

A DIALOGUE EXPERIENCE: INTEGRATING ICTS, TEACHING FOR
UNDERSTANDING, AND FACING HISTORY AND OURSELVES FOR THE
DESIGN OF A SET OF INSTRUCTIONAL UNITS TO BE IMPLEMENTED AS
PART OF INDEPENDENT STUDY WORK OF STUDENTS ENROLLED IN THE
COURSE 21150 AT UIS

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UNIVERSIDAD INDUSTRIAL DE SANTANDER
FACULTAD DE CIENCIAS HUMANAS
LICENCIATURA EN INGLÉS
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Magíster en la enseñanza de inglés como lengua extranjera

UNIVERSIDAD INDUSTRIAL DE SANTANDER

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BUCARAMANGA

2010

To all my teachers, thanks.

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GLOSSARY

UNDERGRADUATE TEACHER ASSISTANTSHIP: UIS defines an undergraduate teacher assistantship as any kind of pedagogical experiences that aim at contributing to the teaching at the university through classroom research projects.

ICTS (INFORMATION AND COMMUNICATION TECHNOLOGIES): ICT refers to any kind of technology that allows and fosters communication.

TEACHING FOR UNDERSTANDING: pedagogical framework developed by Harvard that emphasizes understanding over memorizing.

FACING HISTORY AND OURSELVES: international educational and professional development nonprofit organization whose mission is to engage students of diverse backgrounds in an examination of racism, prejudice, and anti-Semitism in order to promote the development of a more humane and informed citizenry (Facing).

MILLENNIUM DEVELOPMENT GOALS: eight international development goals, stated by ON, that attempt to ameliorate social and economic conditions in the world's poorest countries.

PROSPETIC: project at UIS for the continuous support to professors at this university in the inclusion of ICT into their professional practice.

E-SCENARI: portal that professors at UIS can design with the help of UIS' tools so that interaction, with the aim of common competences, is encouraged.

CCDT: Software developed by the University of Harvard for designing curriculum and getting feedback from a community of educators who also use the framework of Teaching for Understanding.

RESUMEN

TÍTULO

DIÁLOGO EN EL AULA: LA INTEGRACIÓN DE TICS, ENSEÑANZA PARA LA COMPRESIÓN Y CONFRONTANDO LA HISTORIA Y NOSOTROS MISMOS, EN EL DISEÑO DE UNIDADES INSTRUCCIONALES PARA SER IMPLEMENTADAS COMO PARTE DEL TRABAJO INDEPENDIENTE DE LOS ESTUDIANTES MATRICULADOS EN EL CURSO 21150 DE LA UIS.*

AUTOR

Carlos Augusto Lozano Jaimes**

PALABRAS CLAVES

Práctica Pedagógica, TICS, Enseñanza para la Comprensión, Confrontando la Historia y Nosotros Mismos, ProsPETIC, E-scenari, CCDT.

DESCRIPCIÓN

El siguiente es el informe final del trabajo de grado en la modalidad *Práctica en docencia* definida dentro de las políticas de la UIS como *las experiencias y los aportes a la cátedra universitaria, mediante el desarrollo de proyectos de aula*. De esta manera, el presente proyecto tiene por objetivo el diseño de unidades instruccionales mediante el uso de TICS con el fin de optimizar las horas de estudio independiente de los estudiantes matriculados en la asignatura Fundamentos y Estrategias de Aprendizaje en Lengua Extranjera (21150).

Para la elaboración de las unidades instruccionales se han integrado TICS, el marco de la Enseñanza para la Comprensión, y Confrontando la Historia y Nosotros Mismos. El proyecto de aula, además, está diseñado desde los enfoques del construccionismo, la cognición social y los Objetivos de Desarrollo del Nuevo Milenio. Dado que las unidades instruccionales están mediatizadas por el uso de TICS, se ha contado, en primera instancia, con las políticas y herramientas que la UIS ofrece al respecto, es decir, ProsPETIC y e-scenari. Asimismo, se ha utilizado el software CCDT desarrollado por la universidad de Harvard para el diseño colaborativo de currículos.

