

Curriculum and Pedagogy Seminar



Course	EDUC B301 - 001 Curriculum and Pedagogy Seminar
Semester	Fall 2026
Course meeting times	Tuesday 7:10pm-10:00 pm
Meeting location	Bettws Y Coed 127 All classes will be held in-person unless otherwise indicated. Zoom Link will be provided when necessary
Instructor(s)	Ismael Jimenez
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Office hours	By appointment - Ismael is available most weekdays after 3:00 pm

Description and Purpose

The primary goal of this course is to support your development as an educator by thinking carefully about the relationship between curriculum, pedagogy, students, and the purpose of education. Throughout the semester, we will consider what it means to teach, what it means to understand, what knowledge is important for students to learn, and how our beliefs about students and learning shape the decisions we make in classrooms.

Becoming an educator requires us to connect what we believe with what we actually do. In this course, we will engage educational scholarship, learn directly from students and experienced educators, examine curriculum, observe classrooms, develop learning experiences, practice different approaches to teaching, and reflect on what those experiences mean for our own practice.

What we teach matters. Curriculum reflects decisions about the knowledge students encounter, how that knowledge is organized, what perspectives are included, and what students are expected to understand. Black Studies and Black educational thought will help us think more deeply about the relationship between knowledge, culture, history, identity, and education, while also placing those ideas in conversation with other approaches to curriculum and pedagogy.

This course is not about collecting teaching strategies. Strategies matter, but they should be connected to a larger purpose. My goal is for you to leave the course better prepared to make intentional decisions about **what you teach, why you teach it, how you teach it, and how you know students are learning.**

Instructional Philosophy

I believe education should help students develop the knowledge and understanding necessary to make sense of themselves and the world around them. Students come into our classrooms with knowledge shaped by their families, communities, cultures, histories, and experiences. I believe our responsibility as educators is to recognize what students bring with them while also creating opportunities for them to encounter new knowledge, ask meaningful questions, examine different perspectives, and develop more complex ways of understanding the world.

This requires us to think carefully about what we teach and why we teach it. Curriculum is not simply a collection of information that we are responsible for covering. The knowledge we select, the questions we ask, and the learning experiences we create influence how students understand themselves, other people, and the world. I believe students should have opportunities to engage that knowledge as thinkers, not simply receive it from us.

My approach to teaching is also grounded in the belief that educators must remain learners. We should be willing to examine our assumptions, learn from our students and communities, reflect on our practice, and make changes when necessary. Throughout this course, I want us to think about the relationship between what we believe about education and the decisions we make in practice. My goal is not to tell you exactly what kind of teacher you should become, but to help you develop the knowledge, judgment, and sense of purpose necessary to understand why you make the choices you make as an educator.

Course Learning Goals

Through this course, students will:

- Develop a philosophy of education grounded in their understanding of the purpose of education, their own experiences, educational theory, and their developing practice as educators.
- Develop a deeper understanding of students as learners by considering how identity, culture, history, community, experiences, and relationships shape teaching and learning.
- Examine the relationship between curriculum and knowledge by considering what is taught, why particular knowledge is valued, whose perspectives shape what we know, and how curriculum influences students' understanding of themselves and the world.
- Design meaningful and coherent learning experiences in which content, questions, pedagogy, differentiation, and assessment are connected to what students should ultimately know, understand, and be able to do.
- Create opportunities for students to engage knowledge as thinkers by asking questions, examining evidence and perspectives, making connections, developing interpretations, and applying what they learn.
- Develop their pedagogical practice by exploring different approaches to teaching and learning when, why, and for whom particular approaches are appropriate.
- Use evidence of student learning to inform practice by examining student work, assessment, observation, dialogue, and feedback in order to make instructional decisions.
- Develop a reflective practice by learning from students, families and communities, colleagues, scholarship, field experiences, and their own teaching in order to continually reconsider and strengthen their practice.

Required Texts and Readings

The following texts will serve as foundational resources throughout the course:

- Gholdy Muhammad, *Unearthing Joy: A Guide to Culturally and Historically Responsive Curriculum and Instruction*
- Carol Ann Tomlinson and Jay McTighe, *Integrating Differentiated Instruction and Understanding by Design*
- Additional readings, chapters, articles, and resources will be available through Moodle.

