

Loyola University Chicago
CIEP 521 – Curriculum Theory and Research
Fall 2017

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Office/Office Hours:	LT 1146: Office hours by appointment
Course Information:	Course materials are available on Sakai.
Meeting hours/location:	7:00-9:30pm. Thursdays. Corboy Law Center 303.

Course Description

The purpose of this course is to advance students' understanding of contemporary theoretical underpinnings of curriculum. In this course, the curriculum is understood as both the explicit planned course of learning put before students, and the hidden or latent experiences that students encounter in school settings. The course is designed to study postmodern, feminist, queer, phenomenological, political, critical, autobiographical, aesthetic, and theological theories in order to understand what these theories have to offer for beginning an advanced inquiry into curriculum issues.

A second goal of the course is for students to become familiar with the theoretical orientation of research on curriculum and to be able to evaluate the worth of research related to curriculum issues.

The School of Education's Conceptual Framework

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area.

The SOE's Conceptual Framework (CF) focuses on ***Social Action through Education***. This course on curriculum theories and research offers multiple ways to examine how educational researchers and practitioners have engaged in such action in deliberations about diverse research methodologies and curriculum inquiry. Students will be expected to participate in discussions and review articles that focus on such actions.

Janet Miller characterizes the worldliness of curriculum inquiry which is always in-the-making and in motion. This is due in part to the rich **diversity** of epistemologies and methodologies in the field of curriculum studies. This course embraces that diversity and explores it rigorously through the examination of diverse epistemologies and methodologies in curriculum research. In so doing, this course supports educators in service of **social justice** by engaging students in reflective exercises that allow them to bridge theory and practice as it relates to engaging in education in a diverse society.

SOE Conceptual Framework Standards (CFS) are:

- CFS1: Candidates critically evaluate current bodies of knowledge in their field.
- CFS2: Candidates apply culturally responsive practices that engage diverse communities.
- CFS3: Candidates demonstrate knowledge of ethics and social justice.
- CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

This course assesses CFS1. To address this standard, you will:

- Read, respond to, and discuss major texts in the field of curriculum theories and curriculum inquiry
- Conduct research on curriculum theories and research that has particular personal or professional relevance for you.

In order to exceed the expectation, candidates should demonstrate comprehensive, critical understanding of literature in the field and make informed critiques of the text considering diverse perspectives. Candidates evaluate curriculum and instruction issues drawing from cutting-edge theories and emerging research.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs. Three dispositional areas of **Professionalism, Inquiry, and Social Justice** are assessed in this course. You should find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise. In order to exceed the expectation, consider the following standards:

Professionalism: Candidate embraces personal responsibility and agency by excelling in proactive problem resolution and conflict management. Candidate takes initiative in the development of self and others and actively fosters collaborative relationships that are mutually beneficial. Candidate exemplifies ethical practices, guidelines and professional standards of his/her profession, including but not limited to: arriving to class prepared and on time; submitting assigned work on time; reflecting the expectations of the assignment in submissions.

Inquiry: Candidate demonstrates the ability to generate their own knowledge by carrying out discipline-recognize, systematic approaches to gathering and using multiple forms of data to inform instruction and promote learning for all.

Social Justice: Candidates consistently welcome and affirm diversity at all levels and demonstrate respect and understanding of differences across groups in their academic and/or field-based work. In their written, spoken, and collaborative course contributions, candidates continuously examine and challenge their own beliefs about equity and social justice. Candidates successfully demonstrate importance of social context as they insightfully apply ethically guided analysis to challenge practices and/or policies that promote or perpetuate injustices and inequities. Candidates clearly and actively model their commitment to taking action

to promote multiple perspectives, to seek justice and prevent injustice, and to advocate for the marginalized in schools and society.

Course Objectives

- Candidates will be able to articulate their conceptual understanding of theories of curriculum and instruction and their applications to research, teaching and learning.
- Candidates will collect and present information on curriculum histories, curriculum theory, and the politics of method in curriculum research.
- Candidates will analyze the politics of curriculum and how classroom and school experiences can be understood through critical, cultural, and postmodern theories.
- Candidates will examine the diverse traditions through which curriculum planning, classroom, and district practices are organized and evaluated.
- Candidates will examine the theoretical orientation of research on curriculum and evaluate the worth of reports related to curriculum issues.
- Candidates will demonstrate knowledge and understanding of the central concepts and propositions of curriculum and instruction theory in a threefold manner through:
 - active, fluent participation in a dialogical and dialectical classroom environment
 - presentations to peers of self-selected content
 - written reflections capturing the core meaning of the course content and processes.
- Candidates will examine the relationship between curriculum theory and a research initiative.

