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COVER PAGE AND DECLARATION

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I confirm that this assignment is my own work, is not copied from any other person's work (published/unpublished), and has not been previously submitted for assessment elsewhere.

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EDUC520: Curriculum & Instruction Planning & Development
Assignment: Mini Curriculum Creation

Self-Discovery Through Traveling Curriculum

1. Preliminaries

Philosophy of Education

Learning is a process that promotes growth in a person. This curriculum believes that a person will make a good life decision and continue developing oneself if that person can understand one's value, purpose, and beliefs. To achieve that, a person needs to go through experiences and form a deep understanding of oneself and one's purpose in life. This curriculum aims to use the combination of philosophies, Humanism, Constructivism, and Experiential Learning to create a self-transformation through the discovery of self.

Humans are meaning-making creatures. We create experiences through our senses, and with the experience, we try to make meaning. According to Dewey (1934), "Experience occurs continuously because the interaction of live creatures and environmental conditions that are involved in the very process of living" (p. 1). Humans live through experiences in every interaction, and that experience creates learning for humans. Kolb (2015) stated that "Immediate concrete experience is the basis for observation and reflection. These observations are assimilated into a "theory" from which new implications for action can be deduced. These implications or hypotheses then serve as guides in acting to create new experiences." As we encounter and collect experiences, we create learning simultaneously. This curriculum believes that through traveling, learning about the self happens.

Traveling is an activity that humans are yearning for. It is the activity that gives the sense of freedom, excitement, and growth. Some people travel to experience new places, some travel to learn a new culture, some travel to spend time with family and relax. Traveling is essential to life; it helps open our senses and create a long-lasting experience. In a survey about the motivation for traveling Cavagnaro and Staffieri (2016) state that "...their wish for traveling is strengthened by a travel experience; that this experience is perceived as a relevant and significant instrument of socialization with different people; and that it contributes to their personal growth." Growth is what motivates people to travel. Growth occurs when a person has a level of experience to form a personal understanding of the topic.

This curriculum aims to use traveling as an area for experience to occur for a person to reflect and contemplate on their experience to form a new understanding about themselves. Each

of the trips has a purpose and a certain structure to support the learning. As Dewey believes, freedom alone was no solution; learning needs, a structure, and order must be based on a clear theory of experience, not simply the whim of teachers or students. (Sikandar, 2015) The structure of this curriculum is based on the belief that all humans can create meaning for their own lives and can create their moral standards for life.

Target Audience

Thai students who finish their high school around the age of 17-19 years old. The reason is that after they have graduated high school, they must choose what major and university they will apply for. This decision will be a major contribution to their life's direction. The students make their decision to go to university based on considering 14 factors, for example, academic reputation, lecturer's quality, facilities, influence from friends, influence from parents, and so on. The factor of personal impression comes on the 10th in this rank of factors. This reflects that Thai students, especially in Bangkok, consider their impression less important than the reputation of the universities or their families and friends' influence. (เกษมสานต์, 2013)

General Goal

The students will demonstrate their ability to reflect, understand, and communicate their experiences and their understanding of self.

Specific Objectives (learning outcomes)

The students will be able to

1. Choose their destination and activity that they believe will give them a learning experience.
2. Describe their traveling experience through the reflective journal.
3. Describe the connection between their traveling experience to their previous experience or understanding about themselves.
4. Explain their new understanding or discovery about themselves after reviewing one's own journal.

Subject Matter/Content

The subject matter is about how a person reflects on his/her journey. With the lens of oneself, the student would write a journal and knowledge of the experience. Then construct one's understanding about how one views the world which is self-discovery. The content is the student's choice of exploration, destination, and experience itself. Kolb (2015) stated about learning. "Learning is described as a process whereby concepts are derived from and continuously modified by experience. No two thoughts are ever the same, since experience always intervenes."

Key Integrated Knowledge and Skill

Moral and Ethical Values: attitude; judging others; understanding differences; evaluating the self; seeing in many perspectives.

Reflection: Activities are designed to make writing contemplative and reflective, thus encouraging the student to reflect. Daily journal writing and reflective art are tools that would support students.

2. Implementation

Identification of constraints

1. This curriculum is not suitable for commercial outcomes in the education market. While learning experiences in mainstream schools hardly emphasize and cater to the needs of learners to find meaning in what they are taught, (Krishnan, 2008) the aim of this curriculum is for a person to discover him/herself, understand and see the self clearly. Most of the learning objective is about the ability to see and reflect personal feelings, interest, reaction, and worldview. This might not be adequate in the view of Essentialism or Perennialism or have the cognitive academic outcome that some universities would prefer.
2. To implement the curriculum the teacher must understand Experiential Learning and Constructivism. The role of the teacher is not to deliver any knowledge, on the other hand, the teacher must become a coach or a mentor to simulate the deeper reflection of the students. This requires teachers to ask questions to help the student explore the experience and many aspects, observe the students, and support when is needed.
3. The long-term impact is difficult to measure in a concrete way. As a person evolves at every moment in life. The self they discover can be changed anytime in life depending on experiences that occur. This is not a move from point A to point B, nor from unable to able. It is a learning process in which the more you reflect the more you understand that you know less than you thought you do.
4. The curriculum has never been implemented before. There could be errors and emerging issues or situations ranging from logistics to safety.

