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C&T 770
August 11, 2017

Curriculum & Teaching 770 Annotated Bibliography

Fadel, C. (2015). *Four-dimensional education: The competencies learners need to succeed*.

Boston: The Center for Curriculum Redesign.

Fadel identifies several qualities of education that 21st century learners need in order to achieve opportunity and security in the 21st century. Taken alone they may sound like a redesigned approach to an existing conundrum – how do students learn best? The dimensions that Fadel identifies are knowledge, skills, character, and meta-learning. Methodologies include a qualitative review of past, current, and predicted practices in the classroom. Of particular importance is the forecast that 21st century skills will be a combination of character, school to life, and academic, but personally relevant, practices that will help students adjust to the information age world. The overall goal is to create a framework which allows teachers, curriculum planners, districts, and others to buttress teaching and learning upon in order to encourage optimal student learning. Like many of these types of books, these studies are limited by the power of prediction. The best that the authors can do is look at current trends in the world outside of school and then plan learning experiences that build up to those, as always, those can change in a moment. Given the precedent of schema established by such things as the calculator, the desktop computer, tablets, and smartphones, however, it is easy to say that technology will continue to be personally relevant just shift in shape, size, and application.

Jackson, P. W. (2011). *What is education?* Chicago: University of Chicago Press.

An emphasis on Jackson's Hidden Curriculum is placed in my developing curriculum theory. This theory is dated and hardly seems applicable to the 21st century; to borrow the words from another researcher, it is newly relevant. Jackson's theory states that power, praise, and culture drive the school, part of what education has become is a de-emphasis on authentic and long-term achievement and the adoption of here-and-now approaches that some educators call checking-the-box or gaming-the-system in order to create a path of least resistance to perceived academic achievement. The methodology of this book is based on the author's vast experience in education as an educator and educator of teachers. His action research is simple, "What does education mean?" From this Jackson delves into attempting to answer this question on several levels, arguing that education is achieved best when education is constantly retooled. In this, it is as much a reflection as it is a prediction. Jackson's most recent book will be used to show how the hidden curriculum is newly relevant to the 21st century. Limitations of this book is bound by buttressing the world of education or the world in general on one theorist's ideas, this might create a self-fulfilling prophecy where the researcher is bound by Jackson's theory and tries to consistently fit the school or world into that vision, it is necessary to apply more than one theory to gain a more true understanding of how people interact with one another..

Lee, S (2002). The effects of peers on the academic and creative talent development of a gifted adolescent male. *Journal of Secondary Gifted Education*, 14(1), 19.

Most people are familiar with the term peer pressure when it comes to how students negatively influence one another. Another aspect of cultural transmission is positive peer pressure or accountability. In this study, Lee describes how certain friends of a student who tested as gifted positively influenced the student, I've termed this accountability. This term is familiar to students in certain ways, in particular in extracurricular settings like clubs or sports but rarely is it used in the classroom, peer accountability is another necessity of cultural transmission when it comes to creating a culture of learning in a classroom or in a school. The methodology for this study was mostly qualitative based on a focus group, a student and his peers. The study was focused on interviews and observations on how students perceived their interactions with one another. The overall goal was to determine if and how much peer interaction influenced highly capable students to continue to perform at highly capable levels. The study found that peer accountability is a powerful tool when influencing student performance and learning engagement. The limits of using this study might discount the power of intrapersonal learners, it does not present the dangers of peer pressure (students who influence students to behave in negative manners), and it barely discusses the roles of adults like teachers, parents, and coaches. All of those other relationships might be best captured in others studies.

Prentice, M. (2015). *Values, situational need construals, and well-being: Relative intrinsic to extrinsic values predict perceiving more opportunities for satisfaction*. (University of Missouri, Doctoral Dissertation). ProQuest Dissertation Publishing. (UMI: 10182683).

It is important to understand that construals are created from perceptions of experiences based on personality or personal contact of situations. The personality indicates what a person infers from the experience, the contact indicates a person may change their understanding based on the experience. These correlate with motivational orientations. The findings are no surprise to people with above average understanding of motivational theories – people with intrinsic value gain a more in depth meaning of experience, regardless of construal construction preference. Methodology of this study was a cross-sectional and prospective design that allowed for the researchers to study a target group of over 300 people who participated in a study to explain their perceptions and changes in their perceived understandings of the world based on their motivational orientations – intrinsic or extrinsic. While this study does a good job in describing how and why motivation impacts how experiences are perceived and the value or meaning of those experiences might be changed or enhanced. Limitations of the study imply that all people only have one motivational orientation and that construal-construction may be bound to motivation that is not primary or present in the given situation. In my studies, students may change their motivations based on different sub-cultures in which they are placed, therefore, it might be necessary to examine situational motivations and construal construction as opposed to just assuming one only has one construal-construction mechanism.

