



EDUCATION 816
Developing Educational Programs and Practices
for Diverse Educational Settings
(Enroll # 7180)

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| Summer Semester 2009 | Instructor: | Peter Liljedahl |
| Meeting Dates: | Office: | EDB 8662 |
| April 24-26, 2009 | | |
| May 15-17, 2009 | | |
| May 29-31, 2009 | | |
| June 12-14, 2009 | | |
| June 26-28, 2009 | | |
| Times: | Telephone: | 778-782-5643 |
| Fridays: 6:00 pm – 10:00 pm | | |
| Saturdays: 10:00 am – 4:00 pm | | |
| Sundays: 9:00 am – 1:00 pm | | |
| Location: | Email: | liljedahl@sfu.ca |
| Okanagan College, Kelowna | | |
| Room: | | |
| C176 (except Jun 26-28, C224) | | |

COURSE DESCRIPTION

This course, in part, marks the culmination of the Numeracy Masters program. As such, it is intended to bring together, and put in place, the final pieces of your journey. There are three such pieces:

1. Implementation – can you put your practice into practice?
2. Sustainability - can you continue to grow your practice in practice?
3. Externalization – can you help other to grow in their practice?

These three pieces will be actualized through a series of four assignments.

COURSE REQUIREMENTS

1. Essay I (10%)

Write a 5-10 page (double-spaced) essay on one of the following two topics:

- What drives how you teach?
- What drives what you teach?

Both of these are meant to be engaged in from two perspectives:

- Introspection based on the reflections on your own practice – past and present.
- Extrospection based on the results of conversations with your colleagues.

2. Essay II (10%)

Write a 5-10 page (double-spaced) essay based on the following:

- “*We are like sailors who must rebuild their ship on the open sea, never able to dismantle it in dry-dock and to newly build it there from the best parts.*” (Otto Neurath, 1923/33)
- How do we rebuild our practice while on the open sea? How do we make use of *reflection* in our practice?

3. Workshop (40%)

As graduates of this program you will be seen as experts in mathematics education and numeracy. As such, you may be called upon (willingly or not) to act in the role of teacher leader. This can take many forms from mentorship to giving workshops. For this assignment you will work in groups of two to design a three part series of workshops on a topic of your choice. However, you must keep in mind that these workshops are intended for *teachers*. As such, you need to consider what it is that they know, what they want, and what they need. How do you motivate change in your colleagues? You will deliver the first of these workshop sessions as real workshops on the final weekend, as well as summarize the follow up sessions. The rest of the class will then give constructive feedback on the workshop.

4. Educational Plan (40%)

Throughout this program you have acquired a large repertoire of instructional vignettes. The challenge, of course, is organizing and synthesizing these vignettes into a cohesive educational plan. In this assignment you will work in groups of four to develop an individual or shared (in pairs) comprehensive and cohesive plan for the coming school year. This is much grander than a lesson plan or a unit plan, both in scale and in scope. It will start with a *vision statement* that presents your vision for what mathematics can and should be for your particular audience. This will be followed by a *manifesto* of what you can and should do as a mathematics teacher. Following this will be a set of *appendices* in which you lay out the constraints and assumptions under which you are operating.

You will then to lay out, in varying degrees of detail, a plan for how you will enact your vision while attending to your constraints and assumptions. The scale of this will, at times, be microscopic – *what do you do on day one?* At times it will be macroscopic – *what is the sequence of units you will progress through?* Sometimes it will be in between – *what, how, and when will you assess?*

In essence, this document will be the manifestation of all that you have learned – and will allow you to move forward into the rest of your career.

READINGS

Supplementary material will be given out on a regular basis – either as photocopies or as email attachments. All attachments should be printed.

GRADING
Grading Structure

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|-------|--------|-------|-------|-------|-------|-------|
| Mark | 96-100 | 91-95 | 86-90 | 81-85 | 76-80 | 71-75 |
| Grade | A+ | A | A- | B+ | B | B- |

ACADEMIC HONESTY STATEMENT

All members of the University community share the responsibility for the academic standards and reputation of SFU. Academic honesty is a condition of continued membership in the university community. Please review the Policy at <http://www.sfu.ca/policies/teaching/t10-02.htm>