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Thread: Dianna Souder Post #1 Response

Post: [RE: Dianna Souder Post #1 Response](#)

Author: **Shaun O'malley**

Posted Date: October 24, 2021 10:24 PM

Status: Published

Well creating assessment is important and so if you are creating an assessment that is consistent across the board to then compare between one school vs. another or one program to another, it would make sense that the programs being assessed are consistent.

We also know that the outcomes of this assessment are what propel teachers to promotions and raises. If a teacher's students all do well on standardized tests, they get promoted....and those standardized tests are what make "assessment" consistant and programs relevant.

The question is obvious though that these "standards" don't accurately or adequately server all populations and students and teachers are the best possible sources to determine what is best learned by the student and what/how the student learns.

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Thread: OMalley #1

Post: [RE: OMalley #1](#)

Author: **Shaun O'malley**

Posted Date: October 24, 2021 10:17 PM

Status: Published

Who would even be the most qualified person? The Secretary of Education? The Department of Education? A Committee made up of Curriculum Theory? Who determines what is relevant? Every school district, curricular designer, etc ultimately makes the decisions of what "knoweldge is important" for the many students that pass through various curriculums.

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Thread: OMalley #1

Post: [RE: OMalley #1](#)

Author: **Shaun O'malley**

Posted Date: October 24, 2021 10:15 PM

Status: Published

It is interesting because are people inately good...or does evil exist? Horace Mann once said that Education was the great equalizer...but the question I have is equalizer of what? Has education equalized society or has it created more divisiveness in it?

Forum Statistics

O'malley Shaun (15)

GRADE
10/23/21 3:44 PM **30.00** /30

ade by rubric

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**Thread:**

Chen Post #1 - Learner Centered, Good in Theory?

Posted Date:

October 23, 2021 5:42 PM

Status:

Published

Post:[RE: Chen Post #1 - Learner Centered, Good in Theory?](#)**Author:**

Shaun O'malley

It is interesting that inadvertently we teach students values...through the lessons we teach, through the activities we implement we are teaching students parts of this "hidden curriculum" as Ellis notes, "Values are often taught and learned along the way, through what is sometimes called the hidden curriculum or the concomitant curriculum" (Ellis, 2004, p. 19).

These values as Ellis notes are timeless "honesty, integrity, justice, courage, duty, compassion, etc" but these values only go so far. I always wonder who is ultimately responsible for what is taught? We have curriculum developers and schools buy into certain curriculums but what standards exist to determine if the curriculum that is developed is good? Bad? Lacking? It is not like the Secretary of Education, or the Educational Department or any other governing body reflects on what is good/bad/lacking? Schools have the autonomy to choose which curriculums.

So what values are taught and are good to be taught? Clearly "justice, integrity, honesty, courage, duty, compassion" are only good values when they reflect what the "majority" wants taught...but what happens when those values go against the majority...I think we are seeing that when it comes to the conversation about Critical Race Theory in the classroom currently.

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**Thread:**

Dianna Souder Post #1 Response

Posted Date:

October 23, 2021 5:33 PM

Status:

Published

Post:[RE: Dianna Souder Post #1 Response](#)**Author:**

Shaun O'malley

In the previous class we learned a lot about Social-Efficiency Ideology and Academic-Scholar Ideology that really reduced the teacher to nothing more than the deliverer of the information, without little insight/involvement/interaction with the creating/changing/editing of curriculum.

Teachers gave the information to students. Both of these ideologies suggested that it was better to keep teachers out of the generation of curriculum because there would be no way to accurately or adequately assess learning if teachers were creating their own curriculums or programs of learning. That is why teachers teach specifically towards tests and assessments to measure if they are getting the point across through their teaching.

These stodgy approaches seem to block the creativity, passion and engagement of the teacher. If teacher is not engaged in the material and the teaching/learning process...it is likely that the student won't learn the material either.

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**Thread:**

K. Chapman Discussion Post 1

Posted Date:

October 23, 2021 5:27 PM

Post:[RE: K. Chapman Discussion Post 1](#)**Author:**

Shaun O'malley

This harkens back to the lesson from Banks in the last class when Banks was talking about the European Exploration of America.

If you view it from one point vs. a different point you get a totally different message. The best approach is to teach European Exploration from both viewpoints and let the learner decide what was right/best/good?

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Thread: Discussion #1 **Posted Date:** October 23, 2021 5:22 PM
Post: [RE: Discussion #1](#) **Edited Date:** October 23, 2021 5:24 PM
Author:  **Shaun O'malley** **Status:** Published

I think your question, "Do we think all students are capable of learning?" Is an interesting question. I think that a lot of what we saw from the last class through Social-Efficiency Ideology and Academic-Scholar Ideology is that all students are capable of learning all information through a specific process...but I don't know if that is fully the case.

I think we hope that students not only want to learn, but that they also can learn the information. Is learning just a consistent and repetitive process that eventually sticks (I mean if Pavlov can teach dogs to ring a bell for food can we teach a student to do xyz)?

