Survey of Curriculum Development

Developed by Dr. Dan Aviv (2020)

DESCRIPTION AND THEMES:

As humans in the world, we are learning all the time. Schools, however, conceive of learning differently. Curriculum relates to the the Latin word for "racing chariot" and denotes a set course to follow on the way to knowledge.

In the course of this survey, we will explore some of the current issues and challenges facing knowledge itself, and how its packaged for students. In the process, we will inspect the toolkit for curriculum development: maps, "enduring understandings," "essential questions" and assessment - and use them to formulate some "racing chariots" of our own.

OBJECTIVES:

Students will:

- recognize the connection (and challenges) between theories of knowledge, educational theory and practice.
- classify and appraise current curriculum theories, issues and trends as they relate to content, curriculum design and development.
- construct a curriculum map which not only frames lesson planning and assessment, but also meets academic standards and the needs of diverse student populations.

UNITS:

1. Introduction: What is Curriculum?

   What is the purpose of education?
   What is the relationship between curriculum, pedagogy and evaluation?
   What function does curriculum, pedagogy and evaluation serve in modern schooling?
   *What function **should** it serve?*

   Talk: Jews as "People of the Book" (mp3)

   Goodson, I. F. (2002). Etymologies, Epistemologies and The Emergence of Curriculum: A Speculative Essay. In The Making Of The Curriculum (pp. 24-37). Routledge.

   Null, J. W. (2011). The March to Liberal Curriculum for All. In Curriculum: From Theory to Practice (pp. 15-25). Lanham, Md.: Rowman & Littlefield.

Henry Giroux: “All education is a struggle over what kind of future you want for young people” (https://youtu.be/LCMXKt5vRQk)

2. Explicit, Implicit and Null Curriculum, or What is Knowledge?

How do we know that we know?
How do we teach what we know?
What should we teach in Jewish classrooms?

Talk: Is there a Jewish way of knowing? (mp3)

"PHILOSOPHY - Epistemology: Introduction to Theory of Knowledge” https://youtu.be/r_Y3utIeTPg

“Bloom’s Taxonomy: Structuring The Learning Journey” (https://youtu.be/ayefSTAnCR8)

Freire, P. (2000). Pedagogy of the Oppressed. (30th anniversary ed., pp. 71-86). New York: Continuum. (https://bit.ly/freire_ch2)

Kelly, A. V. (2004). Knowledge and the Curriculum. In The Curriculum: Theory and Practice (pp. 25-45). SAGE.

Milner, H. R. Confronting Inequity / Reimagining the Null Curriculum. Retrieved from http://www.ascd.org/publications/educational-leadership/nov17/vol75/num03/Reimagining-the-Null-Curriculum.aspx

Chazan, B. The philosophy of informal Jewish education. Retrieved from https://infed.org/mobi/the-philosophy-of-informal-jewish-education/

Dotan, H. Jewish Sources as a Guide to Curriculum and Pedagogy. Retrieved from https://www.prizmah.org/jewish-sources-guide-curriculum-and-pedagogy

3. Understanding by Design (UbD)

*How do we design for **real** understanding?*
What makes a question essential?

Talk: Why learn Hebrew? (mp3)

Wiggins, G. P., & McTighe, J. (2005). Backward Design. In Understanding by Design (Expanded 2nd ed., pp. 13-34). Alexandria, VA: Association for Supervision and Curriculum Development.

Wiggins, G. P., & McTighe, J. (2005). Essential Questions: Doorways to Understanding. In Understanding by Design (Expanded 2nd ed., pp. 105-125). Alexandria, VA: Association for Supervision and Curriculum Development.

Wiggins, G. P., & McTighe, J. (2011). Module D: Developing an Initial Unit Sketch. In The Understanding by Design Guide to Creating High-Quality Units (pg. 42). ASCD. (https://bit.ly/UbDGuide)

4. Rubrics and Modes of Assessment

Why do we need to assess learning?
How do we know that a learner "got it"?

Talk: Constructivism and Jewish Modes of Assessment (mp3)

Brookhart, S. M. (2013). All Kinds of Rubrics. In How to Create and Use Rubrics for Formative Assessment and Grading (pp. 3-39). ASCD.

Wiggins, G. P., & McTighe, J. (2005). Thinking Like an Assessor. In Understanding by Design (Expanded 2nd ed., pp. 146–171). Alexandria, VA: Association for Supervision and Curriculum Development.

5. *Based* Learning

What is the best "base" for learning in the Jewish classroom?
How can the "real world" provide a "track" for learning?

Talk: *"Phenomenon-Based Learning with Donna Fields PhD" (*mp3, mp4 or *https://youtu.be/n0exDZ5g-cc)*

Havruta-Based Learning

Kent, O. (2010). A Theory of Havruta Learning. Journal of Jewish Education, 76:3, 215-245.

Inquiry-Based

Edelson, D. C., Gordin, D. N., & Pea, R. D. (1999). Addressing the Challenges of Inquiry-Based Learning Through Technology and Curriculum Design. The Journal of Learning Sciences, 8(3-4), 393-395, 399-401, 409-413.

Mastery-Based

"Ten Principles of Mastery-Based Learning" (https://bit.ly/masterybasedlearning)

Problem-Based

Duch, B. J., Groh, S. E., & Allen, D. E. (2001). Why Problem-Based Learning? A Case Study of Institutional Change in Undergraduate Education . In The Power of Problem-Based Learning (pp. 3-11). Stylus Publishing, LLC.

6. The Future of Curriculum

How we conceive of / imagine "the future"?
How can we (prepare to) educate children for "the future"?

Talk: Looking Ahead (mp3)

Jacobs, H. H. (2010). A New Essential Curriculum for a New Time. In H. Hayes Jacobs (Ed.), Curriculum 21: Essential Education for a Changing World (pp. 7-17). ASCD.

Costa, A. L., & Kallick, B. (2010). It Takes Some Getting Used To: Rethinking Curriculum for the 21st Century. In H. Hayes Jacobs (Ed.), Curriculum 21: Essential Education for a Changing World (pp. 210-226). ASCD.

Kelman, A. Y., Garcia, A., Zielezinski, M. B., & Bruch, M. S. (2019). The Future of Jewish Learning is Here: How Digital Media Are Reshaping Jewish Education. Jim Joseph Foundation.

Beth Cousens, "Six Ideas About the Future of Jewish Education & Engagement" https://jewishfederations.org/education-and-engagement/ideas-in-jewish-education-and-engagement/six-ideas-about-the-future-of-jewish-education-engagement

"How to escape education's death valley | Sir Ken Robinson" (https://youtu.be/wX78iKhInsc)

ASSESSMENT:

As this is a course in curriculum development, your two-part assignment will involve developing a curriculum - or at least starting one.

The first part is a very general, very broadly sketched map of a curriculum you would like to teach in a Jewish learning setting based on principles of UbD.

The template is attached (Part 01 Templates.pdf). Complete it with as much detail as possible.

The second part will be a "quick unit sketch" of one of the units in your proposed curriculum.

The "Quick Unit Sketch" follows the steps outlined in Wiggins and McTighe's "Module D" and uses Module D Templates (Part 02 Templates.pdf) as a guide.

NOTES:

Each unit consists of a bundle of materials (i.e., video, audio or text).

Each unit is framed by some essential questions. These questions are generative and provocative, designed to stimulate thought, provoke inquiry, and spark even more questions – not just pat answers.

Each unit includes a short assessment to check for retention of key concepts as well as an exit ticket that asks you to reflect on your learning.

The first part of the assignment should be submitted by the end of Week 3.

The second part of the assignment should be submitted by the end of the course.