

University of Lethbridge

Faculty of Education

**EDUCATION 6006 COURSE OUTLINE**  
CURRICULUM AND ASSESSMENT COHORT

Spring 2017 – January 9 – April 22  
Presentations on Campus: Saturday, April 22, 2017

**Instructor:** Dr. Leah C. Fowler  
**Office:** TH318  
**Telephone:** Office: 329-2457  
**Email:** leah.fowler@uleth.ca

**Secretary:** Margaret Beintema  
**Office:** TH 321  
**Telephone:** 329-2732

**COURSE OUTLINE**

**PURPOSE**

Education 6006 is intended to provide structured timelines, instructor feedback, and collegial support for the completion of the Capstone. The Capstone is a culminating activity for the Master of Education degree intended to assist students in integrating the educational research and content knowledge and skills they have acquired into a whole writing and presentation greater than the sum of the course parts. The Capstone is a measure not only of the knowledge and skills the student has acquired through the program, but also the degree to which the student has been able to integrate these into a new theory of curriculum and assessment, and a new professional identity.

ED 6006 is a pass/fail course that conforms with ALL Graduate Studies expectations for culminating activities, similar to those articulated for projects and theses. In other words, following approval from the instructor, a clean, error-free, APA 6th edition formatted document (in print and electronic formats), with correctly formatted title page, must be submitted to the Office of Graduate Studies and Research. ALL of these requirements are necessary for a PASS. Successful completion of the Capstone is a requirement for the M.Ed. degree.

Your pass will be determined by a combination of your paper and your presentation as follows: (You must pass both.)

**Paper:** 80% (including interim writing during the term to build the capstone paper)

**Presentation:** 20% (Presentation day April 22, 2017)

## **REQUIREMENTS and TIMELINE: Go to Moodle for resources since our course is online**

Students registered in this course shall:

- Converse with Leah about their paper on line, by phone, or in person by Jan. 14, 2017
- Submit the Capstone draft question by January 16, 2017
- Submit Final Question, a paper outline with headings, and an introduction (2-5 pages) - January 30, 2017.
- Submit a full completed response draft to your question March 3, 2017
- Provide a final, polished product by Friday, March 27, 2017
- Make a formal presentation based on the Capstone paper on Saturday, April 22, 2017

Graduate Program in Education policies, guidelines for completing the Capstone, formatting requirements for the document, and sample Capstone papers can be found on the Office of Graduate Studies and Research website:

<http://www.uleth.ca/education/programs-degrees/graduate-studies/culminating-activities/capstone>

(Note: the sample on line was for 2014 – use dates above for 2017 for our class)

Check with Graduate Studies for your Application for Graduation date: usually March 1.

### **THE CAPSTONE QUESTION:**

The Capstone paper integrates the substantive, methodological, and reflective issues raised through the process of completing a graduate degree at the University of Lethbridge.

Students are to demonstrate and assess their knowledge and experience by developing a question related to their professional lives, and by

- analyzing changes in the student's understanding of a topic or theme directly related to curriculum and assessment as a result of learning experiences within the Master's Program.
- analyzing changes in the student's understanding and conduct of his or her professional practice.

The precise nature and composition of the question or topic is open to negotiation with the instructor (within the limits of required academic and professional standards) to maximize the personal relevance and learning of each student.

Some examples of questions include:

“What is my theory of curriculum and assessment? Why do I understand it this way?”

“How does my work in curriculum and assessment leadership engage teachers to improve student learning?”

### **THE CAPSTONE ANSWER (Paper): APA Format - Publication Manual (6<sup>th</sup> ed., 2 printing, 2009)**

Answers should be approximately 45 pages (11,500 words, excluding references) in length.

Quality is more important than length; papers may be shorter if particularly concisely written, or slightly longer if successful development of the argument requires it.

Compliance standards for Capstone papers are on the Faculty of Education Graduate Studies' website or on Moodle for helping meet those requirements.

