

Master of Education

MEDD 6202

Learning in the Disciplines (2014-15)

Overview

This is a core module in the M. Ed. specialism Designing Powerful Learning Environments, offered by the Faculty of Education, University of Hong Kong. The module is intended to be one that maintains community and enables personalized learning in students' own disciplines. This module is where "the rubber hits the road" for the mission of turning research findings into teaching and learning practices.

The module will use an Edmodo course (www.edmodo.com) for sharing ideas and resources with each other, and we'll have roughly monthly sessions that look at learning in each of the disciplines represented by the students in the specialism.

Aims

This module has three overarching aims:

- Digging into research a sciences of learning focus in the student's own teaching subject
- Turning this research into practice
- Self-assessing and reflecting on learning relevant to your teaching subject across the core modules taken so far (Sciences of Learning, Knowledge Building, this one, and possibly Teaching and Learning with Technology)

Pre-requisites and Co-requisites

Sciences of Learning, Knowledge Building, and Research Methods

Textbook

- Sawyer, R. K. (2006). *The Cambridge handbook of the learning sciences* (2nd ed.). New York, NY: Cambridge University Press.

Module Learning Outcomes (MLO)

MLO No.	MLO Statement	Assessment Task
1	Updated knowledge of research on learning in the student's own discipline, and ability to analyze it using concepts and principles from the learning sciences, building on MLO1 of MEDD 6201	1, 2
2	More advanced ability to gather and analyze evidence on learning in a personally relevant learning context, building on MLO2 of MEDD 6201	1
3	More advanced ability to use research to design, plan, implement, and evaluate learning designs, building on MLO3 of MEDD 6201	1
4	Ability to design, plan, implement, and evaluate professional development for peers	1, 2

These Module Learning Outcomes integrate aspects of all four Specialism Outcomes:

- Understand the learning sciences as a field and a foundation for educational design
- Ability to locate and evaluate research relevant to a question, and design a research investigation of design study
- Understand the major trends and issues in educational technology, awareness of the main technologies, and ability to make effective use of educational technology in teaching and learning
- Ability to conceive, plan, carry out, and evaluate educational designs

The Specialism Learning Outcomes are addressed in each core module (MEDD 6201, MEDD 6202, MEDD 6203, MEDD 7108 and MEDD 6014), and the level to which students are expected to demonstrate the outcomes improves each semester. This module covers only two of them, and the Module Learning Outcomes target the ways to demonstrate them.

The specialism and modules also address the University Educational Aims and 21st century skills through the work students do in class and in professional contexts:

1. Pursuit of academic/professional excellence, critical intellectual inquiry, lifelong learning
2. Tackling novel situations and ill-defined problems
3. Critical self-reflection, greater understanding of others, and upholding personal and professional ethics
4. Intercultural understanding and global citizenship
5. Leadership and advocacy for the improvement of the human condition

Module Facilitators

Dr. Jan van Aalst, vanaalst@hku.hk, <http://web.hku.hk/~vanaalst>
Professor Carol K. K. Chan, ckkchan@hku.hk

Structure

This module has fewer sessions than the others and is meant to be interactive. Most of the time together will be used for workshops on learning in a specific discipline, which are co-designed and taught by student teams and the lecturers. Each workshop is meant to be a professional development event for the classmates and should provide a summary of relevant research, and activities that help participants understand the main features of the topic. Each student will contribute to the development of one workshop. In addition, students are expected to complete a personalized program of study in their own discipline. The reading load between these two components will be similar to that in other modules, around 8-10 articles.

Your assignments must be completed by TBA, 2015. Online feedback will be provided by August 31, 2015.



Schedule

November 1, 2014

Introduction: Curriculum Design

- ➔ Overview of the module
- ➔ Universal designs for learning
- ➔ Powerful learning designs
- ➔ Factors that influence learning

Activities

- We will explore some different approaches to curriculum development, which apply across many subjects, as well as evidence of factors that influence learning. This will provide a framework for connecting the ideas from the learning sciences to teaching and learning in specific disciplines.
- After class: Students submit an individual plan for learning in this module, including a preliminary reading list of around 2 books or 6-8 research articles. To be submitted 2 weeks after the session.

