

Western Carolina University
College of Education and Allied Professions
EDCI 404 Curricular Trends and Issues in Education
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 Blackboard)

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 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.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 access the course via Blackboard, 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 the time to speed by, it is important that everyone:

- ❖ attend each class, arriving on time and willing to move the furniture when necessary
- ❖ be an active and informed participant in class discussions
- ❖ read and think about the assigned materials prior to class
- ❖ prepare and hand in assignments on the date and at the time due (penalties apply to late work)
- ❖ understand that what you know when you come to class each week may change
- ❖ arrive with a mind open to the ideas of others

Points will be deducted for turning in late assignments and deducted for tardiness and absences regardless of the reason. If you have not been excessively tardy and/or absent and your final grade is borderline, the points deducted will not be used to lower your grade for the course.

Grading

- 10 POINTS:** Attendance, Participation, Preparation, and Attitude
This course schedule is attached. In order to receive credit for this short course it is important students arrive on time, attend all classes and complete in-class and out-of-class assignments---all of which count toward these points.
- 30 POINTS:** Group Presentation
The class will be divided into groups. Each group will do a presentation to the class on an article included in the course bibliography (specific choices will be provided in class). The presentations will be 25 minutes each. 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 on the education of children, connect the topic to one or more of our course readings (cited APA style—guide posted in BlackBoard), provide a Listening/Learning Guide for the audience to complete during the presentation, get the whole class involved in some way, and involve all group members as presenters. The information presented in the presentation must also be turned in to me in case I miss some aspect you shared during the presentation. More information will be provided in class and supporting documents can be accessed in BlackBoard.
- 25 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 prior to being formally assessed and a grade recorded on the remaining required Journals.
- 20 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 demonstrated in class and your Literature Circle group members will be assigned for the course. The Literature Circle Response Form is provided in Blackboard.
- 15 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 class. 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 class.

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: The topics will be discussed in-depth during our class meetings. Your pre-reading analysis of a topic is simply a way to get you to begin thinking about that topic. Your participation and presence is essential to your success in this course. As such, students who are absent from the class will only receive partial credit for attendance and/or written assignments that are done and due in class.

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, during class meetings we will be debriefing the methods utilized as well as reviewing content. Pay close attention to how each class is conducted as well as the content and concepts you will be exploring.

Course Evaluations: At the end of the course you will use the following link to access and evaluate the instruction of this course.
https://wcu.az1.qualtrics.com/jfe/form/SV_3QWJwCmWYVPTVP

Bibliography:

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

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- Chunnu-Brayda, W. (2012). Querying top-down, bottom-up implementation guidelines: Education policy implementation in Jamaica. *Journal of Eastern Caribbean Studies*, 37(2). 27-45.
- Clarke, C. ((2005). Socialization and Teacher Expectations of Jamaican Boys in Schools: The Need for a Responsive Teacher Preparation Program. *International Journal of Educational Policy, Research & Practice*, 5(4), 3-34.
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- Henry, P.B. & Miller, C. (2009). Macroeconomic narratives from Africa and the Diaspora. *American Economic Review: Papers & Proceedings 2009*, 99(2). 261-267.
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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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- Roofe, C. & Miller, P. (2013). Miss, I am not being fully prepared: Student-teachers' concerns about their preparation at a teacher training institution in Jamaica. *Australian Journal of Teacher Education*, 38(5).
- 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).
- Smith, M. D. (2012). School self-evaluation: A Jamaican perspective. *Journal of Third World Studies*, XXIX(1), 137-153.
- 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.

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 the first 15 minutes of class.</p> <p>Debriefing Presentations Debriefing Black Ants and Buddhists—final Literature Circle meeting Debriefing Instructional Methods Student Assessment of Instruction on BB</p>

1	Situational Journal Form Author & Article Title:
2	Page _____ Concept/idea selected:
3	Describe a <u>specific</u> and personal situation and connection between the concept listed above and your own professional responsibilities or some aspect of your educational setting.

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