

2008-3



EDUCATION 816
Developing Educational Programs & Practices
For Diverse Educational Settings
(Enroll # 12219)

Fall Semester 2008	Instructor:	Dr. Natalia Gajdamschko
Meeting Dates: Sept 26,27 Oct 3,4,17,18 Nov 14,15 Dec 5,6	Office:	EDB 8675.2
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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 malhonn t  acad mique qui expose   des sanctions, comme l’ajournement   un examen ou l’exclusion de l’universit . L’universit  de SFU (<http://www.sfu.ca/policies/teaching/t10-02.htm>) d finit le plagiat comme “une forme de malhonn t  acad mique o  un individu soumet ou pr sente le travail d’autrui comme  tant le sien”. Le plagiat signifie s’approprier les mots, les id es et la recherche d’autrui sans mention d’emprunt   l’auteur initial. Les  tudiants doivent se familiariser avec les diff rentes formes de plagiat, intentionnel ou non intentionnel. Pour plus d’informations, se r f rer 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 intitul e *Academic Honesty and Student Conduct in the General Regulations* du Calendrier de SFU.

COURSE OUTLINE

No other chapter of contemporary education has produced more disputes than we find in different attempts to conceptualize curriculum, educational objectives and teaching strategies. The purpose of this course is to provide a framework for thinking about developing educational programs, curriculum, learning, teaching, and community in a diverse, multicultural society. The course is designed to explore current educational programs and practices and discuss the methods you use in your teaching to facilitate student's learning and development.

The second part of the course will be built around practical applications of educational theories in schools. We will discuss strengths and weaknesses of different educational programs from the point of view of a classroom teacher.

This part will also provide students with an opportunity to develop an in-depth understanding of the essential features of Lev Vygotsky's theory and its implications for their practice. At the end of the course, each student will submit an essay related to the course in the field of his/her interest.

ASSIGNMENTS

The course will include the following assignments:

1. Participate in the online discussion of the weekly readings, your own research on the topics and class activities by contributing to WebCT exchanges. A minimum of two messages between the class sessions is expected, with one of them building on preceding messages. 50%
2. Write a final paper that will provide the instructor with evidence (1) that you have understood course readings that have a bearing on your topic and (2) that you can relate theoretical and philosophical underpinnings to curriculum content and instructional approaches. During the last two days of the course, each student's paper will be discussed in class. Each student will have ten-fifteen minutes to present his/her paper. After the paper has been presented, class members will have five minutes to ask questions to ensure that they have a clear understanding of the content and concept of the paper. Following the questions, the presenter will lead a ten-minute roundtable-style discussion stimulated by a provocative question that she or he has posed to the group. This question may raise a point of controversy related to the topic of the paper, differing points of view on the topic, a lingering question that haunts the presenter, or other issues. After the presentation is completed, a print copy of the paper is to be submitted. 50 %

REQUIRED TEXTS

1. Bolotin, Pamela Joseph, (ed.), Cultures of Curriculum, Lawrence Erlbaum Associates, 2000. 0 ISBN: 0-8058-2274-7 Required
2. Kozulin & others (Eds.), Vygotsky's Educational Theory in Cultural Context . Cambridge University Press, 2003. ISBN: 0-521-52883-6. Required
3. The Cambridge Companion to Vygotsky. Edited by H.Daniels, M.Cole, J.Wertsch. Cambridge University Press. ISBN 978-0-521-53787-2 Recommended