Este informe da comienzo con una breve y detallada reseña de los elementos utilizados en el diseño del proyecto de aula. En la segunda parte, se establece el plan de acción en el cual se especifica la estructuración de cada unidad a diseñar. A continuación, se presenta una discusión del protocolo metodológico y se finaliza con el diseño de las unidades instruccionales realizadas durante la práctica pedagógica.

* Proyecto de Grado

**Facultad de Ciencias Humanas. Escuela de Idiomas. Director: Esperanza Revelo Jiménez.

SUMMARY

TITLE

A DIALOGUE EXPERIENCE: INTEGRATING ICTS, TEACHING FOR UNDERSTANDING, AND FACING HISTORY AND OURSELVES FOR THE DESIGN OF A SET OF INSTRUCTIONAL UNITS TO BE IMPLEMENTED AS PART OF INDEPENDENT STUDY WORK OF STUDENTS ENROLLED IN THE COURSE 21150 AT UIS*

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Carlos Augusto Lozano Jaimes**

KEY WORDS:

Undergraduate teacher assistantship, Teaching for Understanding, Facing History and Ourselves, ProsPETIC, E-scenari, CCDT.

DESCRIPTION

The following paper is the final report of the research project under the modality of *Undergraduate Teacher Assistantship* defined by UIS' policies as *the experiences and contributions to teaching at the university through the development of classroom projects*. This project, thus, aims at designing a set of instructional units using ICTs in order to optimize independent study work of students enrolled in the course Foundations and Strategies in Foreign Language Teaching and Learning (21150).

ICTs, the framework of Teaching for Understanding, and Facing History and Ourselves have been integrated in the design of the set of instructional units. The classroom project was also designed from the approaches of constructivism, social cognition, and Millennium Development Goals. It is remarkable to say that since the instructional units are mediated by the use of ICTs, then, the policies and tools UIS offers to this respect, i.e. ProsPETIC and e-scenari, have been utilized. The CCDT, a piece of software developed by Harvard University for the collaborative design of curricula, has also been used for the design of the instructional units.

This report begins with a brief, yet detailed, overview of the elements used in designing this classroom project. In the second part, the action plan which specifies the structure of each design unit is established. Then, the methodological protocol is presented and, finally, it concludes with the instructional units designed during the Undergraduate Teacher Assistantship.

* Proyecto de Grado

**Facultad de Ciencias Humanas. Escuela de Idiomas. Director: Esperanza Revelo Jiménez.

INTRODUCTION

Education is constantly changing so that it mirrors society's actual paradigms. Nowadays, there is a common agreement that institutions and governments are called to align education with the new dynamics of societies as they set about "an exponential growth of knowledge; worldwide social concerns for freedom and general quality of life; global pressures for more education; and changing patterns of trade competition and technological innovation" (Haddad & Draxler 4). Educators might vouch from experience that they are expected to provide students with engaging and authentic learning. Nevertheless, they are scarcely prepared to offer their students such education.

Gearing teachers up to promote democratic dialoguing is unquestionably essential in the professional development of educators for the teaching of democracy offers the possibility of a more inclusive education and therefore a more authentic and engaging learning. Gathering students- future active citizens, around the discussion of issues of democracy should be the cornerstone of education, yet, it can be one of the most neglected aspects of all educational endeavors. This undergraduate teacher assistantship, hence, is guided towards the general aim of preparing pre-service teachers in issues of citizenry. It is understood that providing educators with this knowledge has a profound effect on society as "the single most important factor in determining student achievement is not the color of student's skin or where they come from. It's not who their parents are or how much money they have - it's who their teacher is," *Barack Obama*.

1. DESCRIPTION OF THE CLASSROOM RESEARCH PROJECT

1.1 SELECTED MODE

Undergraduate Teacher Assistantship

1.2 STUDENT

Carlos Augusto Lozano Jaimes

1.3 SELECTED COURSE TO DEVELOP THE CLASSROOM RESEARCH PROJECT

Fundamentos y Estrategias de Aprendizaje en Lengua Extranjera (hereafter 21150).

