

2009-3



**EDUCATION 830**  
**Implementation of Educational Programs**  
**(Enroll # 12198)**

Fall Semester 2009	Instructor:	Stephanie T.L. Chu, PhD
Meeting: Fridays & Saturdays	Office:	Education Building (EDB) 7530 Burnaby Campus
Dates: - September 11/12, 25/26 - October 16/17, 30/(31 to be discussed) - November 13/14, 27/28	Telephone:	778.782.7244
Online activities	Email:	stephanie@sfu.ca
Times: Fridays 5:00 to 8:30	Office hours:	By appointment
Saturdays 9:00 to 4:00		
Online ~2 hrs total/bi-weekly		
Location: SFU Surrey Campus		
Room: SUR 3120 (Fridays)		
SUR 5140 (Saturdays)		

### **COURSE RATIONALE**

In this course, students critically explore the relationship between educational implementation theory and practice in the context of post-secondary education. Course goals are 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. Foundational understanding (knowing “what”) and skills in designing and delivering effective educational implementation (knowing “how”) will enable greater applicability in our respective fields of practice.

### **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 course goal is to provide learners with a broad knowledge base of educational implementation at the post-secondary level and where possible, enable learners to pursue particular areas of professional interest. By the end of the course, learners should be able to:

1. Recognize and describe effective practices and techniques of educational implementation in post-secondary settings;

2. Examine one learning theory in depth and describe how it aligns with your own experience of post-secondary education;
3. Develop an educational implementation plan that builds on key course concepts and consideration of your own practice; 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 made available by the instructor in-class or online.

## **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 do all of these 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?" We will alternate between these two questions throughout the course as we progress through a broad range of topics.

To accommodate different learning styles, enable more flexibility around "class" time and provide variety during our intensive 1.5 days, course activities\* include:

- Class discussions
- Small group activities
- Student presentations
- Written assignments
- Lecturettes

\* Learning activities may be in class or online. Online activities are currently planned to be asynchronous (not real-time), over a set period of time and in place of (not in addition to) scheduled class time.

## **GRADING**

Appreciating that students in this program are adult learners and working professionals, this course provides you with the opportunity to decide on the grade you wish to receive and to select an associated contract from given options. This allows you some control over the amount of time and effort you are

prepared or able to put into a particular learning task. Furthermore, this approach may alleviate some stress related to grades and foster a more positive learning experience. To address potential concerns over quantity rather than quality of work in this contractual approach, specific criteria will be set out in advance.

Contract options are based on a fixed number of options that the instructor has selected; each contract will enable you to achieve the goals of the course. However, the level of enrichment you acquire will be reflected in the final grade you select. 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 reserves 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 that you have completed the contract requirements within the duration of the course.

From the options below, complete the contract form (available late August) by **September 26**. 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 an A+, you must satisfy the contract requirements for an A and demonstrate exceptional mastery of the course goals and content.

### Contract Options

In contracting for one of the grades below, you agree to complete the requirements under the appropriate column. Details on specific criteria will be provided at the first class.

A	A-	B+	B
Attend and participate in all class and online activities (some of which include the activities below).	Attend and participate in all class and online activities (some of which include the activities below).	Attend and participate in all class and online activities (some of which include the activities below).	Attend and participate in all class and online activities (some of which include the activities below).
Complete implementation assignments 1 to 7.	Complete implementation assignments 1 to 7.	Complete implementation assignments 1 to 6.	Complete implementation assignments 1 to 6.
Review and provide feedback on a peer’s assignment.	Review and provide feedback on a peer’s assignment.	Review and provide feedback on a peer’s assignment.	Review and provide feedback on a peer’s assignment.
Prepare an annotated bibliography (minimum 5 entries).	Prepare an annotated bibliography (minimum 5 entries).	Prepare an annotated bibliography (minimum 8 entries).	Not required
Executive memo outlining an implementation gap to an administrator at “your” institution (~1 ½ - 2 pages max).	Executive memo outlining an implementation gap to an administrator at “your” institution (~1 ½ - 2 pages max).	Not required	Not required
Self-reflection assignment (2 - 4 pages).	Not required	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. Please review the Policy at <http://www.sfu.ca/policies/teaching/t10-02.htm>

## **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. SFU's policy on student conduct is outlined in the Code of Academic Integrity and Good Conduct at the following URL: <http://www2.sfu.ca/policies/files/Students/S10.01.pdf>