

Western Carolina University
College of Education and Allied Professions
EDCI 404 Curricular Trends and Issues in Education (online)
Jamaican Program

Instructor Dr. Beth Tyson Lofquist, Adjunct Instructor
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Required Text *Social Foundations Reader*
Edited by Eleanor Blair and Yolanda Medina (posted in Canvas)

Required Supplemental Text *Black Ants and Buddhists* by Mary Cowhey (ISBN:1 5710 418 6)

Conceptual Framework Statement: "The mission of the professional education programs at Western Carolina University is to prepare highly effective and ethical graduates that are inspired to be lifelong learners, engaged in the community, and empowered to become leaders who strive to transform the future."

General Description: This course explores contemporary curricular methods, topics, and issues; and relates these to the work of Jamaican teachers.

Jamaican Relevancy: This course focuses on curricular trends and issues in education applicable to all educational systems including Jamaica. Much of the class will be about applying concepts and processes learned to the context of Jamaica.

General Course Objectives/Competencies:

- ❖ To understand factors influencing academic and nonacademic learning.
- ❖ To understand the special needs of specific groups of students.

Specific Learning Objectives

At the end of this class, students will be able to:

- Explain the relationship between various curriculum and instructional initiatives and the current status of teaching and learning in Jamaica.
- Discuss the impact of political and organizational dynamics on curriculum and instruction.
- Understand modern trends and issues in curriculum development and instruction.
- Define and describe the relationship between the formal curriculum and the hidden curriculum.
- Understand the issues surrounding curriculum development and instruction in Jamaica.
- Understand the curriculum evolution process in Jamaica.
- Discuss contemporary issues related to Jamaican educational policy and reform.

Hunter Library

Hunter Library provides students will access to thousands of information resources: Print and electronic books, newspapers, and scholarly journal articles. These resources can be searched online and often access there (<http://www.wcu.edu/hunter-library>) or library staff and subject specialists skilled in their specific disciplines can be contacted via the library's research guides (<http://researchguides.wcu.edu/>).

Diversity Statement: Diversity in our society and schools is an important part of our history and a significant variable in discussions regarding the aims and purposes of education and schooling. The content of this course reflects a commitment to social justice and an emphasis on the necessity of preparing educators who will effectively meet the individual needs of ALL students. As such, issues related to race, gender, religion, sexual orientation and social class will be considered in this class. Students in this class are affiliated with Jamaican schools. Jamaica is a diverse nation (the motto: "Out of many, one people" exemplifies a commitment to and respect for our varied backgrounds, beliefs and values).

Accommodations for Students with Disabilities: Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to the Office of Accessibility Resources (<http://www.wcu.edu/learn/academic-services/disability-services/>), 828-227-3886 or by email at disabilityservices@wcu.edu. All information is confidential.

Writing and Learning Commons (WaLC): For distance students who cannot attend tutoring sessions in the Writing and Learning Commons (WaLC) or the WCU Math Tutoring Center, tutoring support is available through Brainfuse HelpNow: <https://www.wcu.edu/apply/distance-online-programs/current-students/tutoring-support.aspx>

Academic Integrity Policy and Reporting Process:

All work for this class should utilize APA Style for format and reference citations.

Western Carolina University, a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Any violation of the Academic Integrity Policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community. While academic in scope, any violation of this policy is by nature, a violation of the Code of Student Conduct (Code at <https://www.wcu.edu/experience/dean-of-students/student-community-ethics/wcucode.aspx>) and will be addressed as outlined in that document. If the charge occurs close to the end of an academic semester or term or in the event of the reasonable need of either party for additional time to gather information timelines may be extended at the discretion of the appropriate academic Dean.

Any questions regarding the use of citations and references should be brought to the attention of the instructor of the course.

Academic dishonesty includes the following: Cheating, Fabrication, Plagiarism, and Facilitation of Academic Dishonesty. Additional information is available on the Student Success website under Student Community Ethics: <http://www.wcu.edu/experience/dean-of-students/academic-integrity.aspx>) There will be serious penalties for violations of academic integrity in this course.

