

Course: EDST 403: Education, Knowledge and Curriculum

Section: 102

Semester/Term: Winter 2, 2016

Location: PCOM-1002

Meetings: Fridays 1:00 – 3:00pm

Cohort: International Baccalaureate Elementary/Middle

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EDST 403 (1): Education, Knowledge and Curriculum

COURSE DESCRIPTION

Ideas about curriculum and pedagogy cannot be disconnected from ideas about knowledge and truth. After all, who would argue that teachers should teach their students false ideas rather than true ones, and things they merely believe or guess rather than things they know? But as soon as we talk about “knowledge” and “truth,” questions arise: Can teachers teach anything that is absolutely true, or only what hasn’t been proven false yet? How do they determine what counts as “true,” and how can they help students think critically about whether what they learn is true?

Moreover, since no school can teach everything there is to know in the world, choices have to be made about the knowledge that is included in and excluded from the curriculum. What knowledge has been considered of most worth, and how has this shaped curriculum decisions? How do Aboriginal conceptions of knowledge and truth differ from European conceptions, and what conceptions of knowledge and truth do people hold elsewhere in the world? How are ideas about knowledge and truth changing in the context of online search engines, informational websites and other digital media, and how are educators to respond?

COURSE OBJECTIVES

At the end of this course, students will be able to:

- recognize how curriculum choices reflect social ideas about knowledge and its value;
- articulate the difference between knowledge and belief;
- identify the role education plays in helping students question knowledge claims and their justification;
- understand the tensions that can arise between beliefs and knowledge in educational contexts, and begin to articulate an educational response to these tensions;
- appreciate differences between Euro-Canadian and Aboriginal ideas about knowledge and knowledge acquisition;
- recognize how digital media change our relationship to knowledge, and begin to articulate an educational response to the ethical challenges that come with this.

RELATION TO THE BC MINISTRY OF EDUCATION STANDARDS

The readings, class discussions and assignments in this course primarily contribute to teacher candidates' attainment of Standard 6: **Educators have a broad knowledge base and understand the subject areas they teach.** The course helps teacher candidates understand that curriculum selections, both in general in the specific subject area(s) they teach, is based on ideas about certain kinds of knowledge being more valuable than others. Second, it helps them recognize how Aboriginal ideas about sources and representations of knowledge can guide educational choices. Third, it helps them understand how the ability to justify knowledge claims is a fundamental ability in a democratic society.

COURSE ASSESSMENT- Class Participation and Final Assignment

The course is graded on a **pass/fail** basis. In a professional faculty, passing a course entails both good academic performance as well as active participation in learning activities. Students are expected to meet all criteria to receive a passing mark in the course. Course assessment will be based on participation in class discussions (individual contributions to group work especially) and a final assignment which can consist of an individual paper OR substantial contribution to an in-class presentation. In cases where students fail to meet expected standards, they will have the opportunity to revise and resubmit the final assignment. In group work, students who the group indicates did not contribute will be asked to write and pass a final paper in order to obtain a pass in the course.

There is one assignment for this course. Students can choose to do an individual written paper or form and contribute substantially to an in-class group presentation.

Final Paper OR Group Presentation

Final Paper

1. Write a group paper (about 10 to 12pages- page count includes cover page and list of references page) based on the in class group presentation. Expand on the one page summary and bring in additional readings to make for a coherent essay on the topic.
2. Write a short paper (6 to 8 pages- page count includes cover page and list of references page) that answers the question: What do you think “every Canadian needs to know” today? Is there something that is currently not commonly taught that you think should be core curriculum? Make sure that you justify your answer, i.e. that you explain clearly *why* the core curriculum that you are proposing is important for Canadians today.
3. Find a topic on Wikipedia that is related to a pedagogical or curricular area of interest in your teaching practice. Contribute information to the entry or improve the information provided. In a short paper (4 to 6 pages- including cover page and list of references page) Describe what you added or changed and why, and reflect on the experience (For example, did you keep track of whether your contribution remained on the web, or whether it was subsequently changed by someone else? Does the fact that you are now a co-author of Wikipedia change how you see this source?)
4. Write a short paper (6 to 8 pages- including cover page and list of references page) that addresses identity (yours and/or others'), social justice and curriculum. In other

words explore how a form of identity (e.g. gender, aboriginality, race, sexual orientation in its individual, group and/or global scale) is taken into account in the school curriculum (e.g. anti-racist education) and what changes you feel could be made to take up identity and representation more overtly and for better social/global justice results.

