Principles of Curriculum Construction EDCS725-J51-FALL-2021   My Grades   Collection   ?

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☐	**Thread:**	O'Malley Discussion #5	**Posted Date:** November 22, 2021 1:22 AM
	Post:	RE: O'Malley Discussion #5	**Status:** Published
	Author:	👤 **Shaun O'malley**	

Absolutely...it allows them to advocate for themselves as well as to advocate for what they need because they know what they are doing therefore know what they need to accomplish that task.

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☐	**Thread:**	O'Malley Discussion #5	**Posted Date:** November 22, 2021 1:20 AM
	Post:	RE: O'Malley Discussion #5	**Status:** Published
	Author:	👤 **Shaun O'malley**	

Yeah, all of what you said makes sense. How can a child or anyone gain mastery if they are not learning the entire part of the process...they are only gaining partial mastery in a part of the subject.

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☐	**Thread:**	O'Malley Discussion #5	**Posted Date:** November 22, 2021 1:19 AM
	Post:	RE: O'Malley Discussion #5	**Status:** Published
	Author:	👤 **Shaun O'malley**	

Nathan,

I think it coudl be a mixture of both. But let's face it...we still use seattime to measure a students learning. The concept of the carnegie credit has long-served its purpose and it is overdue. Does it matter that you complete 128 credits to graduate anymore and it takes you 4 or 5 years or can you complete 1 year through an 8 hour assessment of prior learning and prior experience.

Everything we are taught to learn and know from our classes we can easily learn and know through real-world experiences. I think that maybe teacher are apathetic because they are sick of jumping from trend to trend with no real leadership or educational focus...but I also think we have relied to heavily on a system for far too long that now we are behind the times in improving and making new advances in education.

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O'malley Shaun (7)

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11/19/21 6:24 PM   **30.00** /30

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Comments

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Thread:	O'Malley Discussion #5	**Posted Date:**	November 19, 2021 6:24 PM
Post:	O'Malley Discussion #5	**Edited Date:**	November 20, 2021 7:16 PM
Author:	Shaun O'malley	**Status:**	Published

I think one of the big "Aha" moments I had came from reading chapters 5-6 in Drake. Drake's comments about creating and cultivating Rich Culminating Assessment Tasks cannot be adequately done in a vaccuum. It requires everyone involved to take an active stance on curriculum planning. Breaking everything up into tiny parts is not helpful because A doesn't know what B is doing and B doesn't know what C is doing etc. Therefore all parts of curriculum planning are necessary in order to ensure that everything fits together nicely (like a well completed puzzle). You cannot just "auction" off parts of the curriculuar plan and expect it to "come togehter." You have to develop the KDB umbrella focusing on the Big Ideas and Enduring understandings and 21st century skills, develop the essential questions to guide the curriculum planning and then focus on the assessment tasks that show student learning.

I feel when the curriculum is created in a vaccuum it poorly serves the students because not each part will accurately line up. When we are talking about curriculum, we are talking about creating a plan to foster student learning. It is all sequential, just like the student learning. A + B + C + D +E + F = Learning. And the curriculum has to really scaffold and build upon learnin so students can adequately progress through the assessment process from beginnining, developing, competent, proficient, and expert. I feel like that is what happens with curriculum plans. People break it up to get through it faster...and therefore the curriculum seems disjointed with now real planning. I am sure we have all been part of a disjointed curriculum at some point in our educational careers...

As for the Chapters in Buoncristiani book, I took pause on the statement, "we must remain the technological innovators we were in the last century..." (Buoncristiani & Buoncristiani, 2012, p. 1), because I think that has been the problem with education...we have failed to innovate. Educated has largely been stagnate. The biggest changes of education case in the past 2 years and not because we wanted to do it but because it was done out of necessity because COVID-19 forced education to change.

I do think that the answer is integrated curriculums and Universal Design. I wholeheartedly agree with the authors Buoncristianis when they say, "The Brain you had when you picked up this book is sublty different from the brain you have now" (Buoncristiani & Buoncristiani, 2012, p. 3). Reading through chapter 1 of Buoncristiani I felt like the words have ecapsulated everything that i have been feeling about education and the world at time time. The comment about reading over student essays you wonder if that student was even part of the classroom...Society is totally like that today. If you look at the events that unfolded on January 6th...there are two completely different narratives of what happened...and as is true with all situations, there are multiple sides to every coin...but in this case I sit there and think...did half the country "really understand the assignment?" https://www.youtube.com/watch?v=Pd55ch3_Xpc (Careful...there are some Not so PG-13 lyrics in that song.)

 Buoncristiani, M. & Buoncristiani, P. (2012). Developing mindful students, skillful thinkers, thoughtful schools. Corwin.

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Thread:	Discussion 5	**Posted Date:**	November 20, 2021 7:01 PM
Post:	RE: Discussion 5	**Status:**	Published
Author:	Shaun O'malley		

When and I think that this goes back to the video we had to watch earlier in this class by Linda Darling-Hammond when she says students need to know more than just being able to pick out an answer out of 5 choices. Performance based assessment allows students to show us what they actually know.

I agree with you about us testing students too much. But what if instead of having all these tests, we have a "final project" that students have to put together and in that project they show us what they have learned...especially if it covers multipe areas/topics/standards that students are supposed to have learned?

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Thread:	McClain Discussion #5
Post:	RE: McClain Discussion #5
Author:	Shaun O'malley

Posted Date:	November 20, 2021 6:50 PM
Status:	Published

I do think that one of the most important parts of assessing prior learning is to not only assess what students know about something but to know if what they know about something is correct and factual. If students have a misconceived notion of something, that is going to ultimately affect their thinking on that subject.

Students bring with them their own values, beliefs, thoughts, etc that they have developed from their family, parents, society...and so the things they think, especially if they are not built on truth or reality or what is right about a topic could truly change the lens that they see a topic.

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Thread:	Metacognition, Mental health, and "Fitting it all in"
Post:	RE: Metacognition, Mental health, and "Fitting it all in"
Author:	Shaun O'malley

Posted Date:	November 20, 2021 6:45 PM
Status:	Published

So it is interesting that I have worked in Residence LIfe and have never heard the term metacognition or at least not in the way it is being used today in regards to talking about learning.

At the new university that I am working at we have APMS (Academic Peer Mentors) who work in the buildling. They are like an RA but minus the duty and policy enforcement. My current APM has implemented Metacognition opportunities into his programming for students:

At the beginning of the semester he:

**Conducted a bulletin board/programs about learning styles and encouraging students to explore their learning styles to find out what they are. He hosted one on ones where he would help them assess what learning style they were and then talked to them about the best ways to study for those specific types

**Then he spent the first few weeks talking to students about time mangement and scheduling. He connected them to calendars and schedules and planning out their semester.

** Then he talked to them about goal setting and teaching them to look at everything in their life that needs to be accomplished, breaking all tasks up into smaller pieces and figuring out how to accomplish these tasks.

CBT and DBT therapies are interesting solutions. It is crazy to think that you can change people's brains and minds and behavior through these therapies. This kind of thinking definitely would not have flourished under previous thinking that the brain is static and unchanging....

You love traveling...so it is great to see that it is a metacognitive process...

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