Technology Requirements: Students are expected to take responsibility for becoming familiar with the technical skills and requirements necessary for researching and presenting their ideas and supporting a successful learning experience. **Students are also required to progress through the course via Canvas, the online learning management system.**

Clinical and/or Field Experience Component: No formal clinical component is required for this course. However, students will be constantly asked to apply concepts to relevant Jamaican situations.

Class Attendance

In order for us to develop as a community of learners who will learn from each other and enjoy our time together, and in order for this to happen each student must:

- ❖ Read each and every word available in the course through Canvas, emails, and course messages
- ❖ be an active and informed participant in discussion boards—complying with the strict deadlines for each post
- ❖ read and think about the assigned materials prior to responding to assignments
- ❖ prepare and hand in assignments on the date and at the time due (penalties apply to late work)
- ❖ understand that what you know, as you progress through the course, may change
- ❖ arrive with a mind open to the ideas of others, including the ideas in course readings

Points will be deducted for turning in late assignments regardless of the reason. If you have not often been tardy in meeting deadlines, and your final grade is borderline, the points deducted will not be used to lower your grade for the course.

Grading

20 POINTS: PARTICIPATION

In order to successfully complete this course in the abbreviated time we have, honor the deadlines posted for assignments. Discussion Boards, and other related assignments, are the primary sources utilized to replace 22.5 class time—and will earn you points for Participation. It is crucial to your success to respond to Discussion Boards by the due date and time—many of the discussions require you to utilize the information in the first post of your peers to complete a follow-up post or assignment by another due date and time.

25 POINTS: Group Presentation

The class will be divided into groups—you will choose your group members based on the number in each group that I will provide once I know the full number enrolled in the course. Each group will develop a presentation on an article included in the course bibliography (specific choices will be provided). The presentations are usually done utilizing a program such as PowerPoint and will be limited to a specific number of slides. Each presentation will be a different topic, but all presentations will be expected to provide the main points of the article, cite relevant Jamaican examples pertaining to the article, explain the impacts of the JA examples and article recommendations on the education of children, connect the topic to one or more of our course readings (cited APA style—guide posted in Canvas), provide a Listening/Learning Guide for your classmates to complete from the presentation, foster meaningful thoughts/inquiry concerning your topic, and involve all group members as presentation designers. A Discussion Board will be assigned to address questions you may have about this presentation assignment. PowerPoint is the typical format for these presentations and they will be posted for the class to view and respond to in a Listening/Learning Guide. More specifics will be provided in a course module.

30 POINTS: Situational Journals

Throughout the course you will complete a Situational Journal on assigned readings from the Blair/Medina text. A format for these journals will be provided, and you will receive feedback on the first two—they will be graded, but the grades will not be recorded on these first two. This will hopefully help you to understand what is expected without a grade penalty. The remaining required SJs will be formally assessed and a grade recorded. Even though the grades are not recorded for the first two you are still required to complete them.

15 POINTS: Literature Responses

One strategy in teaching literature is Literature Circles. You will participate in Literature Circles and write Literature Responses based on the Cowhey text, *Black Ants and Buddhists*. This process will be more fully explained in a course module and your Literature Circle group members will be assigned for the course. The Literature Circle Response Form is provided in Canvas.

10 POINTS: Change of Mind/Moment of Truth Paper

You will choose one topic that most interests you in the course and reflect on how you “changed your mind” or experienced a “moment of truth” on the topic as a result of the exploration of the concept in the course. You will be expected to include what concepts/opinions/facts were specifically changed and what caused you to change your mind or have that A-HA experience. Other information will be provided in a course module.

Grading Scale:

A+	97-100	B+	86-89.99	C+	76-79.99	D+	66-69.99
A	93-96.99	B	83-85.99	C	73-75.99	D	63-65.99
A-	90-92.99	B-	80-82.99	C-	70-72.99	D-	60-62.99
						F	0-59.99

There is no rounding up in the grading scale.

NOTE 1: Be sure you read carefully any instructions on how to navigate this online course that will be provided in Canvas. Reading ALL instructions and materials in any course is important but even more crucial to your success in an online course.