For final paper assignments please ensure you paginate, include at least 3 references (about 6 for group paper), double space your text and use 12 font; use APA or another style format; have a cover page (your full name, title of your paper, clear indication of which question you are answering, course title and number, instructor's name); list of references (separate page at end of the document).

Group Presentation (Made in class on one of the last 2 Classes):

In a group (6 to 10 people) plan and make a presentation on a topic related to the course but not covered in the outline themes. Examples of topics: Curriculum of the Past; Discussion of Curriculum of a School Subject; Our Views on Teachers and the Curriculum; Education for Global Justice; Education and the Environment; Feminism as an Approach to Education. Presentation session will be half an hour and within that time you are to present (15 minutes) and discuss with the class in a Q&A and interactive session (15 minutes). Please include a one page summary that names the topic, summarizes the points made, indicates some of the references used. We will discuss dates on which presentations will be made (normally one of the last 2 classes of the course).

Assessment criteria for the written assignment:

Pass: In order to obtain a passing grade in the course you must attend class regularly, participate in class discussions and write a final paper worthy of a Pass. Such a final paper is one that is (1) readable and well organized (concise, has introduction, body and conclusion, has proper cover page and references, is paginated, proofread for grammar, spelling, and punctuation errors); (2) provides examples; (3) makes a clear argument (e.g., supports claims, makes clear transitions); (4) highlights an important educational issue; (5) includes your insights and conclusions and (6) makes use of the course literature and where appropriate, class discussions.

Fail: A failing grade will be assigned to a student who misses several classes without valid excuse such as doctor supported absence for illness or who attends but does not actively participate in class discussions. Also a failing grade will be assigned for a final essay that (1) is not readable and well organized (2) contains recurring errors of grammar, spelling, and punctuation; (3) lacks examples; (4) lacks transitions between thoughts or fails to make a coherent argument; (5) fails to address an important educational issue and (6) fails to draw on class discussions as appropriate and course readings.

Assessment criteria for the presentation assignment:

Pass: In order to obtain a passing grade in the course you must attend class regularly, participate in class discussion and participate in the formation, planning and delivery of the in-class presentation. Such a presentation should include a clear topic, points made about that topic, presentation format (can be simply taking turns reading or include skits,

brief videoclips, etc) and must engage the class (time for Q&A, prepared activity for class, etc) and there must be a one page summary of the topic, points made and references used.

Fail: A failing grade will be assigned to a student who misses several classes without valid excuse such as doctor supported absence for illness or who attends but does not actively participate in class discussions. Also a failing grade will be assigned for a group presentation where the group reports a particular member or members did not participate in planning; topic and/or points made were not clear; no written summary was submitted within the week of the presentation.

RELEVANT WEB RESOURCES

- ~ <http://books.google.ca/> - Spencer, H. (1884). What knowledge is of most worth? *The Elzevir Library*, 3(138).
- ~ http://www.cbucommons.ca/science/psychology/index.php?/children/resources_list/ Rights of the Child curriculum and resources
- ~ <http://coreknowledge.org> The Core Curriculum Project
- ~ [http://www.policyalternatives.ca/publications/ourschools-ourselves-
Our Schools/Ourselves](http://www.policyalternatives.ca/publications/ourschools-ourselves-Our Schools/Ourselves)

RELEVANT VIDEOS

- ~ <http://vimeo.com/19877895> Survival, Strength, Sisterhood: Power of Women in the Downtown Eastside (30 mins- Aboriginal identity and issues)
- ~ <http://vimeo.com/9679174> - Blue Gold: The Tsilhqot'in Fight for Teztan Biny (Fish Lake) (40 mins- intersection of identity and environmentalism)
- ~ <http://vimeo.com/51356676> UN Global Education: A World at School (5 mins)
- ~ <http://www.youtube.com/watch?v=N1vmbFKIXvE> The Levels of Multicultural Education (Sonia Nieto- 4 mins- multiculturalism and multicultural education)
- ~ <http://vimeo.com/53447230> Ecojustice: A Tale of Two Valleys (Canada and Brazil- few minutes- communities, environmentalism and justice)
- ~ <http://www.youtube.com/watch?v=DdNAUJWJN08> Noam Chomsky: Purpose of Education (22 mins)
- ~ <http://www.youtube.com/watch?v=qCQNryM0FeU> Jacqueline Simmons: Challenging Assumptions About Education (18 mins)
- ~ <http://www.youtube.com/watch?v=KKu61KnoTeM> Ebenezer Bond: Hip-Hop for Social Justice and Equality (15 mins)
- ~ <http://www.youtube.com/watch?v=3hhzWEVCiko> Jessica Morris: "I'm Sexy and I Know it" (Gender Equity in Global Education) (9mins)

COURSE OUTLINE

Please note that you will be assigned to read only ONE essay each week and will be required to discuss in a group (composed of others who have read that essay) and then the group will share its thoughts on the essay with the rest of the class.

