



EDUCATION 830-5
Implementation of Educational Programs
(DRAFT March 30, 2009)

Summer 2009 (1094)

Instructor: Tim Rahilly, Ph.D.

	<u>Date</u>	<u>Time</u>	<u>Room</u>
Meeting Dates & Times	May 8 (Fri)	16:30-21:00	SUR 3200
	May 9 (Sat)	08:30-16:30	SUR 3250
	May 22 (Fri)	16:30-21:00	SUR 3200
	May 23 (Sat)	08:30-16:30	SUR 3250
	June 5 (Fri)	16:30-21:00	SUR 3200
	June 6 (Sat)	08:30-16:30	SUR 3280
	June 19 (Fri)	16:30-21:00	SUR 3200
	June 20 (Sat)	08:30-16:30	SUR 3250
	July 2 (Thurs)	08:30-16:30	SUR 3200
	July 3 (Fri)	08:30-16:30	SUR 3200

Office: SFU Burnaby: MBC 3118

Telephone: 778-782-4004

Location: Surrey Campus

Email: trahilly@sfu.ca

Room: See above

COURSE RATIONALE

The purpose of this course is to critically explore the relationship between educational implementation theory and practice in the context of post-secondary education. The specific goals of this course will be three-fold: knowledge acquisition, self-reflection, and application to practice. As post-secondary educators, administrators, and practitioners, we lead through both pedagogy and praxis, inside and outside the classroom. A thorough understanding (knowing “what”) and skills in designing and delivering effective educational implementation (knowing “how”) will facilitate our leadership at our respective institutions.

DESCRIPTION

EDUC 830-5 SFU Calendar entry:

Problems and practices associated with innovation and implementation including the nature of change in educational context, the roles of teachers, administrators, change agents, and evaluators.

GOALS AND LEARNING OUTCOMES

The overall goal of the course is to provide learners with a broad knowledge base of educational implementation at the post-secondary level. At the end of the course, learners will be able to:

1. Recognize and describe effective practices and techniques of educational implementation in post-secondary settings;
2. Understand one learning theory in depth and describe how it has influenced your own

- experience of post-secondary education;
3. Plan one hour of instruction (educational implementation) using principles of good instruction; and
 4. Evaluate the strengths and limitations of the educational implementation characterized at the post-secondary level in Canada.

REQUIRED TEXTS

Côté, J. E. (2007). *Ivory tower blues: A university system in crisis*. Toronto: University of Toronto Press Incorporated. [ISBN: 978-0802091826]

Cranton, P. (2000). *Planning instruction for adult learners* (2nd Ed.). Toronto: Wall & Emerson, Inc. [ISBN: 978-1895131208]

Kuh, G.D., Kinzie, J., Schuh, J.H., Whitt, E.J., & Associates (2005). *Student success in college: Creating conditions that matter*. San Francisco: Jossey-Bass [ISBN: 978-0787979147]

**Additional readings will be on reserve in the library, distributed in class, in the course reader, and available online, as indicated in the syllabus.

READINGS & RESOURCES

(Note: This list will be more complete by the first day of class and additional or changes will be made based on learner's feedback and articulated interests)

ACPA & NASPA (2004). Learning reconsidered: A campus-wide focus on the student experience. <http://www.communityservicelearning.ca/en/documents/LearningReconsidered04.pdf>

National debate format rules: http://www.qsda.net/resources/National_Format_Rules.pdf

Optional Readings:

The Boyer Commission on Educating Undergraduates in the Research University (1998). *Reinventing undergraduate education: A blueprint for America's research universities*. Available at: <http://www.reinventioncenter.miami.edu/TheBoyerReport.html>

Martens, V.P., Grant P.R. (2007) A Needs Assessment of International Students' Wives Journal of Studies in International Education, v12 n1 p56-75 2008.

COURSE OVERVIEW

In today's post-secondary environment there are two key questions. The first is "what should we be doing?" To answer this question, we need to know a bit about the role and goals of post-secondary education in our society, what is good teaching, how do people learn, and how does this relate to the "student experience." Once we know what we should be doing we need to answer the second key question; "How can we do it?"

Because the topic areas are broad, and because of the way in which this course is scheduled (five x 1.5 day classes) we will need to jump back-and-forth between knowing what to do and knowing

how to do it.

Instructional activities in the course will include:

- Lectures / lecturettes
- Group discussion
- Formal debate
- Student presentation(s)
- Written assignments

COURSE ACTIVITIES

CLASS MEETING DATE	TOPIC / ACTIVITY	PREPERATION
Friday, May 8, 2009	Introduction & getting started <ul style="list-style-type: none"> • Review of course outline <ul style="list-style-type: none"> ○ Contract grading ○ Assignments ○ Topics (changes) • Lecturette – Fundamental theories of learning • Rules of debate 	<ul style="list-style-type: none"> • Cranton (p 1-24) • Coté & Allahar (p. 1-55) • Kuh (p. 7-21) • National format debate rules. • Optional: Martens & Grant 2007
Saturday, May 9, 2009	Focus: Today’s learner <ul style="list-style-type: none"> • Video – Declining by Degrees • Who are today’s students? • Instructional goals • Learner characteristics 	
Friday, May 22, 2009	<ul style="list-style-type: none"> • Lecturette—Learning objectives & task analysis <p>Assignments 1 & 2 Due</p>	<ul style="list-style-type: none"> • Cranton (p. 25-76; 171-206) • Coté & Allahar (p. 96-126; 150-187)
Saturday, May 23, 2009	Focus: What is good teaching? <ul style="list-style-type: none"> • Instructional techniques • Evaluation of learning • Policy implications <p>Formative evaluation of course</p> <p>You must complete your learning contract with the instructor</p>	<ul style="list-style-type: none"> • Kuh (p. 25-64; 157-172) • ACPA/NASPA (2004) Learning reconsidered
Friday, June 5, 2009	Lecturette—Managing change in post-secondary settings <p>Assignments 3 & 4 Due</p>	<ul style="list-style-type: none"> • Cranton (p. 107-143) • Coté & Allahar (p. 56-95) • Kuh (p. 65-156; 177-261 as related to your work & interests)
Saturday, June 6, 2009	Focus: Student engagement & retention <ul style="list-style-type: none"> • Research context • Practical implications • Policy implication 	

