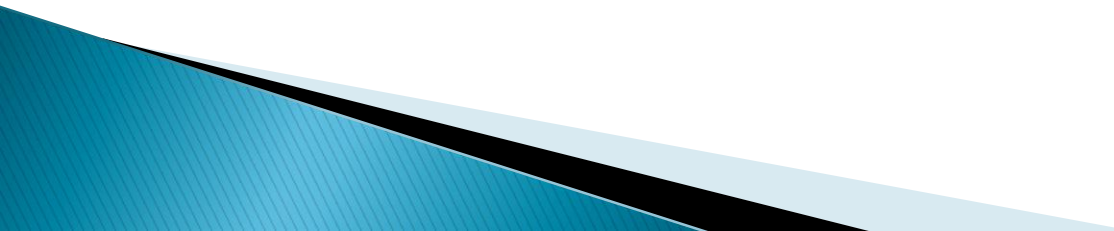


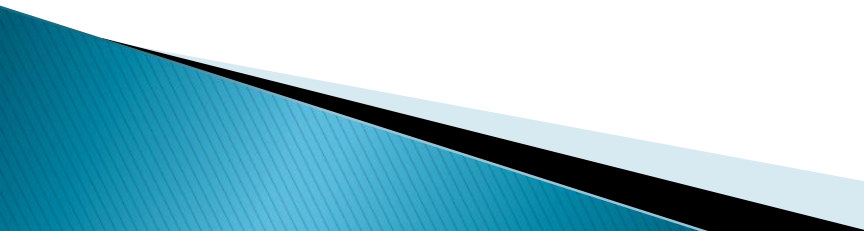
Grounding the curriculum

Sean Dolan
New Zealand Tertiary College
Ascilite: 2011

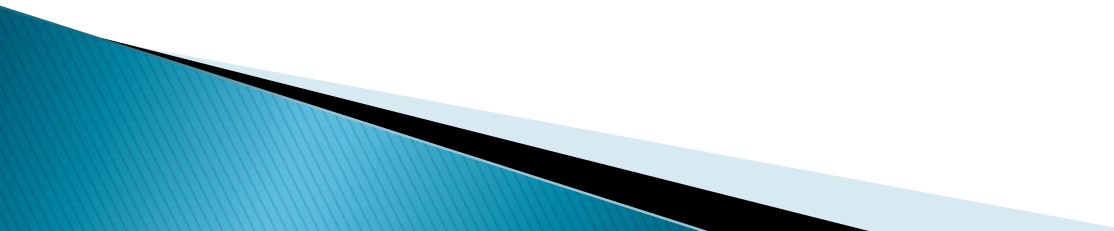
Who we are

- ▶ NZTC approx 1300 students
 - ▶ Specialist providers EC teacher education
 - ▶ Certificate to Masters
 - ▶ 90% distance learners
 - ▶ Previous mode correspondence
 - ▶ Strong practice/implementation component
 - ▶ Support via telephone from lecturer
- 

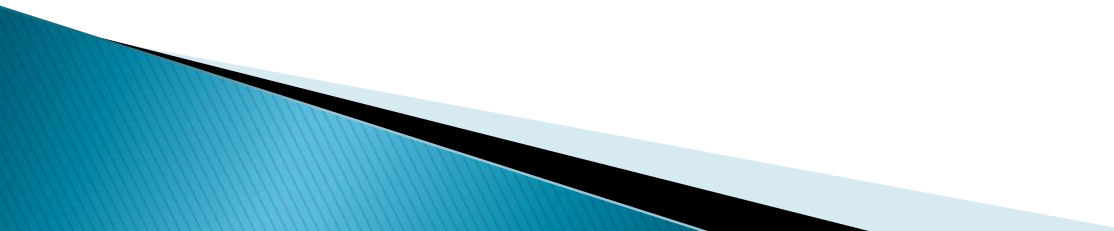
Who our students are

- ▶ Majority over 25 yrs and female
 - ▶ Many working full time
 - ▶ Primary care provider
 - ▶ Returning to study after significant time
 - ▶ Significant numbers NESB
 - ▶ Diverse range of cultural backgrounds
 - ▶ Low technology users
 - ▶ All in EC centres 16 hrs min per week
- 