Jan 8: Introduction to Course: The Question of Knowledge in Education

- ~ Lusted, D. (1986). Why Pedagogy? *Screen*, 27(5), 2-14.
<http://screen.oxfordjournals.org/cgi/reprint/27/5/2.pdf>
- ~ Shaker, E. (Winter, 2011). Bright ideas: Editorial notes. *Our Schools/Our Selves*, p. 13-17.
- ~ Shulman, L. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*, 15(2), 4-14.

Jan 15: Knowledge and Curriculum, Imagining the Future

- ~ Chudnovsky, D. (Fall, 2005). The great schools project: How good is our school? How can we know? *Our Schools/Our Selves*, p. 25-46.
- ~ Peck, C. L., Sears, A., & Donaldson, S. (2008). Unreached and unreasonable: Curriculum standards and children's understanding of ethnic diversity in Canada. *Curriculum Inquiry*, 38(1), 63-92. doi:10.1111/j.1467-873X.2007.00398.x
- ~ Kohl, H. (1992). Uncommon differences: On political correctness, core curriculum, and democracy in education. *The Lion and the Unicorn*, 16(1), 1-16. doi:10.1353/uni.0.0216

Jan 22: Indigenous Conceptions, Sources, and Representations of Knowledge

- ~ Gluska, V. (Fall, 2011). The meeting of four strings and a bow. *Our Schools/Our Selves*, p. 103-113.
- ~ Rasmussen, D. (2011). Some honest talk about non-indigenous education. *Our Schools/Our Selves*
- ~ Dion, S. D. & Dion, M. R. (2004). The braiding histories stories. *Journal of the Canadian Association for Curriculum Studies*, 2(1), 77-100.

Jan 29: Education for Identity and Social Justice

- ~ Smith, C. (Spring, 2010). Introduction: Anti-racism in education: Missing in action. *Our Schools/Our Selves*, 19 (3), 9-28.
- ~ Orlowski, P. (Fall, 2012). An agenda for social change: Teachers' guide. *Our Schools/Our Selves*, 117-133.
- ~ Xu, S., Connally, F.M., He, M.F. & Phillion, J. (2007). Immigrant students' experience of schooling: A narrative inquiry theoretical framework. *Journal of Curriculum Studies*, 39 (4), 399-422.

Feb 5: Truth and Credibility in the Digital Age *(Final Paper Due)*

- ~ Sundin, O. & Francke, H. (2009). In search of credibility: Pupils' information practices in learning environments. *Information Research*, 14(4).
<http://informationr.net/ir/14-4/paper418.html>

- ✉ Giles, J. (2005). Internet encyclopaedias go head to head. *Nature*, 438, 900-901.
doi:10.1038/438900a
www.u.arizona.edu/~trevors/nature_15dec2005_wikipedia.pdf
- ✉ Kidd, J., O'Shea, P., Baker, P., Kaufman, J. & Allen, D. (2008). Student-authored Wikibooks: Textbooks of the Future? In K. McFerrin et al. (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2008* (pp. 2644-2647). Chesapeake, VA: AACE.
<http://www.editlib.org/p/27619> (NB: accessible from within UBC library only)

Feb 12: The Ethics of Working With Knowledge in the Digital Age

- ✉ Eisner, C. & Vicinus, M. (Eds.) (2008). Introduction. *Originality, imitation, and plagiarism: Teaching writing in the digital age*. Ann Arbor: University of Michigan Press. <http://hdl.handle.net/2027/spo.5653382.0001.001>

✉ Rowley, J. (2007). The wisdom hierarchy: Representations of the DIKW hierarchy. *Journal of Information Science*, 33(2), 163-180. doi: 10.1177/0165551506070706

✉ Seattle Times. (Jan. 16, 2005). Educators blame internet for rise in student cheating.
http://seattletimes.com/html/education/2002152271_plagiarism16m.html