Royall, T. J. (2013). *Educational capacity development: The journey of five first-generation college graduate teachers through acquisition of social and cultural capital and transmission towards their high school students* (University of Pittsburgh, Doctoral Dissertation). ProQuest Dissertation Publishing. (UMI: 3577042).

Royall explains that in the classroom the teacher is a primary vehicle of top-down cultural transmission when it comes to students with little to no schema of what it might mean to go to college. In looking to create a culture of learning, one of the processes is top-down transmission and this comes from the teachers and other adults in the classroom and school, this study specifically examines cultural and social capital – that is how a person acts and interacts with others (how they model) what a college graduate looks like, sounds like, and acts like. The methodology for this study is targeted on a narrative inquiry with qualitative descriptions of how and why teachers impact the students who they teach. The implications focus on cultural transmission in that cultural communications are buttressed on several factors one being generational or top-down. These students access tangible role-models (the teachers) in order to see that teachers are real people with real problems not characters from television shows or people in fictional books. The limitations of this study does not discuss the construals of the teachers or students where perceptions of teachers might be impacted by professional expectations, family connections, gender limitations, and other norms that govern the school system and limit modes of complete communication. In such, it does effectively capture why and how it is difficult for teachers to tell their entire story and it does make them seem like robots.

Schunk, D. H., Meece, J. R. and Pintrich P. R. (2014). *Motivations in education: Theory, research, and applications (4th Ed.)*. Upper Saddle River, NJ: Pearson.

Process and product are two essential components of how learners are expected to learn and why they choose to learn or choose not to learn. At the core of both of process and product is the teacher choice of lesson planning and why students choose to engage. How teachers can plan experiences, activities, and assessments around motivation is key to encouraging engagement. Similarly, for students to identify intrinsic or extrinsic factors that encourage them to learn is important for them to see beyond grades and to view learning as a lifelong process.

Methodologies in this are reflective, the authors analyze best practices from past experiences in order to help the reader understand what might encourage students to interact with new learning experiences. Motivation is a hard thing to understand so it is very limited in application. To say choice motivates is true, but what if the learner chooses to do nothing? In this context, the educator can include several activities, practices, expectations, and incentives that make nothing the least best choice. While the methodology is rather qualitative and reflective, it is not challenging for the research to see immediate application to their practice. The detriment of this book is bound by the subject. Not all students enter a classroom with the same amount of motivation and arguments persist over the value of extrinsic motivation, how intrinsic motivation is formed, and if highly motivated students actually encourage others to lose motivation. Educators must consider this when trying to create motivations for learning engagement.

Wagner, T. (2008) *The global achievement gap: Why even our best schools don't teach the new survival skills our children need – and what we can do about it*. New York: Basic Books.

One area of the 21st century classroom that I think has been lost on educators in the era of standardized testing is the value of critical thinking. Dr. Tony Wagner explains how education suffers when thinking is de-emphasized in the classroom. He also offers survival skills that students need for the 21st century and how teachers can include these in their classrooms and, if extrapolated, how educators can include them in their districts. Wagner is one of the foremost scholars on critical thinking as a teaching tool and predictive practices for optimal achievement. His Seven Survival Skills are a great way for teachers to plan lessons that will help students succeed in a globalized world. The methodology is reflective and predictive. It is based mostly on qualitative data in that Wagner interviewed successful business and military leaders to understand their views on what makes people in those fields successful. From this, Wagner is able to present why students in US schools seem behind international competitors and how to improve their competitiveness. For me, it's hard to identify limitations of Wagner's work, I've been following him for almost 10 years and am a huge proponent of critical thinking. Knee jerk opponents might say that critical thinking does not emphasize content, an reply would be students will determine what content is most meaningful to them. But, I do agree that merely advocating critical thinking in an unguided fashion might open the door for unmotivated students to choose to do nothing.

Wagner, T. and Dintersmith, T. (2015). *Those most likely to succeed: Preparing our kids in the innovation era*. New York: Scribner.

Tony Wagner along with Ted Dintersmith provide a bottom-up and top-down approach to how educators can prepare students for success in the 21st century or what they call “The Innovation Era”. On the bottom, the authors focus on teachers purposefully and intentionally focusing on the “four Cs”: Critical Thinking, Collaboration, Communication, and Creativity when planning learning experiences in the classroom. While on top the authors focus on community support, encouragement, and pressure on schools to innovate, the majority is focused on arguing that college-ready and prestigious degrees are killing innovation and that students and teachers must be empowered to teach and learn at the grassroots level. Methodologies for this book are mostly qualitative interviews, although there are some quantitative data when discussing test performances and bell curves. The overall goal of the book, however, is to argue for the importance of the 4C model of pedagogy: Critical Thinking, Communication, Collaboration, and Creativity. The argument states that the best learning models include one or more of the above approaches in order to encourage students engagement, reinforce participation, establish relevance, and build a meaningful experience. All of these things combined will create a culture of learning with construals reinforced by the teachers, adopted by the students, and accountability established by peers.