Education 816

Developing Educational Programs and Practices

for Diverse Educational Settings

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**WEBSITE:** [**www.peterliljedahl.com/courses/educ-816**](http://www.peterliljedahl.com/courses/educ-816)

**Location:** All classes will be held in E305

**Dates:** Feb 22-23

April 25-26

May 8-10

June 12-14

**Times:**  Fridays 5:00 pm – 8:30 pm

Saturdays 9:00 am – 3:00 pm

Sundays 9:30 am – 1:30 pm

**Readings:** Supplementary material will be given out on a regular basis either as email attachments or posted on the course website.

# Course Description

This course, in part, marks the culmination of the Numeracy Masters program. As such, it is intended to bring together, and put in place, the final pieces of your journey. There are three such pieces:

1. Implementation – can you put your practice into practice?
2. Sustainability – can you continue to grow your practice in practice?
3. Externalization – can you help other to grow in their practice?

# These three pieces will be actualized through a series of three assignments.

# Course Requirements

1. Workshop (50%) – **Due June 14, 2020**

As graduates of this program you will be seen as experts in mathematics education and numeracy. As such, you may be called upon (willingly or not) to act in the role of teacher leader. This can take many forms from mentorship to giving workshops. For this assignment you will work in groups of two to design a three part series of workshops on a topic of your choice. However, you must keep in mind that these workshops are intended for *teachers*. As such, you need to consider what it is that they know, what they want, and what they need. How do you motivate change in your colleagues? You will deliver the first of these workshop sessions as real workshops on the final weekend, as well as summarize the follow up sessions. The rest of the class will then give constructive feedback on the workshop.

1. Educational Plan (50%) – **Due June 14, 2020**

Throughout this program you have acquired a large repertoire of instructional vignettes. The challenge, of course, is organizing and synthesizing these vignettes into a cohesive educational plan. In this assignment you will work in groups of four to develop an individual or shared (in pairs) comprehensive and cohesive plan for the coming school year. This is much grander than a lesson plan or a unit plan, both in scale and in scope – while at the same time being much less detailed. The scale of this will, at times, be microscopic – *what do you do on day one?* At times it will be macroscopic – *what is the sequence of units you will progress through?* Sometimes it will be in between – *what, how, and when will you assess?* What is important is that it is something that is useful to you.