1.4 PROFESSOR TEACHING THE SELECTED COURSE

Esperanza Revelo Jiménez

1.5 STATEMENT OF THE RESEARCH PROBLEM

The curricular reform of the undergraduate program Licenciatura en Inglés demands a more efficient use of student independent study work. This classroom research project thus aims to create learning experiences that facilitate the optimization of both academic resources and independent study work for students enrolled in the course 21150 offered by UIS.

1.6 OBJECTIVES

1.6.1 General.

To design a set of instructional units focused on independent study work that students enrolled in the course 21150 will undertake. This set of instructional units has as its main feature the incorporation of Information and Communication Technologies (hereafter ICTs).

1.6.2 Specific.

- To combine the approaches of Teaching for Understanding and Facing History and Ourselves with the theoretical core content of the course 21150.
- To make use of e-scenari, a web platform offered by CENTIC to any teacher at UIS, as the main technological tool to generate interaction between students enrolled in the subject 21150.

1.7 JUSTIFICATION

The changes that world societies face require them to approach education with a better understanding of human competences. Future teachers should be undoubtedly provided with experiences that allow them to humanize any educational process. Following this premise, then, our classroom research project benefits students enrolled in the course 21150 at a theoretical and methodological level.

At a theoretical level, the students enrolled in the course 21150 will be provided with opportunities for reflection, discussion and argumentative knowledge construction around the theoretical core contents of the course.

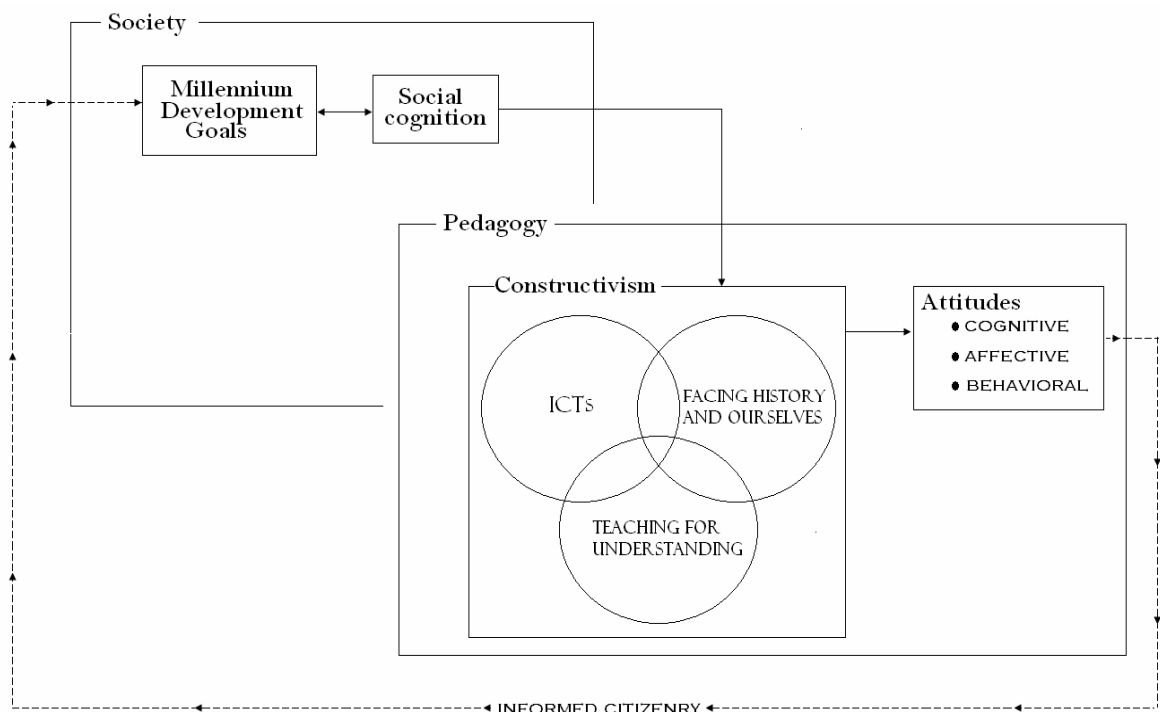
At the methodological level, this classroom research project will generate a set of instructional units that will combine the approaches of Teaching for Understanding, Facing History and Ourselves, and ICTs. The main purpose of such a set is to enhance the independent study work of participants.