There is definitely a difference between behavioral memorization/knowledge vs. other forms of knowledge.

As for your lingering question...you know education seems to be "stuck." Why are certain topics deemed necessary when others are not? Why has the academia focused on "seat time" vs experience? The Carengie Hour has existed for how long now? And we know that just because students spend X amount of time in the classroom does not equate to what they learn/experience or learn from experience.

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Thread: Discussion Post 1 **Posted Date:** October 23, 2021 5:16 PM
Post: [RE: Discussion Post 1](#) **Status:** Published
Author:  **Shaun O'malley**

I think it is interesting to think that students spend lots of money on curriculums and after a few years start throwing "spaghetti" noodles against the wall to make additions to that curriculum to see what sticks.

What needs to change? The curriculum or the pedagogy? Can curriculums be designed to be all inclusive and pass the merits of time with good pedagogy?

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Thread: Ellis (2004) Ch. 1-5 **Posted Date:** October 23, 2021 5:13 PM
Post: [RE: Ellis \(2004\) Ch. 1-5](#) **Status:** Published
Author:  **Shaun O'malley**

It is interesting because I don't actually teach in a classroom. I have...and I loved it, but in my day to day job a lot of the work that I do in educating students comes through planning events, conversations with students and making impactful interactions with my students on a daily basis. The work I do is split between "educare" training up and "educere" leading forth.

In residence life, we spend a lot of time educating students on the important skills that are necessary for them to enter the real world such as conflict mediation, social interactions, critical thinking, asking for help, having "tough conversations" etc. We also give students a lot of freedom and flexibility to make choices, experiment and find out what is important to them and also what is important to the community that they are a part of.

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Thread: Week #1 Discussion (Battles) **Posted Date:** October 23, 2021 5:05 PM
Post: **Status:** Published
[RE: Week #1 Discussion \(Battles\)](#)
Author:  **Shaun O'malley**

Well I think that what we have seen so far from this text and from the past classes texts is that though there are many different curricular approaches and ideologies, the best designs are the ones that take bits and pieces of each design to create a curriculum that is relatable, understandable and reflective of society. In the last class I drew a Venn Diagram and I think that is the best outcome for curriculum design...not leaning too heavily on one specific ideology...which I think Ellis nicely summarizes when Ellis says, "realities are not often clear cut. This is so precisely because they are real and models are ideal" (Ellis, 2004, p. xiii).

Ellis made the following comment which really stuck out to me in that through all the exemplars that Ellis describes and through all the various ideologies that exist...one thing is common, "Teachers are challenging students to think and to act" (Ellis, 2004, p. 3). Ellis further notes that a "course of student" is happening and that "learning is taking place" as students are engaged and involved even though this level of involvement may look different from ideology to ideology.

I also think it is interesting to note that the term curriculum is related to the term "currency" in that knowledge is currency...

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Thread: Johnston - Week 1 Discussion **Posted Date:** October 23, 2021 4:26 PM
Post: **Status:** Published
[RE: Johnston - Week 1 Discussion](#)
Author:  **Shaun O'malley**

I agree that curriculums should be experienced and that experience determines the type/amount of learning/growth that takes place...but I think that a plan must exist to develop the experiences that a person must "experience" as a result of a curriculum.

The age old adage, what came first...the chicken or the egg...I think is the same...what came first...the plan or the experience. But I do think there is a question as to 1) who develops the plan and 2) who records the experiences?

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Thread: Vild D1 **Posted Date:** October 23, 2021 4:19 PM
Post: [RE: Vild D1](#) **Status:** Published
Author:  **Shaun O'malley**

I have worked in Higher Education now for 16 years and it amazes me with what things students come to college not knowing how to do. I often times find myself perplexed when students don't know:

- 1) How to do their laundry
- 2) Know how to cook
- 3) Know how to interact with other people
- 4) How to mediate conflict or mediate situations/and or have "hard conversations" with people
- 5) How to advocate for themselves or stand up for themselves
- 6) How to think critically for themselves

We know that C-suite executives feel that college students are graduating and not fully prepared to take on jobs in the real world, not because they don't have the "hard" knowledge of the job, but because they lack the "soft" skills to be successful. But, how do students make it through the first 18 years of their life also not having these skill sets?

Who's role is it to teach children these lessons? Parents? Schools? Both? The academic content is extremely important but so are the "experiences" and the hands-on learning of soft skills that are also vital.

I especially work with students in the conduct-sector. It amazes me how students who come to college never actually stop to think about their values and what is important to them.

These values that college students bring to college are developed from their families, communities, schools, churches and synagogues, etc but they are more passed on...we do not do a whole lot of "values instruction" in middle or high school.

We wait for students to become adults before we actually have them start to question what values are important to them...and by then...it may be too late because they may have already made a decision that has already shaped the outcome of their entire future...