NOTE 2: My philosophy of teaching is to teach my courses utilizing methods that would be effective for you to use in your classrooms. Therefore, pay close attention to not only the content, but also the online methods used to explore content. Like you, I am learning to use these alternative teaching methods.

Course Evaluations: At the end of the course a link will be provided in Canvas for you to access and evaluate the instruction of this course.

Bibliography:

(Additional articles may be added prior to and during the course.)

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- Parry, O. (1997). Schooling is fooling: Why do Jamaican boys underachieve in school?. *Gender and Education*, 9(2), 223-31.
- Pottinger, A.M. & Stair, A.G. (2009). Bullying of students by teachers and peers and its effect on the Psychological well-being of students in Jamaican schools. *Journal of School Violence*, 8, 312-327.
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- Saxon, T. F., Hull, D. M., Fearon, D. D., Williams, L.O., & Tindeigarukayo, J. K. (2012). How do Jamaica's unattached youth view their career prospects and life skills? *Comparative Education Review*, 56(3).
- Simpson, G.E. (1955). The Ras Tafari movement in Jamaica: A study of race and class conflict. *Social Forces*, 34(2), 167-171.
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- Williams, S. A.S. & Staulters, M. L. (2010). Literacy instruction in rural elementary schools in Jamaica: Response to professional development. *The Journal of Negro Education*, 79(2), 97-111.

Tentative Schedule of Class Topics and Activities

In order to offer a normal 15-week course in two weeks—the course is very intensive with assignments due each class period. So...be kind to yourself and your family...read and keep up with the assignments. All the readings listed for each day should be done prior to class. Written assignments due each class are in ***bold***.

Section I: A Foundation for 21st Century Schools	
Day 1 Monday	<p>What is a Quality Course? (Activity) Overview of EDCI 404: Curricular Trends and Issues in Education AND BlackBoard Individual Data Introduction to Situational Journals (A journal is to be completed on some of the chapters assigned in the Blair/Medina book.) Introduction to Literature Circles and Literature Responses (for the Cowhey book) Forming Literature Circles</p> <p>READ from Blair/Medina (B/M)—Articles 1 & 3 are required readings: Article 1: <i>A Pedagogy of Hopelessness</i> by Eleanor Blair (All) Article 2: <i>My Pedagogic Creed</i> by John Dewey Article 3: <i>Finding Hope Among the Hopeless</i> by Pedro A. Noguera (All)</p> <p><i>2 SITUATIONAL JOURNALS ARE DUE (1 from each article read)---BRING THE COMPLETED JOURNALS TO CLASS (The Situational Journal form is posted in Blackboard.) These first two journals are practice so that I can give you feedback on what is expected. If you do not turn them in at this class meeting, you will not have the opportunity to get that feedback before the next journals are due on Day 3 and graded.</i></p>
Day 2 Tuesday	<p>READ from B/M----Article 6 is a required reading: Article 4: <i>What I Learned about School Reform</i> by Diane Ravitch Article 5: <i>Disability Justifies Exclusion</i> by D. Kim Reid and Michelle G. Knight Article 6: <i>Equality of Educational Opportunity....</i> by Joel Spring (All)</p> <p>READ from Cowhey: <i>Black Ants and Buddhists</i>: Prologue; Chapters 1 & 2 Literature Response #1 due on Chapter 2 Each Literature Circle chooses 4 additional chapters from the Cowhey book</p> <p>Sears Survey on Homosexuality will be completed in class—anonously.</p>
Section II: Social Justice and Critical Theory in the Schoolhouse	
Day 3 Wednesday	<p>READ from B/M—Articles 7 is required reading: Article 7: <i>Transforming Educational Leadership</i> by Paul R. Carr (All) Article 8: <i>Race and Pedagogy</i> by Aaron David Gresson III</p> <p><i>1 Situational Journal due (from Article 7)</i></p> <p>Read next chapter from Cowhey <i>Literature Response #2 due</i>; Literature Circle</p> <p>Presentation Topic Choices and Assignments---<i>Preview Presentation Choices prior to class (in BB)</i> Explaining Quality Indicator Grade sheets for Group Presentations Presentation Topic Assignments and Group Presentation Planning Time (This will be one of the few times you will have for your group to get together during class time---use your time wisely.)</p>
Day 4 Thursday	<p>READ from B/M—Article 11 is required reading: Article 9: <i>Critical Pedagogy: In Action</i> by Joe L. Kincheloe Article 10: <i>Art Education Programs: Empowering Social Change</i> by Yolanda Medina Article 11: <i>The Invisibility of Oppression</i> by Ozlem Sensoy and Robin DiAngelas (All)</p> <p><i>1 Situational Journal due from Article 11</i></p> <p>Read next chapter from Cowhey <i>Literature Response #3 due</i>; Literature Circle</p> <p>Group Presentation Planning Time (be sure to ask questions in preparation for group time without instructor)</p>