IDEA Objectives:

- IDEA 1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)- Essential
- IDEA 9. Learning how to find, evaluate and use resources to explore a topic in depth - Essential
- IDEA 11. Learning to analyze and critically evaluate ideas, arguments, and points of view - Essential
- IDEA 8. Developing skill in expressing oneself orally or in writing - Important

Required Texts and Resources

- Greene, M. (1995). *Releasing the imagination: Essay on education, the arts, and social change*. San Francisco, CA: Jossey-Bass.
- Kohli, W. R., & Burbules, N. C. (2013). *Feminisms and educational research*. Lanham, MD: Rowman & Littlefield Education.
- Peters, M. A. & Burbules, N. C. (2004). *Poststructuralism and educational research*. Lanham, MD: Rowman & Littlefield Education.
- Phillips, D. C. & Burbules, N. C. (2000). *Postpositivism and educational research*. Lanham, MD: Rowman & Littlefield Education.

Readings from Sakai

- Heath, S. B. (1982). Questioning at home and at school: A comparative study. In g. Spindler

- (Ed.), *Dong the ethnography of schooling: Educational anthropology in action* (pp. 102-127). Prospect Heights, IL: Waveland Press.
- Heineke, A., Ryan, A., & Tocci, C. (2015). Teaching, learning, and leading: Preparing teachers as educational policy actors. *Journal of Teacher Education*, 66(4), 382-394.
- Jones, S., Thiel, J. J., Davila, D., Pittard, E., Woglom, J. F., Zhou, X., Brown, T., Snow, M. (2016). Childhood geographies and spatial justice: Making sense of place and space-making as political acts in education. *American Educational Research Journal*, 53(4), 1126-1158.
- Kwon, K., Suh, Y., Bang, Y., Jung, J., & Moon, S. (2010). The note of discord: Examining educational perspectives between teachers and Korean parents. *Teaching and Teacher Education*, 26(3), 497-506
- Lather, Patti (2008) Getting lost: Critiquing across differences as a methodological practice. In K. Gallagher (Ed.). *The methodological dilemma: Creative, critical and collaborative approaches to qualitative research* (pp. 219-231). NY: Routledge.
- Miller, J. L. (2017). Neo-positivist intrusions, post-qualitative challenges, and PAR's generative indeterminacies. *International Journal of Qualitative Studies in Education*, 30(5), 488-503.
- Moon, S. (2012). Disciplinary images of "Korean-ness": Autobiographical interrogations on the panopticon. *SAGE Open*, 2(3), 1-12. doi: 10.1177/2158244012455649.
- Moon, S. (2016). "Active citizenship is an awesome party!" Creating in-between spaces for the school-community-university partnership. *Teaching Artist Journal*, 14(3). 145-153
- Moon, S., & Jung, J. (2017). Complicated narratives of "Korean-ness": Towards strategic provisionality in parental involvement. *Race Ethnicity and Education*.
<http://dx.doi.org/10.1080/13613324.2017.1294567>
- Moon, S., & Strople, C. (2016). (Im)possible identity: Autoethnographic (re)presentation. *The Qualitative Report*. 21(7), 1320-1350. Retrieved from
<http://nsuworks.nova.edu/tqr/vol21/iss7/10>
- Pinar, W. F. (2008). Curriculum theory since 1950: Crisis, reconceptualization, internationalization. In F.M. Connelly (Ed.). *The Sage handbook of curriculum and instruction* (pp. 491-513). Thousand Oaks, CA: Sage Publications, Inc.
- Quinn, M. (2010). 'Ex and the city': On cosmopolitanism, community and the 'Curriculum of Refuge'.
Transnational Curriculum Inquiry 7 (1) <http://nitinat.library.ubc.ca/ojs/index.php/tci>
- Thomas, E. (2007). Student engagement and learning in a community-based acts classroom. *Teachers College Record*. 109(3), 770-796.
- Wang, H. (2013). A nonviolent approach to social justice education. *Educational Studies*, 49, 485-503.

