

Loyola University Chicago
CIEP 521 – Curriculum Theory and Research
(Spring 2021- 1/19-5/8-2021)

Instructor:	Guofang Wan, Ph.D.
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Office/Office Hours:	Virtual Tue 5:30 – 6:30pm or by appointment
Online Dual Mode:	Group/Class MTGS: Tue 5:30- 8:00pm via Zoom Pro
Course Information:	Course materials are available on Sakai

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, aesthetical, 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. 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

- Biesta, G. J. & Burbules, N. C. (2003). *Pragmatism and educational research*. Lanham, MD: Rowman & Littlefield Education.
- 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

- Moon, S. (2019). *Three approaches to qualitative inquiry through the ARtS: Narratives of social justice and community*. Brill | Sense. ISBN 978-90-04-39652-4 (e-book); ISBN 978-90-04-39650-0 (paperback)
- 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.

Recommended Texts:

APA (2020). *Publication Manual of the American Psychological Association, 7th Edition.*

<https://apastyle.apa.org/products/publication-manual-7th-edition#TOC>

Also: <https://apastyle.apa.org/products/publication-manual-7th-edition-introduction.pdf>

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 (7th edition) for citations and references.

Assignments

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

A. 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 two or more class sessions (without instructor approval for extenuating situations) will affect the assessment of your participation and lower the overall grades (i.e., A to B, B+ to B).
- Class participation - Class participation is an important part of the final grade. Participation will be based on preparation for class, and involvement in Forum, and class discussions (e.g. facilitating discussion on your Reading Questions), and contribution of quality 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.

B. Class Discussion/Activities Facilitators (40 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 one week 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/signed up during the first class. The content of discussion could be shared with the class as PowerPoint, or Youtube like videos.

C. Reading Questions (10 posts for 40 points total) – Submit by Sunday midnight

Students are required to submit TWO reading questions on *Sakai Forum* by Sunday midnight for discussion on the following Tuesday in class. Your questions should be designed to spark class discussion and enhance the learning of everyone, and the questions may be directly based on your critical readings or based on genuine questions you have in understanding the readings. You should provide a background of your questions (at least 75 words).

Theory Presentation (40 points) – Submit on Sakai

Individually or in pairs you will be responsible for presenting a theory (learning theories or education philosophies) 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.

Final Paper (total 60 points – 10+10+40) – SUBMIT ON SAKAI AND 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 within 12-15 pages in length excluding references and appendices. Be sure to adhere to Publication Manual of the APA (7th edition).

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, 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***.