

**NORFOLK STATE UNIVERSITY**  
**SCHOOL OF EDUCATION**  
**SECONDARY EDUCATION AND SCHOOL LEADERSHIP**  
**Spring 2007**

**Course Title:** UED 637 - Curriculum Development and Technology

**Conceptual Framework:** PREPARING COMPETENT, COMPASSIONATE,  
COOPERATIVE AND COMMITTED LEADERS.

**Prerequisite:** Acceptance to Degree or Non-degree Graduate Program

**Instructor & Office Hours:** Larry Ferguson  
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205 NEB Office: 823-8210  
Office Hours:  
Mon & Wed, 2:00 – 4:00 pm  
Tue 11:00 am Fri by appt. Sat. 12:00 – 2:00 pm

**Text(s):**  
Oliva, P. F. (2005). *Developing the curriculum* (6<sup>th</sup> ed.). Addison-Wesley  
Longman: New York, NY.

**Course Description:**

This course analyzes the historical, sociopolitical, economic, and cultural dimensions of curriculum development as foundational pieces for state mandated guidelines in the context of an ever evolving technological society that espouses multimedia platform production orientation. Much of the work will be web-based and the students' professional experiences will be used as subtext linking with literature.

**Course Objectives & Learning Outcomes:**

Participants of this course will:

- a. Be able to discern how newly adopted curriculums affect the social, cultural, academic, and economic conditions of the community (**ELCC Standard 3.4**)
- b. Create a web-page (that serves as an electronic portfolio) detailing the culmination of their assignments
- c. Distinguish between suspect and authentic internet resources
- d. Be able to effectively utilize search-engines to inform how curriculum is developed, utilized, and scrutinized.
- e. Be able to effectively evaluate websites in their respective disciplines
- f. Utilize power-point, Dazzle Digital Video, and other software
- g. Conduct online forums with preservice teachers in other parts of the country
- h. Locate websites and/or Internet sources for the purposes of professional development, particularly as it relates to curricula issues.
- i. Learn to create and evaluate web quests

- j. Develop annotated bibliographies of websites that authentically address curriculum issues in their area (Elementary, Middle, Secondary, or Special Education)
- k. Development of a curriculum that accounts for cultural and technological diversity.

**Course Content:**

- a. Definition and Principles of Curriculum Development
- b. School Personnel and the Roles they play
- c. Understanding the relationship between instruction and curriculum
- d. Different models of curriculum development
- e. Historical versus current issues germane to curriculum development
- f. Social and cultural facets inherent in curriculum development
- g. Websites that enhance the development of curricula, particularly in the context of SOLs
- h. Using web quests to develop curriculum (for learners with diverse modalities)
- i. Search engines that facilitate information for best practices in curriculum design

**Course Requirements and Learning Experiences:**

- Creation of a web page
- Select a SOL and produce a web quest related to your discipline
- High participation On Blackboard
- Critique and analysis of a chapter from the text
- Annotated bibliography of online resources
- Internet research
- Article Critiques (7 three page Article Critiques)
- Final paper (Culmination of Article Critiques)
- Chapter Quizzes (extra credit)
- Interview of a school administrator or curriculum improvement plan

**Instructional Methodology:**

- Peer teaching; Group discussions; Online forums; Reflective writing; Group and individual computer-laboratory instruction; Lecture; Individual problem-solving and analyses

**COURSE OUTLINE / CALENDAR (Expectations for Student Engagement)**

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Week 8

Week 9

Week 10

Week 11

Week 12

Week 13

Week 14

Week 15

Week 16

**Assignments/Activities:***Little Red School House Curriculum Activity:*

Leadership students will meticulously scrutinize the newly adopted curricula (The Little Red House) by the Portsmouth Public School District and decide whether the philosophical and sociological foundations meet social, cultural, and academic needs of the community. More importantly, the program candidates will be required to discern the magnitude to which this curriculum accounts for the changing economic conditions that affect the teachers, students, and parents. **(ELCC Standard 3.4)**

Webquest Activity:

Students will be required to develop two units that serve as curriculum development pieces in the form of a Web Quest. WebQuests are web-based projects in which teachers (and/or school personnel) create virtual field-trips, online, for K-12 learners with the use of carefully chosen websites. The K-12 learners are presented with a challenge, based on classroom, school-wide, district-wide, or state-wide standards wherein they are required to research sites to find answers to questions posed at the beginning of the exercise.

