtrality of social Media: social and political implications.	Morozov, E. (2011). *The Net delusion: The dark side of internet freedom*. New York: PublicAffairs (Perseus Books Group).
	What are the design implications of a highly mobile, global and fluid communication and learning environment?	**Your VoiceThread/ Podcasts for** : Castells, M., Fernandez-Ardevol, M. Oiu, J., A. (2009) Mobile Communication and A Global Perspective (InformatioRevolution
	Can we design for such networks?	and Global Politics). Boston, MIT Press (Pap See the attached.Podcasting Assignment, rat completing a reading guide for this book.
	What is required? How can we evaluate the effects? (Web 2.0 capabilities for propaganda, censorship and surveillance).	The Power of Mockery – Nicholas Kristof – NY Times 4/17/11 http://www.nytimes.com/2011/04/17/opinion/17kristof.html?_r=1&ref=genesharp From Dictatorship to Democracy: Gene Sharp http://topics.nytimes.com/top/reference/timestopics/people/s/gene_sharp/index.html?scp=1&sq=From%20Dictatorship%20to%20Democracy&st=cse

Week 8 10/16 – 10/22	**Midterm Exam**	Inference Multiple Choice/Essay
Week 9 10/23 -10/29	Researching online forums: Methodology: Conversation Analysis	Mazur: Conversation Analysis for Instructiona Technologist : AECT Research Handbook Chapter. Marra, R. M., Moore, J. L. & Klimczak, A. K. (2 Content analysis of online discussion forums comparative analysis of protocols. *Education* *Technology Research and Development, 52*(2 **Selection of Online Forum/Tool for** **Research Project Due (must include** **global dimensions)** **Final Literature Review Due**
Week 10 10/30 – 11/5	Methodology: Conversation Analysis	Ten Have: Doing Conversation Analysis
	Methodology: Conversation	

Week 11	Analysis	Ten Have: Doing Conversation Analysis
11/6 – 11/12		**In Class: Examples of Previous Analyses.**
Week 12	Project Work/Class Presentations feedback	**Draft Transcription Coding Due**
11/13 – 11/19		**In Class: Examples of Previous Analyses**
Week 13 11/20 – 11/26 (Wed-Sun Thanksgiving Academic Holiday this Week)	Class Discussion: Social Design of Interactive Systems: Design Principles and Pitfalls – Busting the myth that social media are grass roots – exploring the 'astroturf' of grass roots social media hype.	Returning to Communities of Practice/Info Ecologies and Activity Theory – What happens in the R2P (Research to Practice) process? Implications for Designers. Blog Post Response Required. **Project Transcription Coding Due**
Week 14 11/27 – 12/3	Final Project Presentations Class Evaluation	Penultimate Project Presentations Class Evaluation **Feedback on Coding to Students for Project**
Week 15 12/4 - 12/10	Last week of classes – UK Classes End 12/13.	Final Presentation of your project/ anticipated findings/lessons learned etc.

Finals Exam week at UK is 12/16- 12/20	Adobe Connect Presentation
	Final Project Due In Article Submission Format DUE 12/17