Recommended Texts:

- American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association. ISBN: 978-1433805615
- APA Style Guide: <http://owl.english.purdue.edu/owl/resource/560/01/>

Assignments and Evaluation

General Evaluation Criteria

- Complete and submit work in a timely fashion. *Assignments submitted after the class period on the due date will be subject to a lower grade.*
- All assignments need to be typed and double-spaced with 1” margins in 12-point font. Please be sure to include your identifying information. Some assignments will need to be submitted electronically via LiveText. Those are indicated below.
- Students are expected to follow the guidelines of the Publication Manual of APA (6th edition) for citations and references.

Assignments

Each of the following assignments has a rubric with specific criteria posted on Sakai.

Participation: (20 points)

Students are expected to attend class, read and discuss assigned readings, as well as participate in all class activities. The following course protocols offer more details on the expectations regarding participation in this course.

- Attendance - Class attendance and punctuality are professional responsibilities to be exercised for success in this course. If you know you will be late or you will need to miss a class, please notify me in advance. No penalty is applied to miss one class due to work, family issues, or health issues. Missing more than two class sessions (regardless of reasons) will affect the assessment of your participation and lower the overall grades (i.e., A to B or B+ to C+).
- Class participation - Class participation is an important part of the final grade. Participation will be based on preparation and involvement in class discussions and quality of knowledge-based responses.
- Communication – All participants are required to monitor communication from their instructor and from the School of Education via your Loyola email. It is the participant’s responsibility to receive all communication in a timely manner. Be sure to forward your personal email account to your Loyola email address.

Class Discussion/Activities Facilitators (10 points)

For the assigned week, one or two students will facilitate the class discussion/activities for approximately one hour. The assigned facilitators will prepare relevant hands-on activities or discussion questions that the class can engage in the assigned readings and relevant issues. The facilitators should contact the instructor at least two weeks before their assigned week. You are expected to discuss the major ideas of that week and make connections between the chapters and your own experiences. The facilitators will be assigned during the first class.

*Reading Questions (20 points total) – **Submit on Sakai***

Students are required to submit TWO reading questions every week on *Sakai*. Write two questions that remain unanswered after a careful deliberation about the readings. These questions are used to analyze the text critically and facilitate discussions. Submit the questions by Wednesday midnight.

*Theory Presentation (20 points) – **Submit on Sakai***

Individually or in pairs you will be responsible for presenting a theory that may also serve to guide research on a curricular topic. Include information about the: developers, origin, history, field of study, components, concepts and principles, types of questions the theory is used to address, and the implications the theory has for the design of curriculum research and the analysis of research data.

- Presentations need to include the following:
 - A one-page handout for all class members and the instructor
 - PowerPoint
 - Pose at least one thought-provoking question to the class and lead a discussion
 - Length: Approximately 15 minutes
- Each member of the group will need to submit the presentation and handout to the instructor.

Final Paper (30 points) – SUBMIT ON LIVETEXT

One major portion of the course will be devoted to developing a line of inquiry into a particular curriculum issue or problem that is important for each student using a theoretical framework. Thus, one important goal of the course is for each student to be able to produce a detailed discussion of a problem by posing a research question that addresses the problem, describing the data collection that would facilitate answering the question, and outlining the plan for analyzing the data. A theoretical framework needs to guide each of these sections. Therefore, the paper must include a comprehensive explanation and review of the theory and/or theories undergirding that theoretical framework.

This paper must be no longer than 15 pages in length excluding references and appendices. Be sure to adhere to Publication Manual of the APA (6th edition).

The paper includes the following steps:

1. Identification of the problem area: Identify a curriculum issue of importance to the field. Curriculum issues can be present in a discipline or a course; it can be in the planned, the enacted, or the attained curriculum, etc. Where is the issue located? Why is it important to know more about the issue?
2. Identification of question(s): As important as setting boundaries for the general problem, which question is asked is equally critical. What questions could be asked within the problem area? Which questions are researchable within the limits and constraints of this course?
3. Background: Provide a literature review of the theory and/or theories that you're your theoretical framework that you have chosen to guide your research. Include information about the: developers, origin, history, field of study, components, concepts and principles, types of questions the theory is used to address, and the implications the theory has for the design of curriculum research and the analysis of research data.
4. Article Review: Locate and summarize three articles that employ the theory or theories and/or full theoretical framework you are using as a guide to their studies. Discuss what affects the framework had on each of the following: the research question, design, and analysis. Journals to

consider: *Journal of Curriculum Studies*, *Journal of Curriculum Theorizing*, *Curriculum Inquiry*, *The Curriculum Journal* and *Educational Researcher* – this is not a complete list, only a sample of journals you may consider.

