Department of Educational Administration  
College of Education  
Michigan State University  
EAD 968: Teaching, Learning, and Curriculum in Postsecondary Education  
Spring 2008

Professor Roger Baldwin  
427 Erickson Hall  
Office phone: (517) 355-6452  
E-mail: rbaldwin@msu.edu  

Course Meetings: Tuesdays, 7:10-10:00 p.m., 228 Erickson Hall  
Office Hours: By appointment  
Course Angel site (A): http://angel.msu.edu

Course Overview

Promoting learning is a central mission of postsecondary education. That mission is carried out, in large part, through teaching practice and curriculum development. While classroom teachers are at the front lines of the teaching and learning process, everyone who works in the postsecondary sector—presidents and provosts, department and unit chairs, directors and managers, those who represent the institution or organization to the public—must think seriously about what contexts and strategies optimally facilitate learning. Administrators contribute much to the philosophical, structural, and resource environment in which teaching and learning occur and curricula are designed. For example, department chairs translate institutional priorities, including institutional directions concerning teaching and learning, to faculty members and set guidelines and contexts in which teaching, learning, and curriculum development occur. Those supporting human resource development or educational opportunities in workplace and other postsecondary settings also focus on teaching, learning, and curriculum issues as critical links between organization priorities and workplace needs. And certainly, those with responsibilities for direct instruction must have extensive understanding of teaching and curriculum approaches and their implications for learning. Essentially, all professionals in higher education function as educators in some dimension of their jobs.

This course provides an opportunity for participants to think about and deepen their understanding of key questions concerning teaching, learning, and the curriculum. Among the questions considered are the following: What frameworks are available to help guide thinking and practice in teaching and curriculum? What are the values and beliefs that relate to different perspectives or approaches to teaching and to curriculum? How do beliefs about the purposes of higher education influence what knowledge is included or excluded in the curriculum and what instructional approaches are used to teach this knowledge? What have been the assumptions that have led to differing viewpoints about what should be included in the curriculum and how teaching should occur? What are useful approaches to curriculum planning? What are useful teaching
strategies for diverse situations, purposes, and learners? What challenging issues about academic programs and instruction are confronting leaders in postsecondary education today?

The course is designed for individuals who hold or in the future will serve in administrative, teaching, or research positions that require understanding of diverse teaching perspectives and curricular frameworks, curricular planning and design, and current issues and challenges pertaining to teaching, learning, and curriculum in postsecondary education. The course is required for doctoral level students in the Higher, Adult, and Lifelong Education Program. Individuals in other fields who are interested in the topics of teaching, learning, and the curriculum, and who anticipate serving in careers as postsecondary educators, are also welcome.

Conceptually, the course is organized to address several major themes. First, we will consider perspectives and frameworks for understanding teaching and curriculum. The second theme concerns the debates, both historical and current, about the curriculum. We will analyze recurring debates about the purposes of postsecondary education, as well as some reform reports, critiques, and proposals that have affected postsecondary education over the past fifteen to twenty-five years. The third theme of the course focuses on practical approaches to curriculum development, and on strategies for teaching in four situations (lecture/presentations; facilitating discussions; learning in small groups; and experiential learning). Fourth, we will explore several specific issues concerning teaching, learning, and the curriculum that are very important in postsecondary education today: the paradigm shift to an emphasis on learning; the implications, possibilities and challenges offered by technology for teaching, learning, and curriculum; the scholarship of teaching; assessment and quality assurance; and the politics and process of curriculum reform.

**Course Learning Objectives**

Students should achieve the following learning outcomes by the end of the course:

1. Understanding of several perspectives concerning teaching, including the beliefs and assumptions undergirding each perspective and the implications of each perspective for educational practice.

2. Understanding of several curriculum frameworks, including assumptions associated with different frameworks and key elements that should be included in a curriculum.

3. Familiarity with historical trends in curriculum development and recurring debates around the purposes of teaching and learning.

4. Development of a position concerning recent critiques and recommendations regarding curricular issues in American postsecondary education.
5. Ability to implement basic principles of curriculum design.

6. Knowledge of a variety of teaching strategies and how to implement these strategies.

7. Knowledge of current issues of importance in the postsecondary sector pertaining to teaching, learning, and curriculum. Understanding of the questions and implications raised by these issues.

8. Improved skills as an analytical reader of research and conceptual writing concerning teaching, learning, and curricular issues.