Our readings will draw from scholars and educators whose work helps us think about the purpose of education, how students learn, curriculum and knowledge, culture and identity, pedagogy, assessment, and the responsibilities of

educators. Throughout the semester, we will place these perspectives in conversation with what we are learning from students, our field experiences, Subject Area Specialists, and one another.

A Note on Readings

You are not expected to agree with everything we read. I want you to engage the ideas, ask questions, make connections, identify tensions, and consider how the readings influence or challenge what you believe about teaching and learning. Our goal is not simply to know what different scholars have said about education, but to use their ideas to help us think more deeply about the decisions we make as educators.

Syllabus Change Policy

This syllabus represents our plan for the semester, but teaching and learning do not always unfold exactly as planned. I may make adjustments to readings, assignments, activities, or the course schedule based on our progress, the needs of the class, or circumstances that arise during the semester. Any changes will be communicated clearly and with as much advance notice as possible.

I also want to leave room for what we learn together to shape the course. Questions, interests, and issues that emerge through our discussions, field experiences, and work with students may lead us to spend more time on some areas or make adjustments along the way.

Communication and Office Hours

Communication is an important part of our work together. If you have questions about an assignment, something we discussed in class, your field placement, or your progress in the course, I encourage you to reach out. You do not need to wait until something becomes a larger problem before communicating with me.

Office hours are a space for us to talk more directly about your work and your development as an educator. You can use this time to work through an idea, ask questions about course material, discuss something happening in your field placement, get feedback on an assignment, or continue a conversation that began in class.

I also recognize that scheduled office hours may not work for everyone. If you would like to meet and cannot attend during the posted times, contact me and we can determine whether another time is available.

When you email me, please allow a reasonable amount of time for a response, particularly during evenings and weekends. I will do my best to respond to course-related communication in a timely manner.

Course Assignments and Responsibilities

Learning in this course will happen through the work we do together in class as well as through the assignments you complete throughout the semester. Because this is a course about teaching, I think it is important that we actually experience, examine, and practice many of the things we are discussing. You will be asked to read, write, talk through ideas, work with others, examine curriculum, learn from students, practice teaching, and reflect on what you are learning along the way.

In-Class Participation

Your participation in class matters. This does not mean that you have to speak every time a question is asked or participate in the same way as everyone else. It does mean that I expect you to come prepared and take responsibility for being part of the learning that happens in the room.

During class, we will spend time discussing readings, working through questions, examining curriculum and student work, trying different teaching strategies, developing lessons, giving one another feedback, and sometimes teaching one another. Some of our most important work will happen through these experiences.

I also want you to pay attention to yourself as a learner during these activities. As we experience different approaches to teaching, think about what helped you learn, what did not, what assumptions were built into the activity, and what you might do differently with your own students. Part of learning to teach is learning to notice what is happening while teaching and learning are taking place.

Course Assignments

The assignments in this course are intended to help you work through the larger questions we are exploring together. Some will ask you to think about your own experiences with education and the beliefs you bring to teaching. Others will ask you to learn from students, examine curriculum, design learning experiences, teach, and reflect on what happened.

I do not want these assignments to feel disconnected from the course. Much of the thinking that goes into them will begin during class, through our readings, discussions, field experiences, work with students, and Subject Area Specialist sessions. You will have opportunities to return to ideas, revise your thinking, and use what you are learning to strengthen your work over the course of the semester.

Course Evaluation

Course Component	Weight
Reflective Teaching Portfolio and Course Assignments	40%
Dialogue Project	20%
In-Class Participation and Preparation	20%
Field Placement	10%
Subject Area Specialist Sessions	10%
Total	100%

Course Policies and Expectations

Attendance

Our time together is an important part of the course. Many of the learning experiences we will engage in, including discussions, collaborative work, instructional activities, peer feedback, and teaching practice, cannot be fully reproduced outside of class.

I understand that circumstances arise that may prevent you from attending. If you need to miss class, please communicate with me as soon as you reasonably can. When you are absent, you are responsible for reviewing course materials and following up on work you missed. Specific expectations for weekly attendance and participation are described in the Assignment Descriptions section.

Preparation and Engagement

Come to class prepared to engage with the readings, materials, and questions for that week. Preparation does not mean that you need to understand or agree with everything you read before coming to class. Bring your questions, disagreements, connections, and uncertainties with you.

Our classroom should be a place where we can think together. That requires being willing to contribute your ideas while also listening carefully to the ideas and experiences of others.