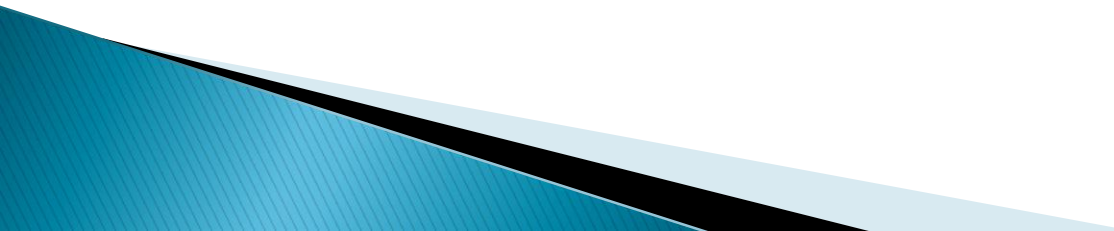
EC curriculum

- ▶ Te Whaariki: EC curriculum non prescriptive highly open to interpretation
 - ▶ Sociocultural approach
 - ▶ Diverse range of EC providers
 - ▶ Learner centred, play as a framework for learning
 - ▶ Observing child's everyday working concepts introducing scientific concepts
 - ▶ Relationships at the core of the curriculum
- 

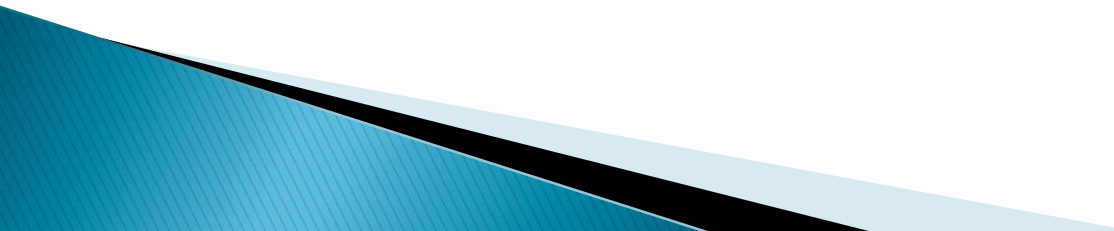
Shift to online

- ▶ Shift from correspondence to online learning significant
 - ▶ Revision of curriculum materials
 - ▶ Introduction of new technological demands
 - ▶ Low levels of student technology overcome with introduction course
 - ▶ Relationships at the core of learning
- 

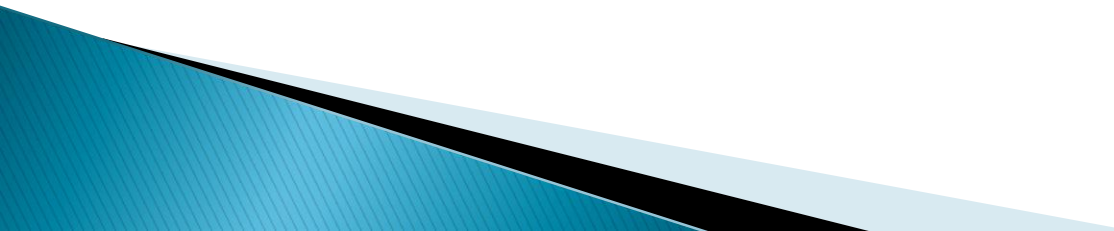
Discussion forums

- ▶ All courses have forums
 - ▶ Promoting student–student interaction
 - ▶ Curriculum remains static, interpretation dynamic
 - ▶ Academic forum non–threatening, accessible, open topic to encourage discussion
 - ▶ Elicit prior knowledge from students
 - ▶ Participation voluntary
- 

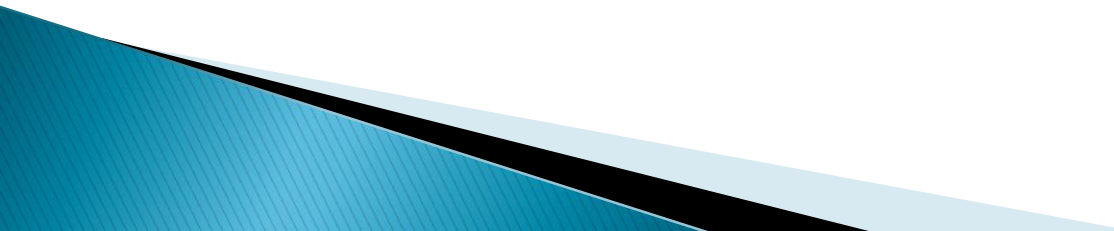
Lecturer's role

- ▶ Draw out the learner's working theories
 - ▶ Scaffold their understanding
 - ▶ Teach to the learning outcomes
 - ▶ Co-construct with learner
 - ▶ Encourage student to share their work experiences
 - ▶ Find common ground
- 