**Guidelines for your Paper:** The goal of ED 6006 is to assist you in writing and presenting a capstone paper that demonstrates excellent reasoning and is publishable in a relevant scholarly or professional journal. The paper is assessed according to these criteria:

Purpose

*Is it clear?*

Question

*Is the focus question for the paper relevant and significant?*

*Are relevant related questions explored?*

*Do questions allow for the exploration of curriculum and assessment concepts and issues in appropriate depth and breadth?*

Information

*Is the answer supported by relevant course readings and research studies? Is information (sources cited) sufficiently broad and deep?*

*Is the information accurate?*

*Is the paper informed by relevant professional experiences?*

Concepts

*Does the answer demonstrate accurate understanding of relevant concepts (theories, models)? Are relevant concepts (theories, models) clearly and accurately identified? Used appropriately to organize information?*

*Are concepts (theories, models) understood in adequate depth and detail?*

Interpretations/Conclusions

*Are the paper's key and related questions clearly answered?*

*Is the answer (argument) supported with appropriate, detailed evidence?*

*Does the answer follow logically from the information provided? Is it inductively strong?*

*Deductively valid?*

*Does the answer address the complexities in the questions at issue?*

Perspective

*Does the paper demonstrate fair-mindedness?*

*Does it address relevant perspectives on the question(s) at issue?*

Implications

*Are the implications for educational practice clear, significant? Do they follow logically?*

*Are they significant for educators' professional practices?*

Presentation

*Is it professionally presented? Are writing conventions observed? Are APA guidelines observed?*

*Is the format effective? Is it well organized?*

**PRESENTATION**

The goal of the presentation is to provide your colleagues and other participants with a succinct, informative and engaging overview of your capstone paper. The presentation

*ED 6006 Capstone Spring 2017*

*Instructor: Dr. Leah Fowler*

portion of the Capstone will take the following form:

### **Oral Presentation to Ed 6006 Seminar Group**

- The members of the Ed 6006 group will meet on campus, Saturday, April 22, 2017 to participate in a symposium consisting of the presentation of their final papers. (If you cannot, please arrange to attend by Zoom through our technology department.)
- Presenters will conduct a 20 - minute presentation, followed by a 10-15-minute open discussion period.

Effectiveness of your presentations (including discussion) is assessed the following criteria:

#### Purpose of the Presentation

*Is the goal of the presentation met?*

*Does the presentation accurately communicate the purpose of the paper?*

#### Question Focus for the Presentation

*Is the capstone question clear? Related questions identified?*

#### Information presented

*Is the most relevant and significant information provided to answer the Question(s)? Is relevant information from coursework and professional context included?*

#### Key Concepts Presented

*Does presentation demonstrate accurate understanding of relevant concepts (theories, models)?*

*Are relevant concepts (theories, models) used to frame the information provided?*

*Are relevant concepts (theories, models) communicated in appropriate depth and detail?*

#### Interpretations/Conclusions

*Are the key and related questions clearly answered?*

*Is the answer (argument) supported with relevant, detailed evidence?*

*Does the answer follow logically from the information provided?*

*Does the answer address the complexities in the questions at issue?*

#### Perspective

*Does the presentation demonstrate fair-mindedness?*

*Does it address relevant perspectives on the question(s) at issue?*

#### Implications

*Are the implications for educational practice clear, significant? Do they follow logically? Are they significant for educators' professional practices?*

#### Presentation

*Is the presentation polished and professionally presented within time limits? It is well organized?*

*Are responses to questions and discussion respectfully and thoughtfully considered?*

**Education6006 - CAPSTONE PRESENTATION SCHEDULE APRIL 22, 2017**

<b>TIME</b>	<b>Saturday, April 22, 2017 Name of Presenter</b>	<b>Title (Topic)</b>
<b>9:00 - 9:45 am</b>		
<b>9:45 - 10:30</b>		
<b>10:30 - 11:15</b>		
<b>11:15 - 12:00</b>		
<b>12:00 - 12:45</b>	<b>Lunch break</b>	Nutrition and rest
<b>12:45 - 1:30 pm</b>		
<b>1:30- 2:15</b>		
<b>2:15 - 3:00</b>		
<b>3:00 - 3:45</b>		
<b>3:45 - 4:30</b>		