Resources

- Barron, B., Pearson, P. D., Schoenfeld, A. H., Stage, E. K., Zimmerman, T. D, ... & Tilson, J. L. (2008). *Powerful learning: What we know about teaching for understanding*. San Francisco: Jossey-Bass.
- Hall, T. E., Meyer, A., & Rose D. E. (Eds.) (2012). *Universal design for learning in the classroom: Practical applications*. New York: The Guilford Press.
- Rappolt-Schlichtmann, G., Daley, S. G., & Rose, L. T. (2012). *A research reader in universal design for understanding*. Cambridge, MA: Harvard Education Press.
- Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. New York: Routledge.
- Littleton, K., Scanlon, E., & Sharples, M. (Eds.) (2012). *Orchestrating inquiry learning*. New York: Routledge.

November 29, 2014

Assessing 21st Century skills

- ➔ Overview of 21st century skills and emergent approaches to assessing them
- ➔ E-portfolios as a method for assessing them
- ➔ The DPLE portfolio

- Finalize assignment of students to workshop teams
- Overview of 21st century skills and emerging ways to assess them
- Technical introduction to the DPLE portfolio (getting it started)

Resources

- Cambridge, D. (2010). *Eportfolios for lifelong learning and assessment*. San Francisco: Jossey-Bass.
- Greenstein, L. (2012). *Assessing 21st century skills: A guide to evaluating mastery and authentic learning*. Thousand Oaks, CA: Corwin Press.
- Various government documents on 21st century skills.
- Websites

Session 1

Session 2

January 31, 2015

Topic 1

- Subtopic 1.1
- Subtopic 1.2
- Subtopic 1.3

Activities

- Student-led workshop

Suggested resources

-

February 28, 2015

Topic 2

- Subtopic 2.1
- Subtopic 2.2
- Subtopic 2.3

Activities

- Student-led workshop

Suggested resources

-

March 28, 2015

Topic 3

- Subtopic 3.1
- Subtopic 3.2
- Subtopic 3.3

Activities

- Student-led workshop

Suggested resources

-

April 18, 2015

Topic 4

- Subtopic 4.1
- Subtopic 4.2
- Subtopic 4.3

Activities

- Student-led workshop

Suggested resources

-

May 23, 2015

Topic 5

- Subtopic 5.1
- Subtopic 5.2
- Subtopic 5.3

Activities

- Student-led workshop

Suggested resources

-

June 6, 2015

All-day conference 10:00 to 17:00

Share and celebrate learning achievements across the DPLE network. This cohort and the previous one, and key teachers at collaborating schools. The morning session is Session 8 of MEDD 6202, and the afternoon session is voluntary.

Assessment Components

There are two components of assessment for this course. You are required to achieve a pass for each of these components for successful completion of this course.

Assessment Component 1

<i>Component</i>	<i>Title</i>	<i>Format</i>	<i>Score</i>	<i>Due Date</i>
1	Electronic Portfolio	Individual	50%	July 31, 2015

In this specialism we will use an electronic portfolio in the DPLE domain on Google to reflect on and showcase learning in each of the four core modules and MEDD 6014, using the four Specialism Learning Outcomes as a guide. In this module, students are expected to write 3-4 entries to self-assess their developing understanding of the Specialism Learning Outcomes relevant to this module. These outcomes are further articulated for this module by means of the Module Learning Outcomes. The weight on the portfolio in this module is heavier than in the other modules due to the greater emphasis on independent study, so that students need more space to demonstrate their achievements.

Assessment Component 2

<i>Component</i>	<i>Title</i>	<i>Format</i>	<i>Score</i>	<i>Due Date</i>
2	Workshop	Individual and Collaborative	50%	Varies

Students will work in small teams to prepare and present a professional development workshop on learning in their own discipline. The workshop should provide coherently put together professional development that explores a current theme in research in the specific discipline, but using concepts and methods from the learning sciences to analyze that research. A workshop should attempt to integrate this knowledge with understanding from personal teaching practice, and trying out strategies in the classroom. The workshop should be engaging and interactive.

The assessment of the workshop consists of two parts:

- Assessment of the design, planning, and delivery of the workshop, other with a one-page written reflection on the effectiveness of the workshop by each student in the presenting group.
- All students should regularly post brief reflections on their learning in the workshops they attended on Twitter. Of course, these tweets should be supportive, for example pointing out what is interesting, asking questions, and making suggestions.