

2009-1



SIMON FRASER UNIVERSITY  
THINKING OF THE WORLD

**EDUCATION 817**  
**Policy Processes**  
**(Enroll # 11008 & 10288)**

Spring Semester 2009

Instructor: Dr. Dan Laitsch

Meeting Dates: Contact instructor for dates

Office:

Times: Fridays: 5:00 – 9:00 pm  
Saturdays: 9:00 – 4:00 pm

Telephone:

Location: SFU Surrey

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Room: SUR 3240

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**COURSE RATIONALE**

This course uses Problem Based Learning to examine three interrelated aspects of policy studies as a critical function of the educational leadership role: conceptual and theoretical foundations concerning policy, policy actors, and policy processes; current research in the field; and topical issues and problems. It also considers the social, economic and political contexts of education policy and how they affect education.

**REQUIRED TEXTS**

Salkind, N.J. (2004). *Statistics for People Who (Think They) Hate Statistics*, 3<sup>rd</sup> Edition. Thousand Oaks, CA: Sage Publications, ISBN: 9781412951500

Anderson, G.L, Herr, K., Nihlen, A.S. (2007). *Studying Your Own School: An Educator's Guide to Practitioner Action Research*, 2<sup>nd</sup> Edition. Thousand Oaks, CA: Corwin Press, ISBN: 9781412940337

Dobuzinskis, L., Howlett, M., & Laycock, D. eds. (2007). *Policy Analysis in Canada: The State of the Art*. IPAC Series in Public Management and Governance, University of Toronto Press, ISBN: 9780802037879.

Sabatier, P.A (2007). *Theories of the Policy Process*, 2<sup>nd</sup> Edition. Boulder, CO: Westview Press. ISBN: 9780813343594

Clark, J.A. (2007). *A guide to school legislation in British Columbia*, 5<sup>th</sup> Edition, Vancouver, BC: British Columbia School Trustees Association (BCSTA), ISBN: 9781551790534

## **Articles and Resources**

### **PBL Network**

<http://pbln.imsa.edu/model/template/index.html>

### **Overview of Problem Oriented Learning**

<http://www.public-schools.net/pol/>

### **About Problem Based Learning**

[http://en.wikipedia.org/wiki/Problem-based\\_learning](http://en.wikipedia.org/wiki/Problem-based_learning)

### **The Gutenberg Method of Teaching**

<http://www.entropysite.com/morrison.html>

## **COURSE REQUIREMENTS**

### **Class attendance/participation (20%)**

You are expected to complete the required reading prior to each class session. Think critically about what you read and consider the connections between the readings. Your active and thoughtful participation in these discussions will be part of your grade. Attendance is expected at every class meeting. You should contact the Instructor before class if you will be unable to attend for some important reason. When possible, alternate assignments may be negotiated (for example, if you are required to miss class for an education related event, credit may be awarded for a brief report from the event).

### **On-line Community (20%)**

You are expected to maintain a public web log (blog) on the course Web site, where you may share your thought on relevant topics as you see fit and as frequently or infrequently as you choose. At a minimum, however, you should complete at least one entry per week highlighting peer reviewed research relevant to the work of your PBL group. The blogs should be used as a place to engage in public dialogue with other class members regarding your work, and you should respond as needed to comments posted in reaction to your entries. Please be aware that these Blogs are a publicly accessible record of your thoughts and scholarship, and as such should be carefully written and of high quality.

### **PBL Project (15%)**

Students will be working on a PBL Project in small groups throughout the semester. You should save artifacts of your work in the small group in a personal portfolio that you will share with the instructor at the end of the semester.

### **PBL Presentation (15%)**

Each small group will present the results of their work to the large group at the end of the class.

### **Exploring Action Research (30%)**

You will explore a key policy issue area and design a hypothetical action research project related to the topic. Details here

### **Course Topics:**

These are intended as general placeholders. **This will change prior to the first class meeting.**

Jan. 30 – Course Introduction and overview

Jan. 31 – PBL and reading and writing about research. Legislative foundations of policy in BC and Education policy players in BC and Canada.

Feb. 13 – Judiciary and education policy

Feb. 14 – Policy issues in BC and Canada. Action Research, PBL, and Statistics

Feb. 27 – Focus day – no class

Feb. 28 – Education as a profession. Leadership (roll play). Action Research, PBL, and Statistics.

Mid-course evaluations

Mar. 13 – Policymaking processes: Designing policy

Mar. 14 – Action Research, PBL, and Statistics

Mar. 27 – Policy Analysis

Mar. 28 – Action Research, PBL, and Statistics

Apr. 3 – Focus Day: No class

Apr. 4 - Presentations

### **ACADEMIC HONESTY AND STUDENT CONDUCT**

Plagiarism, whether intentional or unintentional, is a form of academic dishonesty that can lead to a failing grade for the course and to suspension from the University. As defined in SFU policy 10-01 “plagiarism is a form of academic dishonesty in which an individual submits or presents the work of another person as his or her own.” Plagiarism involves taking the words, ideas, or research of another without properly acknowledging the original author. Students need to become familiar with the many different forms that plagiarism can take, including accidental and intentional plagiarism. For more information, see SFU policy 10-02 or Avoiding plagiarism or the section entitled Academic Honesty and Student Conduct in the General Regulations of the SFU Calendar.

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>