5. Theoretical Connections: Present a summary of your theoretical framework answering the following questions. 1) Why did you choose this theoretical framework? 2) Which other theoretical frameworks did you consider or which frameworks would also fit? 3) How does your theoretical framework inform your research question(s), literature review, methodology, analysis and interpretation?

6. Analytical Plan: Describe the data you would collect to answer your research questions and your plan for analyzing your research data using your theoretical framework. Include how the methodology and analytical plan relate to your theoretical framework.

7. Reporting: One of the most important aspects of the investigation is to convey the process to an audience. Students will present both orally to the class and in writing to the instructor a report on their investigation, in which they will detail answers to each of the steps, 1-7. Although the presentation itself will not be graded, the final paper will be considered incomplete if the project is not presented in class.

Students are expected to produce four reports along the seven steps outlined above:

- Report One, which is due on **October 19**, will contain students' answers to issues raised in steps 1 and 2.
- Report Two, which is due on **November 9th** will contain students' revisions to Report One and a report on steps 3, 4 and 5.
- Report Four (Final Paper), is due on **December 15** and will be the final and revised version of the research report.

Course Grades

There are a total of 200 points possible in this course. The grading scale is as follows: A (93 – 100%), A- (90 - 92%), B+ (87 – 89%), B (83 – 86%), B- (80 – 82%), C+ (77 – 79%), C (73 – 76%), C- (70 – 72%), D+ (67 – 69%), D (63 – 66%), and F (62% and below).

Loyola University Chicago
School of Education
Syllabus Addendum

IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: **Professionalism, Inquiry, and Social Justice**. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText

All students, *except those who are non-degree*, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – ***Social Action through Education***.

Course Calendar (The following calendar is subject to change).

Week	Topic	Readings	Assignments
8/31 Week 1	Introduction: Curriculum, theory, and research		
9/7 Week 2	Perspectives and theories in curriculum inquiry	Paul -Chapter 4 and Chapter 7 (Sakai)	
9/14 Week 3	Aesthetic theory and curriculum research I	Greene (pp. 1-151)	Meeting at the AIC (open till 8pm and free admission)
9/21 Week 4	Aesthetic theory and curriculum research II	Greene (pp. 155-198) Moon (2016) (Sakai) Thomas (2007) (Sakai)	Facilitator 1:
9/28 Week 5	Critical theories and culture in curriculum inquiry	Heath (Sakai) Jones et al. (Sakai) Kwon et al. (Sakai)	Facilitator 2:
10/5 Week 6	Postpositivism and curriculum inquiry	Phillips & Burbules (All)	Facilitator 3:
10/12 Week 7	Mid-Semester Break		
10/19 Week 8	Feminisms and curriculum inquiry I	Kohli & Burbules (pp. 1-66)	Report Due I Facilitator 4:
10/26 Week 9	Feminisms and curriculum inquiry II	Kohli & Burbules (pp. 67-96) Lather (Sakai)	Facilitator 5:
11/02 Week 10	Poststructuralisms & curriculum inquiry I	Peters & Burbules (pp. 1-54) Moon (2012)-(Sakai)	Facilitator 6:
11/09 Week 11	Poststructuralisms & curriculum inquiry II	Peters & Burbules (pp. 55-103) Moon & Jung (2017)	Report Due II Theory Presentations
11/16 Week 12	Trends in curriculum inquiry	Pinar (2008)- Sakai Miller (2017)-Sakai Quinn (2010) –Sakai	
11/23 Week 13	Thanksgiving		
11/30 Week 14	Contemporary issues in curriculum inquiry	Moon and Stropple (2016)-Sakai Wang (2013) -Sakai Heineke, Ryan, and Tocci (2015)- Sakai	
12/7 Week 15	Curriculum research: Theory informs design	N/A	Research Presentations
12/14 Week 16	Final Exam Week	No class meeting	Final Paper DUE