Technology

Laptops, tablets, phones, and other technologies can support learning, and there will be times when we use them intentionally during class. At other times, they can make it difficult to remain present in the work we are doing together.

I ask that you use technology in ways that support your learning and do not interfere with the learning of others. There may also be moments when I ask us to put devices away so that we can focus on a discussion, activity, or one another.

Artificial Intelligence

Generative AI is part of the educational landscape we are entering, so we will engage it critically rather than pretend it does not exist.

You may encounter opportunities to use AI as part of your planning, inquiry, or course work. When you do, you are responsible for the intellectual decisions behind what you submit. AI-generated information should not be treated as automatically accurate or authoritative. Consider where information comes from, what perspectives or knowledge may be missing, how a system has framed a question, and what decisions should remain yours as an educator.

When AI has substantially contributed to the work you submit, you should acknowledge how you used it. Specific assignments may also establish additional expectations or limitations concerning AI use.

Accessibility and Accommodations

I want students to have meaningful access to the learning experiences in this course. Students who have approved accommodations should follow Bryn Mawr College's established process for communicating those accommodations.

If there are aspects of the course structure or learning environment that are creating barriers to your participation, I also encourage you to communicate with me. We can discuss what is happening and determine what support is appropriate within the expectations of the course.

Communication and Office Hours

Please communicate with me when you have questions, concerns, or need clarification about the course. You do not need to wait until something becomes a significant problem before reaching out.

Office hours are an opportunity to talk about assignments, field experiences, ideas from class, your developing practice, or questions you may not have had an opportunity to raise during class. Additional meetings can be arranged when necessary.

Well-Being

Learning to teach can be demanding. Coursework, field experiences, employment, family responsibilities, and other parts of life do not occur separately from one another.

If circumstances are affecting your ability to participate in the course or complete your work, communicate with me when you can. We can discuss what support may be appropriate while maintaining the expectations of the course. Bryn Mawr also provides campus resources for students who need additional academic or personal support.

Academic Integrity

The work you submit should represent your own thinking and should clearly acknowledge the ideas, words, sources, and contributions of others. This applies to traditional sources as well as digital and AI-assisted work.

Because this course asks you to develop your own judgment as an educator, academic integrity is not simply about following citation rules. It is also about being able to account for **how you arrived at an idea, what informed your thinking, and what work is actually yours.**

Accommodations

Bryn Mawr College is committed to providing equal access to students with a documented disability. Students needing academic accommodations for a disability must first speak with Access Services. Students can email accessservices@brynmawr.edu to request an appointment to begin this confidential process. If eligible for accommodations as per Access Services, students should schedule an appointment with the professor as early in the semester as possible to share their verification form and make appropriate arrangements. Please note that accommodations are not retroactive and require advance notice to implement.

Any student who has a disability-related need to record this class must first be found eligible to do so by Access Services and must share this eligibility with me, the instructor. Class members need to be aware that this class may be recorded.

I want the learning experiences in this course to be accessible and meaningful. If something about the structure of the course, an assignment, or a learning activity is creating a barrier to your participation, I encourage you to communicate with me. We can discuss what is happening and determine what support may be appropriate while maintaining the learning goals and expectations of the course.

The first two paragraphs preserve Bryn Mawr's institutional guidance, including its recording notice. The final paragraph is the piece I would keep in **your voice** because it communicates your approach to accessibility without modifying the College's formal accommodations process.

Assignment Submission Guidelines

Assignments should be submitted through **Moodle** by the due date listed on the course schedule or assignment instructions. Unless otherwise noted, written assignments should be submitted as a Word document or PDF.

I expect you to take the time to review your work before submitting it. Your assignments should demonstrate that you have engaged with the ideas of the course and are thinking carefully about the questions we are exploring. When an assignment has a minimum word count, that number reflects the amount of space I believe you will need to fully develop your thinking. Writing more does not necessarily make the work stronger.

When you use course readings, outside sources, curriculum materials, media, or the ideas of others, make it clear where those ideas come from. You may use the citation style that is most appropriate to your discipline, but use it consistently.

Many of the assignments in this course are connected to one another. You will have opportunities to return to earlier work, reconsider your thinking, and make revisions based on what you are learning. I see revision as part of the learning process, not simply as an opportunity to correct mistakes.

