

University of Lethbridge
Faculty of Education

EDUCATION 6006
COURSE OUTLINE
CURRICULUM AND ASSESSMENT COHORT

Spring 2018

On-line delivery
Presentations:

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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 discrete knowledge and skills they have acquired into a whole greater than the sum of its 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 needs to conform 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% ▲ Presentation: 20%

REQUIREMENTS

Students registered in this course shall:

- ✧ Submit the Capstone question by October 30, 2017
- ✧ Submit the paper outline by January 8, 2018 (first day of classes)

- ✧ Submit completed draft of paper by February 15, 2018
- ✧ Provide a final, polished product by April 7, 2018
- ✧ Make a formal presentation based on the Capstone paper on April 21, 2018

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>

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):

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 absolutely requires it. Compliance standards for the Capstone paper may be found on the Faculty of Education Graduate Studies website. You are strongly advised to purchase (or borrow) a copy of APA Publication Manual (6th ed., **Second** printing, October 2009) to assist you with meeting the APA standards.

The goal of ED 6006 is to assist the student in preparing and presenting a capstone paper that demonstrates excellent reasoning and is publishable in a relevant scholarly or professional journal. The paper will be assessed according to the following 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 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 Saturday, April 23 to participate in a symposium consisting of the presentation of their final papers.
- Presenters will conduct a 20-25 minute presentation, followed by a 10-15-minute open discussion period.

The Instructor will assess the effectiveness of your presentations (including discussion) using the following criteria:

Purpose

Is the goal of the presentation met?

Does the presentation accurately communicate the purpose of the paper?

Question

Is the capstone question clear? Related questions identified?

Information

Is the most relevant and significant information provided to answer the question(s)?

Is relevant information from coursework and professional context included?

Concepts

Does the 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?

CAPSTONE PRESENTATION SCHEDULE

TIME	April 21, 2018	Presenter
9:00- 9:45	#1	
9:45- 10:30	#2	
10:30- 11:15	#3	