



EDUCATION 830
Implementation of Educational Programs
 (Enroll #6901)

Summer Semester 2008	Instructor:	Kieran Egan
Meeting Dates: July 2 nd To July 18 th	Office:	EDB 8668
Times: 1 p.m. to 5:10 p.m. Tues/Fri plus attendance at IERG conference	Telephone:	778 782 4671
Location: Burnaby campus	Email:	egan@sfu.ca
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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 (<http://www.sfu.ca/policies/teaching/t10-02.htm>) “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 <http://www.sfu.ca/policies/teaching/t10-03.htm> or http://learningcommons.sfu.ca/hot_topics/academic_integrity.php or the section entitled Academic Honesty and Student Conduct in the General Regulations of the SFU Calendar.

Le plagiat, intentionnel ou non intentionnel, est une forme de malhonnêteté académique qui expose à des sanctions, comme l’ajournement à un examen ou l’exclusion de l’université. L’université de SFU (<http://www.sfu.ca/policies/teaching/t10-02.htm>) définit le plagiat comme “une forme de malhonnêteté académique où un individu soumet ou présente le travail d’autrui comme étant le sien”. Le plagiat signifie s’approprier les mots, les idées et la recherche d’autrui sans mention d’emprunt à l’auteur initial. Les étudiants doivent se familiariser avec les différentes formes de plagiat, intentionnel ou non intentionnel. Pour plus d’informations, se référer aux documents en ligne suivants: <http://www.sfu.ca/policies/teaching/t10-03.htm> ou http://learningcommons.sfu.ca/hot_topics/academic_integrity.php ou la section intitulée *Academic Honesty and Student Conduct in the General Regulations* du Calendrier de SFU.

COURSE RATIONALE

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

DESCRIPTION

This course focuses on some of the major ideas promoting educational innovations and we will study the ideas themselves and the attempts to put them into practice. To begin the course we will focus on the two main competing ideas that seek to shape the curriculum and teaching practice—what are generally called progressivism and traditionalism. We will read key texts that promote these ideas in a modern context, and then examine attempts to put them into practice, focusing in some detail on two crucial websites: <http://www.pz.harvard.edu/index.cfm>; <http://coreknowledge.org/CK/index.htm>. Our aim will be to clarify the basic ideas each proponent wishes to put into practice and then examine how adequately their implementation attempts match their ideas. Given the focus of this program on Imaginative Education we will also consider the IERG website in the same vein: www.ierg.net.

We will also consider the purposes and context of change, the sources of pressure for educational change, and the assumptions underlying current reform movements and recent curriculum innovation in schools. We will then consider the processes of initiation, implementation and continuation, and the factors that support or impede successful implementation. We will then examine the roles of the individuals involved in change at the local and regional level, and we will close with a consideration of the implications for the professional development of educators, and the organization of the public education system.

GOALS AND LEARNING OUTCOMES

The aim of this course is to encourage deeper thinking about the problems of implementing educational ideas and to provide knowledge relevant to the issues involved.

REQUIRED TEXTS

Fullan, M. Change forces with a vengeance. New York: Routledge. ISBN: 0-415-23085-3

Gardner, H. The disciplined mind. New York: Penguin. ISBN: 0-140296247

Hirsch, E.D. Cultural Literacy. New York: Vintage. ISBN: 0-394758439

Hargreaves, A, L. Earl, S. Moore, & S. Manning. Learning to change. San Francisco: Jossey-Bass.

ISBN: 0-7879-5027-0.

GRADING

Critical review of website	#1	Assignment	30%
Paragraphs	#2	Assignment	15%
Term paper	#3	Assignment	40%
Participation (in class and online)			15%