If something comes up that may prevent you from completing an assignment on time, communicate with me before the due date whenever possible. It is much easier for us to figure out what makes sense when we communicate early.

If you use generative AI as part of your work, be transparent about how you used it. You are still responsible for the ideas, information, sources, and decisions represented in anything you submit. We will also spend time in this course thinking about what AI can and cannot do, how it produces knowledge, and what responsibilities we retain as educators when we use these tools.

I am interested in your thoughts. I want to understand **what you are learning, how you are making sense of the ideas we encounter, and why you are making the decisions you make as an educator.**

Assignment Descriptions

The assignments in this course are intended to connect what we are learning with your development as an educator. Some assignments ask you to examine your own experiences and beliefs. Others ask you to learn directly from students, examine and develop curriculum, practice teaching, and reflect on what you are learning through the process. The work we do together in class is also an important part of the course and will be reflected in your weekly attendance and participation grade.

A Note for Students Not Entering Student Teaching

Not everyone in this course may be preparing to teach during the following semester. If you are not entering student teaching, you will complete alternative versions of assignments that are specifically connected to a student-teaching placement. These assignments will address the same course goals and expectations but will allow you to apply your learning to an educational setting or area of interest that is relevant to your work.

We will identify appropriate alternatives for field-based teaching, curriculum development, and related portfolio work. The alternative pathway changes the **context in which you apply what you are learning, not the expectations for the work.**

Assignment 1: Autobiography of Learning and Philosophy of Education

100 points | Due: Tuesday, September 8, 2026 | Minimum: 1,200 words

We will begin the semester by examining our own experiences with education and how those experiences have shaped what we believe about teaching and learning.

For this assignment, you will reflect on the people, places, communities, courses, and experiences that have influenced how you understand education. Consider your experiences before college as well as your preparation within your subject area and education coursework. Think about what these experiences have taught you about students, teachers, knowledge, learning, and the purpose of education.

You should conclude by beginning to articulate your own developing philosophy of education. This is a starting point. You will return to these ideas throughout the semester as you encounter new scholarship, learn from students, spend time in classrooms, examine curriculum, and develop your own teaching practice.

The original portfolio expects this section to address pre-college educational experiences, preparation within the candidate's discipline, professional education coursework, theories of learning, and an emerging philosophy of education. Given the scope of that work, **1,200 words is a more appropriate minimum than 1,000.**

Final Product: Autobiography of Learning and Philosophy of Education, minimum 1,200 words.

Assignment 2: Weekly Pedagogical Mixtapes

20 points each | Minimum: 250 words per entry

Throughout the semester, you will contribute entries to our class Pedagogical Mixtape. For each entry, you will select a song, image, artwork, film clip, podcast, article, community text, artifact, digital text, or another source that connects to something we are learning.

Your written rationale should explain the connection you are making and why you selected the source. I want you to think beyond simply showing that your selection relates to the week's topic. Consider what it adds to our thinking. It might extend an idea, complicate it, challenge it, historicize it, connect it to another context, or help us see something differently.

This maintains the **250-word minimum from the original Mixtape assignment** in my previous methods course.

Final Product: Mixtape selection and written rationale, minimum 250 words.

Assignment 3: Dialogue Project

200 points | Dialogue Analysis: Approximately 2,000 words

One of the ways we will learn about education is by learning directly from students. Through the Dialogue Project, you will maintain weekly communication with a high school student and engage their perspectives on school, curriculum, teachers, identity, learning, family, and other aspects of their educational experience.

The project also includes meetings with your dialogue partner, a shadowing experience of at least half of a school day, engagement with student dialogue recordings, and ongoing reflection and analysis. These components are part of the established Bryn Mawr Dialogue Project.

Your culminating Dialogue Analysis should examine what you learned through the experience. Draw directly from your exchanges, shadowing notes, student dialogue recordings, and course readings when appropriate. The goal is not simply to describe your student. Consider what you learned from the student and how that knowledge influences the way you think about teaching.

The source specifies an **approximately 2,000-word critical reflection**, so I would preserve that expectation rather than changing it.

Final Product: Dialogue documentation and an approximately 2,000-word Dialogue Analysis.