Students will choose an SOL from <http://www.pen.k12.va.us/VDOE/Instruction/sol.html>. In addition, they will select a grade level. And from these components they will develop a Web Quest that accounts for learning styles (and exceptionalities), and other differences along class, gender, culture, and ethnicity. **(ELCC Standard 3.6)**

School Improvement Plan Activity:

Students will attend a *school improvement plan* (SIP) meeting at a school in one of the five neighboring cities (Virginia Beach, Portsmouth, Norfolk, Hampton, and Newport News/Suffolk) and closely observe the roles that the residential and business community members play in deciding how the curriculum (extra-curricula) and instruction modifications are enhanced under the guise of *best practice* and state (and local) policy. Students will be set up into discussion groups to reveal what they've discovered. This will lay the groundwork for the students to collaboratively develop their own SIP template that addresses instruction, curricula development, and assessment. Elements of the template must, minimally, have a research base or endorsements from one of the following learned societies: ASCD (Association of Supervision and Curriculum Development), NASSP (National Association of Secondary School Principals), AASA (American Association of School Administrators) or NAESP (National Association of Elementary School Principals). The students will be issued fictitious data K-12 school profiles detailing demographics, student scores on SOLs, and the technological infrastructure (and availability of resources). **(ELCC Standard 3.2)**

PICCLE Project

**EVALUATION / ASSESSMENT METHODS**

Class Participation 5%, Article Critiques 25%, Multimedia Project 25%, Presentation 25%, Electronic Portfolio 20%,

**ACADEMIC INTEGRITY STANDARDS****Attendance Policy**

Students are expected to attend class regularly, arrive on time and sign in at each session. Any student, who judges that absence from class is necessary, must assume responsibility for the decision. It is the student's responsibility, not the instructor's, to arrange to make up work due to absence. **Assignments are due on dates designated regardless of absence, unless, extensions have been granted by the instructor.**

### Grading System:

Grade Point	Letter Grade	% Range	Criteria
4.00	A	100-98	Superior performance on all course activities and examinations according to rubrics and tests scores. Superior demonstration of knowledge, skills and dispositions. Superior oral and written communication skills. Exemplary performance in participation, initiative and creativity.
3.70	A-	97-95	Outstanding performance on all course activities and examinations according to rubrics and tests scores. Outstanding demonstration of knowledge, skills and dispositions. Outstanding oral and written communication skills. Outstanding performance in participation, initiative and creativity.
3.30	B+	94-88	Good performance on all course activities and examinations according to rubrics and tests scores. Good demonstration of knowledge, skills and dispositions. Good oral and written communications skills. Good performance in participation, initiative and creativity.
3.00	B	87-80	Good performance on most course activities and examinations according to rubrics and tests scores. Good demonstration of knowledge, skills and dispositions. Good oral and written communication skills. Good performance in participation, initiative and creativity.
2.70	B-	79 and Below	Failed performance on course activities and examinations according to rubrics and tests scores. Failed demonstration of knowledge, skills and dispositions. Below average oral and written communication skills. Below average performance in participation, initiative and creativity. <i>Requires repeating the course.</i>

\*\*Letter grades are assigned to indicate the academic achievement of the candidates.  
Grades are determined by the instructor based on the following:

#### **AMERICANS WITH DISABILITIES ACT (ADA) STATEMENT**

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990, if you have a disability or think you have a disability, contact Supporting Students through Disability Services (SSDS) for information regarding programs and services to enhance student success.

**Location:** 2<sup>nd</sup> Floor/Lyman B. Brooks Library, Room 240

**Contact Person:** Marian E. Shepherd, Disability Services Coordinator

**Telephone:** 757-823-2014

## **RESOURCES**

<http://www.pen.k12.va.us/> (VDOE website)  
<http://www.iste.org> (The International Society for Technology Education)  
<http://www.ascd.org> (The Association of Curriculum Development)  
<http://www.inspiration.com/home.cfm> (Visual Learning Software/Website)  
<http://www.hi.is/~anne/webeval.html> (Evaluating internet resources)  
<http://www.siec.k12.in.us/~west/edu/evaltr.htm> (Rubrics for evaluating websites)  
<http://www.library.cornell.edu/okuref/research/webeval.html> (Tools for evaluation)  
<http://www.quick.org.uk/menu.htm> (Checklist: quality of information)  
<http://www.fno.org/aforenet.html> (Critical tools for website evaluation)  
<http://www.aasa.org> (American Association of School Administrators)  
<http://www.elob.org> (Expeditionary Learning Website)  
<http://www.ctl.sri.com> (Curriculum Dev. Website)  
<http://www.mrsh.org> (Modern Red School House)  
[http://owl.english.purdue.edu/handouts/research/r\\_apa.html](http://owl.english.purdue.edu/handouts/research/r_apa.html) (APA Format)  
<http://school.discovery.com> (School Info)  
<http://school.discovery.com/schrockguide/webquest/webquest.html> (WebQuest Info)  
<http://www.findarticles.com> (Search Engine)  
<http://www.copernic.com/> (Search Organizing Software)  
<http://www.crystalgraphics.com/> (3D Graphics Software)  
<http://www.deskootenays.ca/wilton/eportfolios/> (Electronic Portfolios)  
<http://eportfolio.psu.edu/> (Electronic Portfolios)