9. Enhanced writing and instructional skills.

Course Materials

Required:


Most readings not in these books will be accessible online through our EAD 968 Angel site (http://angel.msu.edu)

Course Assignments

1. Class Attendance and Participation (20%)

During each class session we will discuss issues and questions related to the readings for the week. Students are expected to have read assigned readings before attending class. Class discussion typically will be used to encourage higher order thinking: analysis, synthesis, application, problem solving, and evaluation. Thus, we may not always review the details of every reading, but will assume that students have mastered the basic content in their own reading and come prepared to enter the conversation as professional colleagues. Thorough reading and preparation prior to each class session, and attendance and involvement in class, are essential to the quality of the course and the learning of each participant. We aspire to function as a learning community and depend on the active contributions of each community member.
2. Comparative Analysis Paper (15%)

Pratt introduces five distinctive perspectives on teaching. Your task is to write a four to five page analytical paper comparing key elements of a class session planned from each of two different perspectives on teaching.¹ (Choose two of the following perspectives: transmission, apprenticeship, developmental, nurturing, social reform.) For a class session in a field of your choice (Specify the field [e.g., American history, chemistry, business]), identify the intent of the session and two to three specific session objectives. In addition, explain the role the instructor will play and the nature of teaching-learning activities in the session. Employ the two distinct perspectives on teaching to explain your two differing approaches to a class session in this field. (Due Tuesday, January 29)

3. Team Facilitation of a Class Session (20%)

Students will work in small teams to lead one of the class sessions between March 18 and April 15. This will involve designing, facilitating, and evaluating one of the four class sessions during that period. In its planning process, teams should employ Stark and Lattuca’s “academic planning model” as a guide. Each team will use principles of good practice in curriculum design including identifying learning outcomes, content, educational processes, and evaluation. After establishing intended learning outcomes, each team will be responsible for identifying and preparing a statement of key issues, questions, and implications pertaining to the topic and important to educators in postsecondary education, developing an annotated resource list, and carrying out appropriate assessment of the session. A brief (2-3 page) report collaboratively authored by all team members that explains the session’s purpose, objectives, and educational strategy is due on the date of the class session. Since this is a group project, the group will be evaluated as a whole for purposes of grading.

4. Reflective Analysis Paper (20%)

Each participant will individually prepare a reflective analysis and assessment of the class session for which he or she was co-responsible. This analysis will focus on the curricular and pedagogical decisions made in planning the session, and how these decisions were enacted within the class presentation. Within two weeks after the class session, each participant should submit a memo which addresses the following points:

1. Analysis of the class as an instructional development project designed to facilitate learning (that is, in light of the intended learning outcomes, what were the strengths and weaknesses of the class, intended outcomes achieved or not and why, etc.)
2. An assessment of the specific teaching strategies used—what went well, what could be improved upon, and why?
3. Discussion of insights and understandings about curriculum, teaching, and learning that the writer gained through working on this project.

Students should employ relevant course readings to support their analysis of the session they helped to plan and lead.

¹ In other words, you will plan two sessions on the same topic.
5. Final Take-Home Exam (25%)

A take-home examination will provide students with an opportunity to reflect on, integrate, and apply knowledge and insights gained during the course. The exam will be distributed by April 8 and will be due on April 22.

January 8  Introduction

Introductions
Class members’ experiences, reflections, and questions pertaining to Teaching, Learning, and Curriculum
Course Plan

January 15  Frameworks for Understanding Teaching: Identifying Your Perspective on Teaching

Complete the Teaching Perspectives Inventory (http://www.teachingperspectives.com/)

Pratt,  
Chapter 1: “The research lens: A general model of teaching”  
Chapter 2: “Indicators of commitment: Actions, intentions, and beliefs”  
Chapter 3: “Alternative frames of understanding: Introduction to five perspectives”

Palmer, “Introduction: Teaching from within” (A)

Palmer, “The heart of a teacher: Identity and integrity in teaching” (A)

January 22  Frameworks for Understanding: Applying Varied Approaches to Teaching

Pratt,  
Chapter 4: “The transmission perspective”  
Chapter 5: “The apprenticeship perspective”  
Chapter 6: “The developmental perspective”  
Chapter 7: “The nurturing perspective”  
Chapter 8: “The social reform perspective”  
Chapter 10: “Analyzing perspectives”
January 29  Frameworks to Understand Curriculum

Stark and Lattuca,
Chapter 1, “From influences and assumptions to actions”
Chapter 2, “Defining curriculum: An academic plan”
Chapter 3, “Curriculum perspectives and frameworks”

First Writing Assignment Due January 30

February 5  Philosophical Foundations, Historical Debates and Trends, Current Context

Stark and Lattuca,
Chapter 4, “Recurring debates about the college curriculum”

Bok,
Chapter 1: “The evolution of American colleges”
Chapter 2: “Faculty attitudes toward undergraduate education”

Fuhrmann, “Philosophies and aims.” (A)

Rudolph, “Frames of reference.” (A)

February 12  Purposes & Performance: Curriculum Critiques & Proposals

Stark and Lattuca,
Chapter 5, “Calls for curriculum reform.”