Assignment 4: Curriculum Analysis and Design

150 points | Written Analysis: Minimum 1,200 words, plus curriculum artifacts

Throughout the semester, we will examine curriculum as something educators both inherit and make decisions about. You will work with an existing curriculum artifact and consider what students are being asked to learn, how knowledge is organized, what perspectives shape the curriculum, what may be absent or obscured, and what students are ultimately expected to understand.

You will then redesign a component of the curriculum and explain the decisions you made. Your analysis should draw from what we are learning about curriculum, standards, backward design, differentiation, assessment, and pedagogy.

The original portfolio expects candidates to consider standards, curricular models, backward design, differentiation, the curriculum they will encounter during student teaching, and a written curriculum unit. Because the written analysis accompanies rather than replaces the actual curriculum design, **1,200 words plus the curriculum artifacts** provides enough space for sustained analysis without turning the assignment into a research paper.

Final Product: Minimum 1,200-word curriculum analysis, redesigned curriculum artifact, and teachable unit or sequence of learning experiences.

Assignment 5: Field Placement and Teaching

100 points | Approximately 3 hours per week

Your field placement provides an opportunity to connect what we discuss in class with what happens in classrooms. You will spend approximately three hours each week in your placement, observe teaching and learning, maintain field notes, work with students, and gradually take on greater instructional responsibility.

You will prepare and teach **two lessons** during the semester. The second lesson will be recorded when feasible so that you can return to the experience and examine your own teaching.

Following each taught lesson, you will write a reflection that considers what happened, what students did, what you noticed about their learning, what you learned about your own teaching, and what you would change if you taught the lesson again.

Final Product: Ongoing field notes, two complete lesson plans and instructional materials, and a **minimum 500-word reflection for each taught lesson**.

The source requires written reflections but does not establish a length. I think **500 words per taught lesson** is appropriate because the lesson plan and field notes already provide much of the documentation. The reflection should analyze the experience rather than retell the entire lesson.

Assignment 6: Subject Area Specialist Sessions

100 points | Five Sessions

You will participate in five Subject Area Specialist sessions during the semester. These sessions provide an opportunity to connect the broader questions we explore in Curriculum and Pedagogy with the particular knowledge and practices of your discipline.

Come prepared to engage with discipline-specific readings and resources and to bring questions that emerge from your coursework, field placement, and developing practice.

Fall 2026 SAS Sessions:

September 29 | October 6 | October 20 | November 3 | November 17

Final Product: Preparation for and participation in all five sessions, assigned SAS work, questions, and related reflections.

No general word minimum. SAS work should remain responsive to the discipline and the work assigned by the Subject Area Specialist.

Assignment 7: Weekly Attendance and Participation

20 points per class meeting | 280 points total

This course depends on your presence and participation in the work we do together. Each week, you are expected to attend class prepared, engage with assigned readings and materials, and participate in the learning experiences we create together.

Participation will look different depending on what we are doing. It may include discussion, collaborative inquiry, writing and reflection, curriculum analysis, peer feedback, instructional activities, and other forms of engagement.

Participation is not measured by how often you speak. I am interested in whether you are prepared, engaged with the work, willing to contribute and listen to others, and taking responsibility for your own learning and the learning of the class.

The existing syllabus similarly emphasizes attendance, completion of assignments, full participation in discussions and activities, and preparation for the work of the course.

Weekly Evidence: Attendance, preparation, engagement with course materials and activities, collaborative work, reflection, and contribution to our learning together.

No word minimum.

Assignment 8: In-Class Teaching and Facilitation

100 points | 45–60 minutes | Reflection: Minimum 750 words

During the semester, you will take responsibility for facilitating a portion of our class learning. The existing course requires candidates to teach a **45–60 minute segment** as preparation for more extensive teaching during student teaching.

Your facilitation should begin with what you want your classmates to understand and then consider what kind of learning experience will help them get there. You will plan the experience, facilitate it, and then examine what happened.

Your reflection should address the decisions you made, what you noticed about participation and learning, what worked differently than you expected, what you learned about yourself as an educator, and what you would change if you facilitated the experience again.

Final Product: 45–60 minute teaching/facilitation experience, instructional plan and materials, and a minimum 750-word reflection.

I would use **750 rather than 500 words here**. Students are facilitating a substantial portion of a graduate-level methods class, and the source explicitly expects them to consult with the instructor in planning and reflect afterward. The reflection should therefore demonstrate more sustained pedagogical analysis than the reflection attached to an individual field-placement lesson.