Day 5 Friday	No Formal Class Meeting ----Group Presentation Planning Time in lieu of class
Section III: Teaching, Learning and Leading Against the Grain	
Day 6 Monday	<p>READ from B/M—Articles 12 & 13 plus 1 other are required readings: Article 12: <i>Teaching is Leading</i> by Michelle Collay (All) Article 13: <i>Going Against the Grain</i> by Mary Cowhey (All) Article 14: <i>Teaching from the Test....</i> by Julie A. Gorlewski (if your last name begins with A-G)) Article 15: <i>Too Young for the Marches but ...</i> by Bettina L. Love (if your last name begins with H-M) Article 16: <i>The Issue of Identity</i> by Yolanda Medina (if your last name begins with N-S) Article 17: <i>The Story of Cesar Chavez High...</i> by S.L. Pucci and G.J. Cramer (if your last name begins with T-Z)</p> <p>1 Situational Journal due from Article 14</p> <p>Cowhey Literature Response #4 due; Literature Circle</p> <p>Group Presentation Planning time in class</p>
Section IV: Teachers in 21st Century Schools	
Day 7 Tuesday	<p>READ from B/M—Articles 18, 20, & 21 are required readings: Article 18: <i>Warm Demanders...</i> by Lisa Delpit (All) Article 19: <i>In Defense of Public School Teachers....</i> by Henry A Giroux Article 20: <i>Starting Points: Assumptions and Alternatives</i> by Patricia H. Hinchey (All) Article 21: <i>But That’s Just Good Teaching....</i> by Gloria Ladson-Billings (All) Article 22: <i>Wrong Answers to the Wrong Question....</i> by Barbara Madeloni and Julie A. Gorlewski</p> <p>1 Situational Journal due from Article 18</p> <p>Group Presentation Planning time in class</p>
Section V: “Shift Happens”: Contemporary Issues of Equity and Diversity	
Day 8 Wednesday	<p>READ from B/M---Articles 23, 27 & 28 are required readings: Article 23: <i>Community</i> by Angela Anselmo and Alma Rubal-Lopez (All) Article 24: <i>What I Know about Spanish is that....</i> by Sandra A. Butvilofsky Article 25: <i>A Distinctly Unamerican Idea....</i> by Patrick J. Finn Article 26: <i>Enabling or Disabling?....</i> by James M. Kauffman, Kathleen McGee, and Michele Brigham Article 27: <i>Selling Out.....</i> by Cara Kronen (All) Article 28: <i>What Matthew Shepard Would Tell Us: Gay and Lesbian....</i> by Doug Risner (All)</p> <p>1 Situational Journal due from Article 28</p> <p>Cowhey Literature Response #5 due; No formal Literature Circle time</p> <p>Group Presentation Planning time—final consult with Instructor (Listening/Learning Guide questions due at end of class)</p>
Day 9 Thursday	<p>Group Presentations Review of Instructions on Change of Mind Paper (paper due tomorrow) Developing Quality Indicator Grade sheet for Change of Mind Paper</p>
Day 10 Friday	<p>Change of Mind Paper due in Blackboard by 4:00 p.m. today.</p> <p>Debriefing Presentations Debriefing Black Ants and Buddhists—final Literature Circle meeting Debriefing Instructional Methods Student Assessment of Instruction on BB</p>