## RUBRICS

Assignment: Little Red School House

	<u>Target</u>  <u>5 points</u>	<u>Acceptable</u>  <u>4 points</u>	<u>Acceptable</u>  <u>3 points</u>	<u>Unacceptable</u>  <u>2 points</u>
<b>Examination of curriculum</b>	Students in detail will be able to discuss the newly adopted curriculum and the (research-based) rationale why this particular school system adopted it.	The students discuss the curriculum but not in detail. The rationale will be credible	The students will observe the curriculum and summarize its components, but will not, intelligently, discuss why it was adopted.	Students only look to summarize the elements or components of the curriculum (and does it in a cursory fashion)
<b>Understanding of the social, cultural, &amp; academic needs</b>	Students will utilize needs assessment instrumentation to collect data such that they can understand and demonstrate how the social, cultural, and academic needs of the community are met (or are not being met) by this new curriculum.	Students will explain what some of the needs are, but not in complete detail. Secondly, the student will not create a tool of measurement to acquire this information.	Students will explain how the only one dimension of the needs of the community are met or will explain how all three are met, in detail.	Students do not illuminate how the multi-faceted needs of the community may be met (or not met) by this newly adopted curriculum.
<b>Economic Sensibility in Holistic Context</b>	Students will perform the task of explaining the dynamics surrounding how this newly adopted curriculum will affect the economic realities of the students, families, teachers, and school leaders	Students will explicate how the curriculum interfaces with the realities of the teachers, but not students and their families.	Students will minimally show how the newly adopted curriculum, financially affects all parties: students, families, school leaders & teachers	Students do not look to discuss the economic context as it relates to this new curriculum.

Assignment: Web Quest Activity

	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>	<b>SCORE</b>
<b><u>Introduction</u></b>	Introduction is purely factual, straightforward with no appeal or relevance for learners. (1 point)	Introduction relates to the learners' social world in a way that's compelling and dynamic. (2 - 3 points)	Introduction draws the reader into the lesson by engaging the learner in way that he or she becomes invested in the lesson b/c they are a part of process. (4 - 5points)	
<b><u>Task</u></b>	The task simply requires that students/learners locate web-pages or links. (1 point)	The task asks the learner analyze information from several sources. (2 - 3 points)	The task requires synthesis of multiple sources of information and/or going beyond the data to encourage making a judgment or creating something new, inside & outside their world. (4 - 5points)	
<b><u>Procedures</u></b>	Process is not clearly stated, such that the students are confused about the steps necessary for completing the project. (1 point)	The procedures are clear, but some information is missing, such that students may not experience the fullness or richness of the exercise. (2 - 3 points)	The procedures are clear and they follow a line of logic and taxonomy that maximizes learning. Students know exactly what they need to be doing and how they are going to be assessed. (4 - 5 points)	
<b><u>Assessment</u></b>	Assessment is unclear. Students haven't a clue as to how they are going to be evaluated on the activity. (1 point)	The criteria upon which the students will be evaluated is vague, but manageable. However, confusion is inevitable b/c of lack of complete info. (2 - 3 points)	The assessment clearly describes the process and tools (rubrics, self-assessment, etc.) used to grade the students' work. Criteria for gradations are clearly stated. (4 - 5 points)	