Assignment 9: Reflective Teaching Portfolio

150 points | Final Synthesis: Minimum 1,500 words, plus revised portfolio artifacts

Your Reflective Teaching Portfolio will bring together selected work from across the semester and provide an opportunity to examine how your thinking and practice have developed.

The portfolio is intended to be a **critical narrative**, not simply a collection of assignments. The original portfolio asks you to place your own thinking in conversation with educational theory, students, your SAS, your cooperating teacher, field experiences, and other sources while making a case for your developing preparation to teach.

Your portfolio will retain the four established areas:

I. Autobiography of Learning and Philosophy of Education

II. Focus on Learners

III. Focus on Curriculum

IV. Focus on Pedagogy

Each section should include selected artifacts and reflection that demonstrate your thinking and development. The source expects critical analysis of artifacts, direct engagement with readings and other sources, connections to students and professional experiences, and evidence of revision.

You will also return to your opening philosophy of education and consider what has changed, what has become clearer, what has remained consistent, and what you are still working through.

Final Product: Digital Reflective Teaching Portfolio, revised artifacts and reflections from the four portfolio sections, and a **minimum 1,500-word final synthesis**.

Fall 2026 Course Schedule

Topics, Readings, Preparation, and Assignments

Reading Expectation: Readings listed for each date should be completed before that class meeting. There is no reading or assignment due for our first meeting on September 1.

On SAS weeks, preparation assigned by your Subject Area Specialist is part of the week's reading load. SAS readings will vary by discipline.

The Weekly Pedagogical Mixtape begins September 8 and is due every instructional Tuesday for the remainder of the semester.

Date	Course Focus	Out-of-Class Readings & Preparation	Assignments / Due Dates
Sept. 1	Identity, Education, and the Purpose of Teaching	No reading due. No advance preparation required.	Nothing due. Introduced: Autobiography of Learning & Philosophy of Education; Weekly Pedagogical Mixtape; Dialogue Project
Sept. 8	Identity, Knowledge, and Responsive Teaching	Carter G. Woodson, <i>The Mis-Education of the Negro</i> , Ch. 1, “The Seat of the Trouble” • Gholdy Muhammad, <i>Unearthing Joy</i> , Introduction, “Watering the Earth With Educational Excellence”	Autobiography of Learning & Philosophy of Education due (minimum 1,200 words) • Mixtape #1 due
Sept. 15	Critical Pedagogy and Social Justice Education	bell hooks, <i>Teaching to Transgress</i> , Ch. 1, “Engaged Pedagogy” • Paulo Freire, <i>Pedagogy of the Oppressed</i> , Ch. 2	Mixtape #2 due
Sept. 22	Critical Pedagogy, Culture, and Anti-Racist Education	Gloria Ladson-Billings, “Toward a Theory of Culturally Relevant Pedagogy” • Gholdy Muhammad, <i>Unearthing Joy</i> , Ch. 1, “Unearthing the Need for Genius and Joy” • Review Dialogue Project questions	Mixtape #3 due • Dialogue Project initial questions/preparation
Sept. 29	Understanding, Curriculum, and Lesson Planning • SAS #1: One-Hour Class Visit	Tomlinson & McTighe, <i>Integrating Differentiated Instruction and Understanding by Design</i> , Ch. 1, “UbD and DI: An Essential Partnership” and Ch. 3, “What Really Matters in Learning? (Content)” • Complete SAS #1 discipline-specific preparation	Mixtape #4 due • SAS #1 • Curriculum Analysis & Design introduced