Thread: Key Questions in Education **Posted Date:** October 23, 2021 4:07 PM

Post: [RE: Key Questions in Education](#) **Status:** Published

Author:  Shaun O'malley

I agree with you and with Ellis that the important questions are "What is the purpose of education" and "What knowledge is worth knowing." But it is interesting because some knowledge is based upon fact whereas other knowledge is socially constructed. Who, has been at the forefront, of answering this question?

As we learned from previous works in this program thus far, knowledge can be a social construct.

As Banks noted, if you look at the European Settlement of America from the viewpoint of the settlers vs. the viewpoint of the Native Americans already in the area, you get two completely different ideas of what happened. Who has created this knowledge? Is there a committee? Is there 1 educator who gets everyone on his or her side to develop what is important? Obviously the knowledge of Europeans settling in America is a very eurocentric viewpoint and ignores the hardships of the other side. What happens when one viewpoint wins out over another?

Banks notes that students should be given the knowledge from both sides and let students choose what is important and what was right, wrong, or insignificant.

As for attribution...wow. First off, this is an intense situation and I am sorry that you are having to go through this. Are you okay? Secondly, there are many reasons that the student could be failing the class, whether the students motivation in the class, or the outside stressors, or not having the pre-requisite knowledge, or just an overwhelming sense of fear/distrust/failure from past trauma could be daunting. You said the student was in a residential school, and we know the atrocities that were committed in residential schools and what kind of sense of "fear or inadequacies" may have developed from that experience that are now popping up when a student feels inadequate in their current situation. Having worked in student conduct long enough, 99% of the time when a student acts out or lashes out...there is something more pressing that has led to the lashing out.

Banks, J.A. (2016). Cultural Diversity and Education: Foundations, Curriculum, and Teaching (6thed.). Routledge. <https://doi.org/10.4324/9781315622255>



Thread: Alton Discussion 1 **Posted Date:** October 23, 2021 3:53 PM

Post: [RE: Alton Discussion 1](#) **Status:** Published

Author:  Shaun O'malley

Though there is not one "standard" definition of curriculum I question where is the problem? Does the curriculum lag behind or does pedagogy lag behind?

Curriculum can be as open and as diverse, inclusive and flexible as possible but I often think that the pedagogy or "teaching" method is what lags behind. You can have a curriculum who's objective is to

"Foster an understanding of cultural relevancy among students."

This is a timeless conceit that is just as relevant today as it was in the 1950s, 1930s, 1850's etc. But how it is taught, and the cultural understanding of the person teaching the material could be greatly different. I feel that if the curriculum is a framework or "course of study" what is also equally important is the pedagogy or teaching Method that goes with it.

Earlier in this program several colleagues expressed concern with teaching the materials of the curriculum saying that they did not feel like they were adequately prepared to teach upon a specific topic, lesson, etc. It is vital that if we are going to incorporate things into a curriculum, that everyone understands how to teach the lesson and why they are teaching the lesson.



Thread: OMalley #1 **Posted Date:** October 23, 2021 3:44 PM
Post: OMalley #1 **Status:** Published
Author:  Shaun O'malley

The Doctrine of Interest created centuries ago by Roman educator Quintilian makes sense. As Ellis notes that the opposite of the Doctrine of Interest and that type of learning "Goes in one ear and out the other" (Ellis, 2004, p. 47). Ellis further notes that this idea goes back even further than Quintilian in the 1st Century A.D. to Plato who stated that you can force someone to become stronger physically by forcing exercise upon them but you cannot force the mind to learn (Ellis, 2004, p. 47). This is clearly the foundation of a learner-centered ideology to education. Ellis notes that the four major goals of curriculum are to 1) advance academic knowledge, 2) establish participatory citizenship, 3) create opportunities for self-realization and 4) establish pathways for career opportunities. If you look at these four goals, the doctrine of interest plays out in each of them by establishing academic knowledge that the learner wants to learn and wants to engage with, allow the learner to explore their interests, values and roles in the community, allows for the exploration of self-realization and then to put those interests and values to good use in a career that will bring the learner happiness and fulfillment in life (Ellis, 2004, p. 17).

It seems as if Ellis is promoting the importance of the Learner-Centered ideology for education however earlier in his work Ellis notes that the importance of schooling and education is two-fold 1) Raising Academic Achievement and 2) Deepening the Social/Moral Fabric (Ellis, 2004, p. xiv). The question I have is who believes that and what role does the learner-centered ideology have in developing that definition. What if in a learner centered approach it does neither of those things because it follows the learners interests and the learners interests are to neither further academic understanding nor deepen the moral/social fabric of society?

***On a separate note, I also wanted to make mention about the section that talks specifically about timeline. Ellis noted that Herbert Spencer's book "What Knowledge is Of Most Worth" was published in the same year as Charles Darwin's "On the Origin of Species" and also the same year that Horace Mann passed away and John Dewey was born. For some reason this knowledge was fascinating to me because all of these situations or instances all converged on the same year and all 4 situations had great ramifications on knowledge acquisition, education and the change/knowledge of the world and its existence. 1859 seems like a magical year.

- Ellis, A. K. (2004). *Exemplars of curriculum theory*. Routledge.

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