1.8 THEORETICAL FRAMEWORK

Educating future teachers entails a social responsibility with the development of social, human, and intellectual competences that they, and their students, will be able to use to have an impact on a large social scale. For this reason, the set of instructional units to be designed as the main outcome of this undergraduate teacher assistantship attempts at making students aware of such social responsibilities. In order to achieve this, methodology, content, approach and infrastructure are hereby framed.

This theoretical framework, thus, aims at sketching the issue of ICTs, Teaching for Understanding, and Facing History and Ourselves along with Constructivism, Social Cognition & Attitudes, and Millennium Development Goals (see fig.1). The integration of these elements is meant to be the tenet that will inform pedagogical decisions when designing the set of instructional units.

Fig 1. Theoretical Framework



1.8.1 Information and Communication Technologies, ICTs.

The first aspect of this theoretical framework is concerned with ICTs which refers to technologies that allow and foster communication namely cell phones, internet, pod casts, broadcasts, among many others. How can these technologies be used in

education? It is unquestionable that properly used technologies do have an impact on education. In a review of seven large scale studies of education technology, which accounts for 700 pieces of empirical research, Schacter states that it can:

- Have a positive effect on student's achievement
- Foster learning
- Build student's more positive attitudes towards the class, learning, and self-concept.
- Increase achievement for special needs children.
- Require higher level reasoning and problem solving.
- Change teacher practice towards a more cooperative work.
- Improve teacher attitudes towards the class.

Advantages notwithstanding, teachers generally take for granted that the mere mediation of ICTs would turn into an ideal kind of learning. However, including ICTs in the curriculum goes far beyond the simple use of a computer. Proper approaches for such inclusion would start by framing the challenges that societies pose to education to see how ICTs can contribute to adequately address those challenges. A framework for the proper use of technologies can be, then, provided.

Twenty-first Century is characterized by a shift from an industrial to a knowledge age- the latter being generally referred to as an advanced form of capitalism in which knowledge and ideas are seminal to social and economic growth. This new model has turned out in the need of new kinds of workers with new and different skills in which case, as Thrilling and Hood state, "changes the fundamental processes and values that are added to each step in producing a product or service" (1). In a similar vein, Haddad and Draxler specify that the changes in the processes and values that contemporary societies face are characterized by "an exponential growth of knowledge; worldwide social concerns for freedom and general quality of life; global pressures for more education; and changing patterns of trade competition and technological innovation" (4). These changes have a

profound impact on countries and institutions that are, in turn, faced with the necessity of moving along with new changes or falling behind in development.

Changes in society have a direct influence on educational paradigms- so did the shift into a knowledge based age. Countries and institutions now regard educational perceptions and management in terms of priorities, scale, size, and speed. The traditional goals of education namely contribute to society, fulfill personal talents, fulfill civic responsibilities are being reconsidered in an attempt to prepare for life and work in a knowledge-based age (Haddad and Draxler; Moursund; Thrilling and Hood). Experts in the field generally agree that education is now faced with the needs for:

- *Holistic education structure* which pertains to the knowledge, skills, and technology literacy that the workforce constantly require (Fletcher 10; Fulton 19; Haddad and Draxler 6; Thrilling and Hood 3).
- *Focus on learning acquisition and outcomes* which implies that education must be engaging and authentic if the goals of teaching how to learn and problem solving are to be accomplished (Haddad and Draxler 6; Savater; Thrilling and Hood 4).
- *Education for everyone* which refers to the requirement of providing all citizens with the basic level of education. To this respect, Haddad and Draxler forcefully argue that “people without the ability to acquire essential knowledge and skills will live precariously, and society will be deprived of their contributions” (6).
- *Education anytime* as opposed to the ancient distinction between learning during the first years of a lifetime and working without updating education the rest of it (Haddad and Draxler 7; Moursund 11).