Oct. 6	Standards, Backward Design, and Differentiation • SAS #2: One-Hour Class Visit	Tomlinson & McTighe, Ch. 2, “ What Really Matters in Teaching? (The Students) ” and Ch. 4, “ What Really Matters in Planning for Student Success? ” • Review standards relevant to your discipline/certification area • Complete SAS #2 preparation	Mixtape #5 due • SAS #2
Oct. 13	FALL BREAK: NO CLASS	No readings	Nothing due
Oct. 20	Curriculum Construction, Knowledge, and Assessment • SAS #3: One-Hour Class Visit	Tomlinson & McTighe, Ch. 5, “ Considering Evidence of Learning in Diverse Classrooms ” • Gholdy Muhammad, <i>Unearthing Joy</i> , Ch. 4, “ Redesigning Curriculum and Assessment ” • Complete SAS #3 preparation • Bring an existing curriculum artifact	Mixtape #6 due • SAS #3
Oct. 27	Classroom Environment, Relationships, and Restorative Practice	Malik Muhammad, <i>The Restorative Journey</i> , restorative-practice course reading • bell hooks, <i>Teaching to Transgress</i> , Ch. 11, “ Language: Teaching New Worlds/New Words ”	Mixtape #7 due • Curriculum Analysis due (minimum 1,200 words + curriculum artifact)
Nov. 3	Social and Emotional Dimensions of Learning • SAS #4: One-Hour Class Visit	Gholdy Muhammad, <i>Unearthing Joy</i> , Ch. 2, “ Coming Into Joy ” and Ch. 3, “ Unearthing Self ” • Complete SAS #4 discipline-specific preparation	Mixtape #8 due • SAS #4
Nov. 10	Pedagogical Strategies, Inquiry, and Practice	Tomlinson & McTighe, Ch. 6, “ Responsive Teaching with UbD in Academically Diverse Classrooms ” • Andrew P. Minigan, Sarah Westbrook, Dan Rothstein & Luz Santana, “ Stimulating and Sustaining Inquiry with Students’ Questions ” • Review Teaching Strategies course resource	Mixtape #9 due • Field Placement Lesson #1 + Reflection due (minimum 500 words)

Nov. 17	Learning from Students, Families, and Communities • SAS #5: One-Hour Class Visit	Alison Cook-Sather, “ Learning from the Student’s Perspective ” course reading • Gholdy Muhammad, <i>Unearthing Joy</i> , Ch. 6, “ Practical and Creative Uses of the HILL Model: School Leaders, Community Members, and Families ” • Listen to assigned student Dialogue recording and identify three statements + one theme/question • Complete SAS #5 preparation	Mixtape #10 due • SAS #5 • Dialogue/shadowing work should be substantially complete
Nov. 24	Technology, AI, Knowledge, and Teaching	<i>Perspectives on AI in Teaching and Learning</i> • <i>AI Resources</i> • Complete one structured interaction with generative AI related to teaching/curriculum and bring the output for analysis	Mixtape #11 due • No major assignment due
Dec. 1	Assessment, Evidence of Learning, and Evaluation	Tomlinson & McTighe, Ch. 8, “ Grading and Reporting Achievement ” • James Alleman & Jere Brophy, “ The Changing Nature and Purpose of Assessment in the Social Studies Classroom ”	Mixtape #12 due • Curriculum Design Project due for peer review • Field Placement Lesson #2 + Reflection due (minimum 500 words)
Dec. 8	Bringing It All Together: Curriculum, Pedagogy, and Developing Practice	Reread your Autobiography of Learning and Philosophy of Education • Reread one course text of your choice that influenced, challenged, complicated, or clarified your thinking	Mixtape #13 due • Dialogue Analysis due (approximately 2,000 words) • Reflective Teaching Portfolio workshop
Dec. 10, 5:00 p.m.	Final Written Work	No new reading	Final Curriculum Design Project due • Reflective Teaching Portfolio due , including minimum 1,500-word final synthesis

Ongoing Course Components

Weekly Pedagogical Mixtapes

Beginning with our second class meeting on **September 8**, you will complete a Pedagogical Mixtape entry each instructional week. Each entry should include a cultural text, artifact, media source, or other resource that helps you extend, complicate, challenge, historicize, or make connections to the ideas we are exploring.

Each entry includes a **minimum 250-word rationale**. There are **13 Mixtapes at 20 points each**.

The Mixtape is not simply about finding something that illustrates the week's reading. The goal is to bring another source of knowledge into conversation with what we are learning and explain the relationship you see between them. This structure grows from the recurring Mixtape assignment in the Penn methods course.

Dialogue Project

The Dialogue Project takes place throughout the semester. You will maintain regular communication with your student dialogue partner, participate in student meetings and shadowing when scheduled, and document what you are learning through the process.

The purpose of the project is to learn **from students**, not simply to study or describe them. Your conversations should help you think more deeply about students' experiences with curriculum, teaching, identity, relationships, assessment, belonging, and school.

By **November 17**, your dialogue and shadowing experiences should be substantially complete. The project culminates in an approximately **2,000-word Dialogue Analysis due December 8**, connecting what you learned from your student with course readings, discussions, field experiences, and your developing practice. This maintains the central purpose and structure of the existing Dialogue Project.