Friday, June 19, 2009	Assignment 5 & 6 Annotated bibliography due	<ul style="list-style-type: none"> • Cranton (p. 75-106; 207-229) • Assigned readings by agreement of the class
Saturday, June 20, 2009	Focus: TBA – Learner’s Choice (you tell me!)	
Thursday, July 2, 2009	Learner reports: <ul style="list-style-type: none"> • Brief overview of your assignments • Assignment 7 (optional) due	<ul style="list-style-type: none"> • Kuh (p. 263-336)
Friday, July 3, 2009	Focus: Putting it all together <ul style="list-style-type: none"> • Best practices Summative evaluation of course All papers due and any required revisions are due	

GRADING

This course gives each student the opportunity to contract for the final grade they wish to receive. Basically you make a decision as to the grade you want to receive for this course and select your contract accordingly. The contract options are based on a fixed number of options that the course instructor has selected; each contract which will enable a learner to achieve the goals of the course. However, the level of enrichment selected by the learner will be reflected in the final grade they select.

Generally speaking, contracting is perceived as being advantageous because it allows the learner some control over the amount of time and effort s/he is prepared or able to put into a particular learning task. A concern sometimes expressed regarding contracting is that it can end up focusing on quantity of work not its quality. This can be seen as a justifiable criticism if specific criteria for the amount and quality of the work are not set out in advance.

Below are the listing of the contract options and the criteria required to satisfactorily meet each of the requirements. These criteria will be used in each case to evaluate whether or not the contract has been met; if the particular item (e.g., assignment, activity, etc.) is not satisfactory, you will be asked to “re-do” or resubmit it. The instructor does reserve the right to increase the final mark in cases of exceptional work (e.g., change a contracted B+ to an A-) but will not reduce the final mark provided the learner has completed the contract requirements within the duration of the course.

Below you will see the options that you may choose from in deciding on your contract. Please let the instructor know by **May 23rd** which option you have chosen; after this date, you may negotiate with the instructor to contract down but not up (i.e., you may opt to satisfy fewer requirements and receive a lower grade but you may not opt for a

higher final grade). As SFU graduate study regulations require students to maintain a cumulative grade point average (CGPA) of 3.0 (B), no contract options are provided below this level nor is a contract option provided for a grade of A+; to attain this grade, the learner must satisfy the contract requirements for an A and demonstrate exceptional mastery of the course goals and content.

Contract Options:

A	A-	B+	B
In contracting for an A, you agree to complete the requirements for an A-	In contracting for an A-, you agree to complete the requirements for a B+	In contracting for a B+, you agree to complete the requirements for a B contract	In contracting for a B, you agree to complete the conditions below:
Attend and participate in all classes	Attend and participate in all classes	Attend and participate in all classes	Attend and participate in all classes
Implementation assignments 1 to 7	Implementation assignments 1 to 7	Implementation assignments 1 to 6	Implementation assignments 1 to 6
Debate	Debate	Debate	Debate
Prepare an annotated bibliography	Prepare an annotated bibliography	Prepare an annotated bibliography	Not required
Term paper – 12-15 pages that integrates your enhanced understanding of educational implementation, or, a theoretical paper, or, a case study	Self-reflection paper 5 pages –you & your role in promoting student success and/or institutional success	Not required	Not required

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. Prior to April 30th, 2009 Please review the Policy at <http://www.sfu.ca/policies/teaching/t10-02.htm>. Starting May 1st, 2009 an updated policy will be in effect: <http://www.sfu.ca/policies/students/sXXX>

STUDENT CONDUCT STATEMENT

Simon Fraser University is committed to creating a scholarly community characterized by honesty, civility, diversity, free inquiry, freedom from harassment, mutual respect and individual safety. Student conduct is a condition of continued membership in the university community. Prior to April 30th, 2009, please review the Policy at <http://www.sfu.ca/policies/teaching/t10-01.htm>. Starting Ma 1st, 2009 an updated policy will be in effect: <http://www.sfu.ca/policies/students/sXXXX>

DECLARATION OF CONFLICT OF INTEREST

The course instructor (Dr. Tim Rahilly), holds the position of Senior Director, Student & Community Life at Simon Fraser University and has a designated role in both the Code of Student Conduct (T10-01, T10-03) and the Policy on Human Rights (GP-18). Should circumstances arise within the courses that require action under these policies, Dr. Rahilly will recuse himself from his role under the policies to assure administrative fairness.

Should any SFU employees perceive bias in grading in the course, they are encouraged to first attempt to resolve the issue informally by addressing the matter directly with the instructor but may also opt to work with the course instructor in conjunction with the program director, Dr. Michelle Nilson, to make alternative arrangements for the grading of course work.