**Norfolk State University**  
*Presentation*



Name: \_\_\_\_\_

Teacher: Larry Ferguson

Date of Presentation: \_\_\_\_\_

Title of Work: \_\_\_\_\_

	<b>Criteria</b>				<b>Points</b>
	1 (unacceptable)	2(unacceptable)	3 (acceptable)	4 (target)	
<b>Organization</b>	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	—
<b>Content Knowledge</b>	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with content, but fails to elaborate.	Student demonstrates full knowledge (more than required)with explanations and elaboration.	—
<b>Visuals</b>	Student used no visuals.	Student occasional used visuals that rarely support text and presentation.	Visuals related to text and presentation.	Student used visuals to reinforce screen text and presentation.	—
<b>Mechanics</b>	Student's presentation had four or more spelling errors and/or grammatical errors.	Presentation had three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	—
<b>Delivery</b>	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly.	Student used a clear voice and correct, precise pronunciation of terms.	—
				<b>Total----&gt;</b>	—

**Teacher Comments:**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Project Title: \_\_\_\_\_

Teacher(s): Ferguson

## Multimedia Project



<b>Process</b>	<b>Unacceptable.</b>	<b>Acceptable</b>	<b>Target</b>
1. Has clear vision of final product	1, 2, 3	4, 5, 6	7, 8, 9
2. Properly organized to complete project	1, 2, 3	4, 5, 6	7, 8, 9
3. Managed time wisely	1, 2, 3	4, 5, 6	7, 8, 9
4. Acquired needed knowledge base	1, 2, 3	4, 5, 6	7, 8, 9
5. Communicated efforts with teacher	1, 2, 3	4, 5, 6	7, 8, 9
<b>Product (Project)</b>	<b>Unacceptable.</b>	<b>Acceptable</b>	<b>Target</b>
1. Format	1, 2, 3	4, 5, 6	7, 8, 9
2. Mechanics/Function	1, 2, 3	4, 5, 6	7, 8, 9
3. Organization and structure	1, 2, 3	4, 5, 6	7, 8, 9
4. Creativity	1, 2, 3	4, 5, 6	7, 8, 9
5. Demonstrates knowledge	1, 2, 3	4, 5, 6	7, 8, 9, 10
6. Other:	1, 2, 3	4, 5, 6	7, 8, 9

Total Score: \_\_\_\_\_

Teacher(s) Comments:

**Norfolk State University**  
*Article Critique*



Name: \_\_\_\_\_

Teacher: Ferguson


Date Submitted: \_\_\_\_\_

Title of Work: \_\_\_\_\_

	<b>Criteria</b>				<b>Points</b>
	1 (unacceptable)	2(unacceptable)	3 (acceptable)	4 (target)	
<b>Organization</b>	Sequence of information is difficult to follow.	Reader has difficulty following work.	Student presents information in logical sequence which reader can follow.	Information in logical, interesting sequence which reader can follow.	—
<b>Content Knowledge</b>	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with content and is able to demonstrate basic concepts.	Student is at ease with content, but fails to elaborate.	Student demonstrates full knowledge (more than required).	—
<b>Grammar and Spelling</b>	Work has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	—
<b>References</b>	Work displays no references.	Work does not have the appropriate number of required references.	Reference section was completed incorrectly	Work displays the correct number of references, written correctly.	—
				<b>Total----&gt;</b>	—

**Teacher Comments:**

## Electronic Portfolio Scoring Rubric

	<b>Unacceptable</b>  <b>1 pts.</b>	<b>Unacceptable</b>  <b>2 pts.</b>	<b>Acceptable</b>  <b>3 pts.</b>	<b>Target</b>  <b>4 pts.</b>
<b>Title:</b>	Design is inappropriate	Design could be neater or might be inappropriate	Design is attractive and colorful	Design is attractive, colorful, and shows creativity.
<b>Mechanics:</b>	Spelling and punctuation errors are distracting.	Spelling and punctuation errors are evident.	Errors in spelling and punctuation are minor and few.	There are NO errors in spelling or punctuation.
<b>Links:</b>	The student project contains 4 or less links to projects.	The student project contains 5 or 6 links to projects.	The student project contains 7 links to projects.	The student project contains 8 links to projects.
<b>Sounds:</b>	Many sounds are inappropriate and/or distract from the project.	Some sounds are inappropriate and/or distract from the project.	Sounds are of high quality and are appropriate.	The sounds enhance the quality of the project.
<b>Content of project reflections:</b>	Few reflections include: main skills learned.	Some reflections include: main skills learned.	All reflections include: main skills learned.	All reflections include: a detailed account of all skills learned.
<b>Personal reactions to projects:</b>	Few reflections include personal reactions. Reactions are vague or repetitive.	Some reflections include personal reactions. Reactions may be vague or repetitive.	Reflections include personal reaction that clearly reflect the student's feelings.	All reflections include personal reactions that are descriptive and insightful.