Action Plan to remove or minimize constraints

1. Communicate the aims of the program clearly. Conduct an interview or create a selection platform for students who have a strong intention to understand themselves and are open to be truthful with themselves.

Instead of implementing this curriculum in schools, this curriculum can be conducted by facilitators and name itself as a workshop for self-discovery. In this way, it doesn't need to meet any national subject standards or comply with any constraints from the government that limits learning to the form of schooling only.

2. The instructor of this curriculum can be called a coach or a facilitator. There should be training for the instructor by letting them go through the process themselves and reflect on what they have learned. This way the instructor would understand the core of the program through their own experience. Moreover, the teachers should constantly evaluate and work together to improve the implementation and the curriculum itself. Instead of merely implementing the curriculum for the students, the instructor should take every implementation as the learning of themselves and the program.

3. This curriculum must create a sound assessment, using self-evaluation, peer evaluation, and coach evaluation as tools to see what the learners have learned. The assessment will focus on the progress of the learners and how they deem the change in themselves.

4. For logistics, the curriculum should include trip planning, risk assessment, and safety measures to prepare the students. Before the trip activities must be held to guide the students to think about the value of the trip, also the administration involved.

Learning Experiences (instructional strategies, resources, and activities)

The curriculum will split into three phases of activity, before the trip, the trip, the after-trip review.

Phase 1: Trip Design

Objectives:

- 1) The students will be able to research and choose their destination and activity that they believe will give them the learning experience.
- 2) The students will be able to describe their experiences through the reflective journal.

Activities:

1. Students research and choose a destination to go to. During the research, write a journal of why they would choose one over the other, how do they feel, and how the destination connects to them.
2. Students plan the trip; means of transportation, schedule, activity in the trip, budget, and coordinate their trip. The trip can be 1 week – 1 month long.
3. Students conduct a risk assessment and safety measure.

Phase 2: During the Trip

Objectives:

- 1) Describe their traveling experience through the reflective journal.
- 2) Describe the connection between their traveling experience to their previous experience or understanding about themselves.

Activities: At the end of every day, students write a reflective journal reviewing the following points.

1. How is your day? How do you feel? Why?
2. What are the best, the worst, the interesting moments that you captured from the day?
3. What have you learned from today?
4. What is the connection between today's experience to your previous experience?

5. Write additional new thoughts and ideas.

Phase 3: After-Trip Review

Objectives:

1. Describe the connection between their traveling experience to their previous experience or understanding about themselves.
2. Explain or present their new understanding or discovery about themselves after reviewing one own's journal.

Activities:

1. After the trip is finished the students would create an after-trip review by reading through the journal and highlighting views, actions, thoughts that they think are new discoveries about themselves.
2. Present the new discovery about themselves through reflective writing or art at the end of the course.

3. Evaluation

Student Performance Assessment

The student's achievement for this curriculum is assessed by focusing on Moral and Ethical Values and reflection skills.

Moral and Ethical Values

To assess Moral and Ethical Values, students must demonstrate in their after-trip review how they have discovered their attitude, judgment, value, and their point of view toward others and themselves. The assessment will be conducted from three different angles.

1. Self-assessment - The students assess themselves.
2. Peer-assessment - the member of the class would assess the student.
3. Instructor-assessment - The instructor would assess the students.

The assessment will follow these criteria.

- A. The ability to be aware of one own's attitude toward others or a situation
- B. The ability to listen to one own's inner voice and perspective
- C. The ability to identify the newly discovered identity of themselves

Reflection

To assess the ability to reflect, the student must demonstrate in the trip journal, the after-trip review, and the presentation at the end of the learning journey.

The assessment will be conducted from three different angles.

1. Self-assessment - The students assess themselves.
2. Peer-assessment - the member of the class would assess the student.
3. Instructor-assessment - The instructor would assess the students.

The assessment will follow these criteria.

- A. The ability to contemplate and reflect thoughts, feeling, points of view,
- B. The ability to organize and demonstrate a new understanding about themselves.

Teacher Performance Assessment

The teacher is a key person to support students' learning journey in this curriculum. The achievement of the curriculum is mostly about how teachers conduct a thought-provoking coaching session with students. It is essential that teachers must be assessed for improvement by students and other teachers. For the teachers, the assessment will be in three angles.

1. Self-assessment - The teachers assess themselves.
2. Peer-assessment - Peer teachers assess.
3. Student-assessment – The students assess the performance of the teacher

The assessment will follow these criteria.

- A. The ability to hold the space for students' reflection.
- B. The ability to ask, guide, and converse with students regarding their feeling, thoughts, and personal topic.
- C. The ability to assess and support students' learning.

Summative Evaluation (overall evaluation of the curriculum)

To assess the achievement of the curriculum is to collect data and feedback from the teachers and students both during the course and after the course.

Method:

- Students/ instructors questionnaires
- Assessment result at the end of the course
- Focus groups of students and teachers
- Regular meetings
- Informal observation or discussions

Area to evaluate:

- Satisfaction of students and instructor
- The quality of the final presentation
- The quality of the assessment outcome from teachers and students
- Feedback and change during the course

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