Subject Area Specialist Class Visits

Subject Area Specialists will join our regular class meeting for **one hour on five Tuesdays**:

September 29, October 6, October 20, November 3, and November 17.

These are **one-hour portions of our regular class meetings, not additional class sessions**.

Your SAS will help you connect the broader questions we are exploring about curriculum, pedagogy, students, knowledge, assessment, and learning to your particular discipline. Your specialist may assign discipline-specific readings, podcasts, texts, or other resources before each visit. You should complete the preparation and come ready with questions related to your discipline and developing practice. The existing SAS structure similarly emphasizes five content-specific methodology sessions supported by research-based resources and candidate questions.

Field Placement and Teaching

Students completing a field placement will spend approximately **three hours each week** in their placement. Fieldwork is an opportunity to observe classrooms, learn from students and cooperating teachers, examine the relationship between curriculum and instruction, and gradually take greater responsibility for teaching.

You will teach **two lessons** during the semester:

Lesson #1 + minimum 500-word reflection: November 10

Lesson #2 + minimum 500-word reflection: December 1

The second lesson should be recorded when feasible and permitted. Your reflection should move beyond describing what happened. Consider what students did, what evidence you have of their learning, the decisions you made, what you

noticed about your own teaching, and what you would change. The existing course similarly requires approximately three hours of weekly fieldwork and two taught lessons.

Alternative Field Placement Pathway

If you are not entering student teaching or do not have a traditional student-teaching placement, you will complete an alternative version of the field-based work connected to an educational setting or area of interest relevant to your work.

This may involve observation, analysis of classroom or curriculum materials, work with learners, facilitation of an educational experience, or another applied inquiry developed in consultation with me.

The alternative changes the **context in which you apply what you are learning, not the expectations for the work.**

In-Class Teaching and Facilitation

Each candidate will plan and facilitate a **45–60 minute portion of one of our class meetings**. Individual dates will be scheduled primarily after Fall Break.

This is an opportunity to put some of the ideas we have been discussing into practice. You will make decisions about what you want us to understand, how you will organize the learning experience, how participants will engage with the ideas, and how you will determine what we are learning.

Following your facilitation, you will submit your instructional materials and a **minimum 750-word reflection** examining what happened, what you noticed, evidence of learning and participation, the choices you made, and what you might change.

The purpose is not to demonstrate a perfect lesson. It is to practice making intentional pedagogical decisions and learning from what happens when those decisions meet an actual group of learners. Candidate-led 45–60 minute teaching segments are also part of the existing Bryn Mawr course design.

Alternative In-Class Teaching and Facilitation Pathway

If the regular in-class facilitation format is not appropriate for your educational pathway or circumstances, you may design and facilitate a **45–60 minute learning experience in another approved educational context**.

This might include a workshop, small-group learning experience, professional learning activity, community-based educational experience, tutoring or mentoring session, or another setting connected to your work.

You will submit the instructional plan or facilitation outline, materials used, appropriate documentation of the learning experience, and the same **minimum 750-word reflection** required for the regular pathway.

The setting may be different, but the questions remain the same: **What did you want participants to understand? Why did you make the instructional decisions you made? How did participants engage with the learning? What evidence did you gather? What did you learn from the experience?**

Reflective Teaching Portfolio

The Reflective Teaching Portfolio brings the semester together. Rather than functioning as a collection of everything you completed, the portfolio should tell the story of your developing thinking and practice across four areas:

- I. Your Own Education and Philosophy of Education**
- II. Focus on Learners**

III. Focus on Curriculum

IV. Focus on Pedagogy

You will revisit earlier work, select and revise meaningful artifacts, draw connections among theory and experience, and consider what has changed or become clearer in your thinking.

The portfolio concludes with a **minimum 1,500-word synthesis** in which you return to the questions that have guided the semester: what you believe about students and learning, what knowledge matters, how curriculum shapes understanding, what pedagogy requires of us, and what kind of educator you are working to become.

The existing Bryn Mawr portfolio similarly asks candidates to develop a critical narrative connecting educational theory, student dialogue, SAS learning, field experience, curriculum, and their developing commitments.

For students completing the **alternative pathway**, the portfolio will maintain these same four areas but may focus on your anticipated educational work or another relevant educational context rather than preparation for student teaching.