Bok,
Chapter 3, “Purposes”
Chapter 4, “Learning to communicate”
Chapter 5, “Learning to think”
Chapter 6, “Building character”

Eaton, “Academic reform: Competing conversations.” (A)

February 19  Purposes & Performance: Curriculum Critiques & Proposals (II)

Bok,
Chapter 7: “Preparation for citizenship”
Chapter 8: “Living with diversity”
Chapter 9: “Preparing for a global society”
Chapter 10: “Acquiring broader interests”
Chapter 11: “Preparing for a career”
Chapter 12: “Improving the quality of undergraduate education”

Bennett, “To reclaim a legacy: A report on the humanities in higher education.” (A)

Giroux, “Decentering the canon: Refiguring disciplinary and pedagogical boundaries.” (A)

Graff, Excerpts in Cain (ed.), Teaching the conflicts: Gerald Graff, curricular reform and the culture wars, pp. 3-50. (A)

**February 26**  The Practice of Curriculum Planning

Stark and Lattuca,
Chapter 6, “Creating academic plans.”
Chapter 7, “Influence of academic fields.”

Harvard University Faculty of Arts and Sciences, “Report of the Task Force on General Education” (A)

**March 4**  Spring Break – No Class

**March 11**  Teaching Strategies

Stark & Lattuca,
Chapter 9, “Selecting instructional processes”

Brookfield & Preskill, “How discussion helps learning and enlivens classrooms” (A)

Cantor, “Experiential learning in higher education” (A)

Christensen, “Premises and practices of discussion teaching” (A)

Dirkx, J. “Using groups effectively in collaborative learning.” (A)

Frederick, P. J. “The lively lecture—8 Variations.” (A)

Poindexter, “The case for holistic learning.” (A)
March 18  Shift to a Learning Paradigm

Stark & Lattuca, 
Chapter 8, “Influence of learners”

Barr and Tagg, “From teaching to learning: A new paradigm for undergraduate education.” (A)

Belenky, Clinchy, Goldberger, and Tarule, “Connected teaching.” (A)

Lenning, O. T., and Ebbers, L. H. The powerful potential of learning communities: improving education for the future, pp. 1-12. (A)

Minnich, “Teaching thinking: Moral and political considerations.” (A)

Shulman, “Taking learning seriously.” (A)

Singham, Mano. “Death to the Syllabus!” Liberal Education, Fall 2007, 52-56. (A)


March 25  Technology and Teaching, Learning, and Curriculum

Batson and Bass, “Teaching and learning in the computer age.” (A)

Brown, “New learning environments for the 21st Century: Exploring the edge” (A)

Burbules & Callister, “The risky promises and promising risks of new information technologies for education” (A)

Campbell, “Education, information technologies, and the augmentation of human intellect” (A)

Dirkx & Smith, “‘Thinking out of a bowl of spaghetti’: Learning to learn in online collaborative groups” (A)

Dziuban & Brophy-Ellison, “Faculty 2.0” (A)

National Research Council, “Preparing for the revolution: Information technology and the future of the research university,” pp. 1-54. (A)
April 1  The Scholarship of Teaching

Boyer, “Enlarging the perspective.” (A)

Hutchings, “Competing goods: Ethical issues in the scholarship of teaching and learning.” (A)

Hutchings and Shulman, “The scholarship of teaching.” (A)

Palmer, “The heart of a teacher.” (A)

Shulman, “Taking learning seriously.” (A)

Tinberg et al., “The Scholarship of Teaching at the Two-Year College,” Change, July/August 2007, 26, 28-33. (A)

April 8  Assessment and Quality

Pratt,  
Chapter 11, “Evaluating teaching”

Stark and Lattuca,  
Chapter 10, “Evaluating and adjusting academic plans.”

Ewell, “Do We Make the Grade?” Trusteeship, November/December 2006, 8-13. (A)

Palomba and Banta, “The essentials of successful assessment,” pp. 1-18. (A)


Wright, “Evaluating learning in individual courses,” In Gaff and Ratcliff, Chapter 28, pp. 571-590. (A)

April 15  The Politics and Process of Curriculum Reform

Stark and Lattuca,  
Chapter 11, “Administering academic plans and guiding change.”

Cervero & Wilson, “Planning as a process of negotiating interests” (A)
Cervero & Wilson, “To plan responsibly, be political”

Cervero & Wilson, “At the heart of practice: The struggle for knowledge and power” (A)

Diamond, “Changing Higher Education: Realistic goal or Wishful Thinking?”
Trusteeship, 14-18.

Levine, “Characteristics of curriculum change.” (A)

Schneider, C. G., and Shoenberg, R. “Habits hard to break: How persistent features of campus life frustrate curricular reform.” (A)

Tagg, “Double-Loop Learning in Higher Education,” Change, July/August 2007, 36-41. (A)

**April 22** Wrap-Up and End of Semester Celebration

Daniel et al., “A tectonic shift in global higher education” (A)

- Additional readings to be assigned

  Take-Home Exam Due April 22