Triggering event

- ▶ As a parent what do you look for when choosing an ECE centre?
 - ▶ What games did you play as a child?
 - ▶ What does a multicultural classroom look like?
- 

Relating to the learner

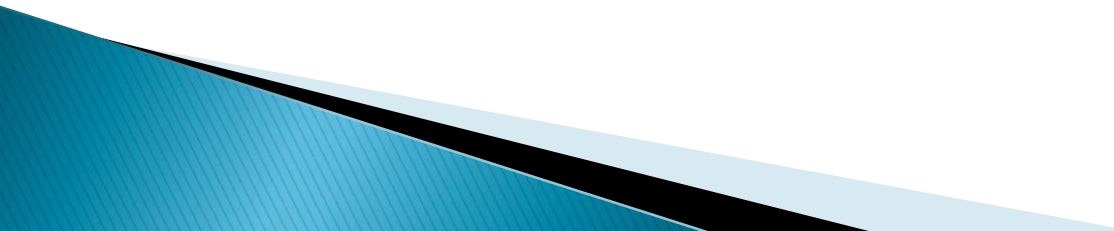
- ▶ Knowing your learners
 - ▶ Conceptual intersubjectivity (Hedegaard, 1998)
 - ▶ Empathy and understanding for the learner's world view
 - ▶ Mapping the learner's culture (Hofstede, 1986)
 - ▶ Teachers tend to teach the way they were taught
- 

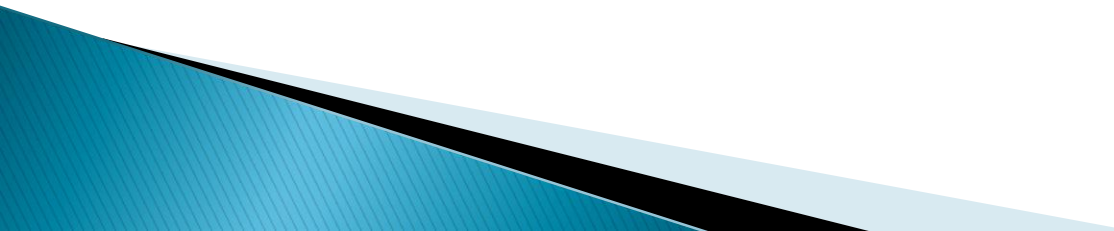
- ▶ Contextual intersubjectivity
- ▶ Able to plug into the student's context, understand demands of environment
- ▶ Ecology of the learner from immediate to larger contextual cultural considerations
- ▶ Double move

(Hedegaard, 1998)

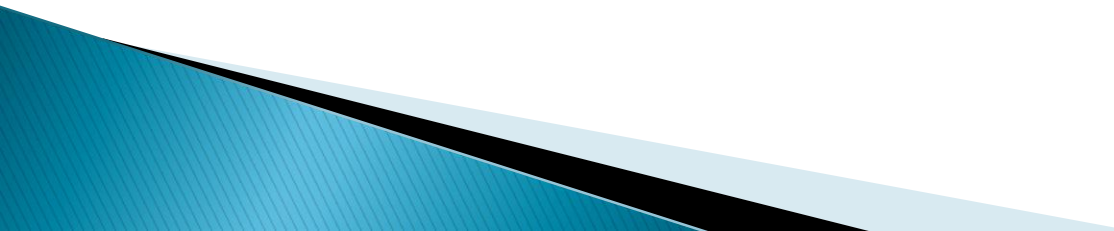


Students share

- ▶ Forums become powerful pedagogical tools
 - ▶ Students share at level they are comfortable at
 - ▶ Students reflect on practice, so range of views and anecdotes
 - ▶ Lecturers role to encourage critical reflection
 - ▶ Link to literature
- 

- ▶ Collaborative zone of proximal development
 - ▶ Students scaffolded
 - ▶ Lecturers encourage application of theory
 - ▶ Students reflect from more objective, scientific basis
- 

Curriculum

- ▶ Curriculum becomes grounded in student experience
 - ▶ Students encouraged to test, apply, critique theories
 - ▶ Move towards learner centred curriculum
 - ▶ Alignment with principles of EC curriculum
- 

References

- ▶ Hedegaard, M. (1998). Situated learning and cognition: Theoretical learning and cognition. *Mind, Culture and Activity*, 5(2), 114–126.
- ▶ Hofstede, G. (1986). Cultural differences in teaching and learning. *International Journal of Intercultural Relations*, 10(3), 301–320.