COURSE READINGS AND FURTHER READINGS

- Andreotti, V. & de Souza, L. (2008). Learning to read the world through other eyes. TOE Project.
http://www.academia.edu/575387/Learning_to_Read_the_World_Through_Other_Eyes_2008
- Andreotti, V., Barker, L. & Newell-Jones, K. (2006). Critical literacy in global citizenship education: Professional development resource pack.
http://www.academia.edu/194048/Critical_Literacy_in_Global_Citizenship_Education_2006
- Barnhardt, R. & Kawagley, A. O. (2008). Indigenous knowledge systems and education. In D. Coulter & J. R. Wiens (Eds.), *Why do we educate? Renewing the conversation* (Yearbook of the National Society for the Study of Education, Vol. I, pp. 223-241). Boston, MA: Wiley-Blackwell. doi: 10.1111/j.1744-7984.2008.00144.x
- Chudnovsky, D. (winter, 2013). The great schools project: An update. *Our Schools/Our Selves*, 133-141.
- Dias, P. (1992). Cultural literacy, national curriculum: What (and how) does every Canadian student really need to know? *English Quarterly*, 24(3-4), 10-19.
- Dion, S. D. & Dion, M. R. (2004). The braiding histories stories. *Journal of the Canadian Association for Curriculum Studies*, 2(1), 77-100.
- Eisner, C. & Vicinus, M. (Eds.) (2008). *Originality, imitation, and plagiarism: Teaching writing in the digital age*. Ann Arbor: University of Michigan Press.
- Hare, W. & Portelli, J. (2003). Believe it or not! In *Case studies for educators* (3rd ed., pp. 50-52). Halifax, NS: Edphil Books.
- Hirsch, Jr., E. D. (2006). *What your sixth-grader needs to know: Fundamentals of a good sixth-grade education*. New York: Doubleday.

- Hirsch, Jr., E. D. (1991). *What your first-grader needs to know: Fundamentals of a good first-grade education*. New York: Doubleday.
- Hirsch, Jr., E. D. (1988). *Cultural literacy: What every American needs to know*. New York: Vintage.
- Kidd, J., O'Shea, P., Baker, P., Kaufman, J. & Allen, D. (2008). Student-authored Wikibooks: Textbooks of the Future? In K. McFerrin et al. (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2008* (pp. 2644-2647). Chesapeake, VA: AACE. <http://www.editlib.org/p/27619>.
- Kohl, H. (1992). Uncommon differences: On political correctness, core curriculum, and democracy in education. *The Lion and the Unicorn*, 16(1), 1-16.
doi:10.1353/uni.0.0216
- Larsen, S. (1989). Information can be transmitted but knowledge must be induced. *Innovations in Education and Teaching International*, 23(4), 331-336.
- Mackey, M., Vermeer, L., Storie, D., & DeBlois, E. (2012). The constancy of the school "canon": A survey of texts used in Grade 10 English Language Arts in 2006 and 1996. *Language and Literacy*, 14(1), 26-58.
<https://ejournals.library.ualberta.ca/index.php/langandlit/article/download/10484/1314>
- Nakata, M. (2007). Disciplining Indigenous knowledge. In *Disciplining the savages, savaging the disciplines* (pp. 182-192). Canberra, ACT: Aboriginal Studies Press.
- Noddings, N. (2006). Helping students to think. *Journal of Educational Controversy*, 1(1). <http://www.wce.wwu.edu/Resources/CEP/eJournal/v001n001/a001.shtml>
- Orwin, C. & Forbes, H. D. (1994). Cultural literacy: A Canadian perspective. *International Journal of Social Education*, 9(1), 15-30.
- Peck, C. L., Sears, A., & Donaldson, S. (2008). Unreached and unreasonable: Curriculum standards and children's understanding of ethnic diversity in Canada. *Curriculum Inquiry*, 38(1), 63-92. doi:10.1111/j.1467-873X.2007.00398.x
- Rasmussen, D. (2011). Some honest talk about non-indigenous education. *Our Schools/Our Selves*
- Rowley, J. (2007). The wisdom hierarchy: Representations of the DIKW hierarchy. *Journal of Information Science*, 33(2), 163-180. doi: 10.1177/0165551506070706
- Seattle Times*. (Jan. 16, 2005). Educators blame internet for rise in student cheating. http://seattletimes.com/html/education/2002152271_plagiarism16m.html
- Shulman, L. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*, 15(2), 4-14.
- Smith, M. U. & Siegel, H. (2004). Knowing, believing, and understanding: What goals for science education? *Science & Education*, 13(6), 553-582. doi: 10.1023/B:SCED.0000042848.14208.bf
- Sundin, O. & Francke, H. (2009). In search of credibility: Pupils' information practices in learning environments. *Information Research*, 14(4). <http://informationr.net/ir/14-4/paper418.html>
- Xu, S., Connelly, F.M., He, M.F. & Phillion, J. (2007). Immigrant students' experience of schooling: A narrative inquiry theoretical framework. *Journal of Curriculum Studies*, 39 (4), 399-422.