

Problem-Centered Designs

Problem-centered designs “reinforce cultural traditions and address the unmet needs of the community and society. They are based on social issues” (Ornstein & Hunkins, 2013, p. 170).

Problem-Centered Designs		
Planning	Instruction	Assessment
• Question-based • Interdisciplinary • Students are co-agents of learning • Responsive to student needs • Ideas are challenged • Content can extend beyond the curriculum to solve relevant problems • Castellon, 2017 -Strives to address the Truth & Reconciliation Commission Calls to Action 62 and 63. -Suggests reaching out to the local Indigenous community to support programming and place-based learning. -Focus on including content on residential schools -Facilitate inquiry-based learning focusing on the problems and injustices in local communities	• Inquiry-based • Developing critical thinking • Active citizenship • Problem-solving • Group work - accountability • Learning style is influenced by the culture students live in, lesson is planned around these needs • Students lead the choice of subject (increase engagement and motivation) • Students call teachers by first name • Castellon, 2017 -Restorative practices including circles & Indigenous Ways of Knowing embedded into learning -Culturally relevant responsive pedagogy; focusing on authentic texts, voice and content -Sense of community embedded into learning (Castellon 2017, UFA no date)	• Individualized feedback • Student voice • Student-led • Portfolios • Shepard, 2000 “Our aim should be to change our cultural practices so that students and teachers look to assessment as a source of insight and help instead of an occasion for setting out rewards and punishments” (Shepard, 2000, p.10). • McMillan, 2014 -Journaling to assess student thought on process/problem solving -Rubrics -Supports 21st century learning skills -Performance tasks include “real-life” problems & issues -Authentic assessments support

- **Hayes, 2003**
-Backwards mapping; with the focus on the final outcome guiding planning, instruction and assessment
- “Teachers must have a shared vision for learning that fits with the community a lack of common goals can lead to social determinism” (Hayes, 2003).
- **Sowell, 2005**
-Emphasis is placed on the problem-solving process and social-human relationship rather than on acquiring content: Rooted in the study of:
 - 1) Life in Society
 - 2) Major activities of social life
 - 3) Social Problems
 (Sowell, 2005, p.57)
 -Organizational Themes:
 - 1) Curriculum design should follow the persistent functions, areas, or life situations in humanity’s existence.
 - 2) The curriculum should focus on problems of community life
 - 3) The improvement of society through direct involvement of the schools

-Focusing on critical and creative thinking, challenging assumptions and biases, developing empathy (Castellon 2017, UFA no date).

- **CEA, 2014**
-Teachers learn alongside students
-Project-based and inquiry-based learning with emphasis on student questioning, choice of social justice topics and activism within the community (CEA 2014, UFA, no date).

Example: Ursula Franklin School

Core values of school:

- Creating/being a community of learners
- Connected knowledge
- A spirit of Inquiry
- Democracy
- Social Justice

active construction of knowledge and further development of cognition with a focus on preparing students for the workplace.

- A well-constructed response “requires students to create or produce their own answer in response to a question or a task”
- **Hayes, 2003**
-Assessment data guides planning, curriculum reform and improvements to learning conditions
-Assessment tied to success criteria and rubrics

and their students to be a major goal or even the primary goal of the curriculum. (Sowell, 2005, p.57)		

References

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