- *Education anywhere* which requires efforts from countries and institutions to endure quality learning beyond face-to-face classrooms settings (Haddad and Draxler 7).
- *Education for citizenship* as the result of the great possibility of involving students in democratic dialoguing with people from different cultural backgrounds (Cotton; Savater; Thrilling and Hood).
- *Teacher empowerment* as the main means of addressing the needs above. This is, as a matter of fact, essential to any educational goal for it is the educator who is generally the leading figure in designing, implementing, and evaluating such goals. Hitherto, there is a common agreement that “a new paradigm must emerge that replaces training with lifelong professional preparedness and development of teachers” (Haddad and Draxler 7). This idea is found elsewhere in authors like Carlson and Gadio; Fulton; Haddad and Jurich; Moursund; Thrilling and Hood; UNESCO.

It can be said, then, that education strategists are now challenged by the need to “provide the whole spectrum of education services for everyone, anywhere, anytime with a focus on learning acquisition and teacher empowerment- all under conditions of an ever expanding base of education clientele and limited physical and human resources” (Haddad & Draxler 8). Within this challenging need, an approach that accounts for the use of ICTs emerges as an appealing option that would facilitate addressing the needs of today’s educational system as it offers the possibility of:

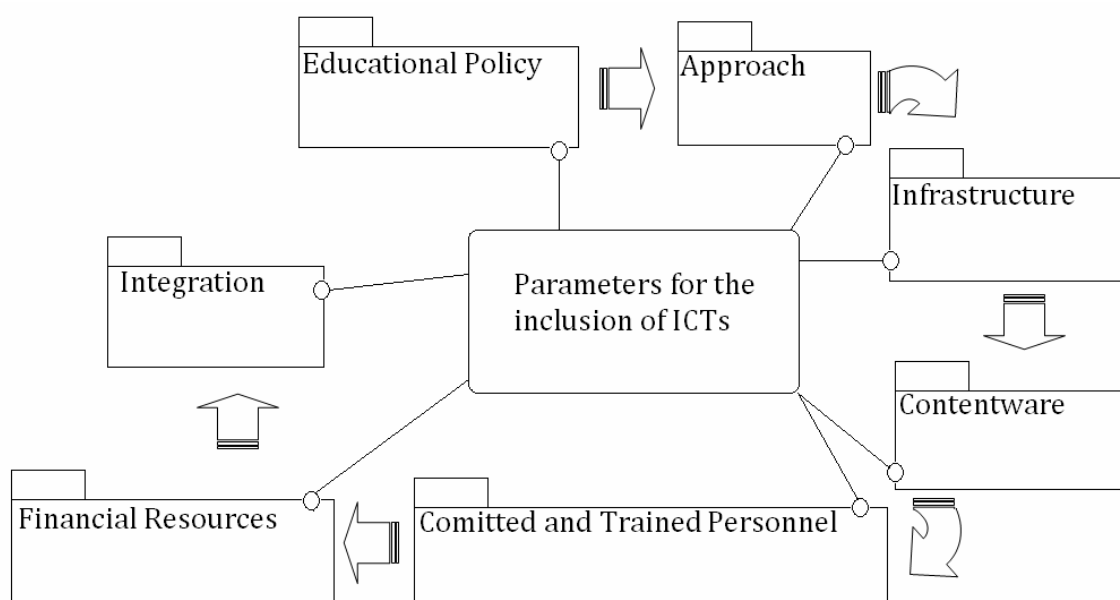
- Expanding educational possibilities
- Promoting efficiency
- Improving quality
- Preparing for lifelong learning
- Enhancing training

-Improving management (Haddad & Draxler 13).

It can be seen from this the novelty value of exploring, acquiring, adapting, integrating or reorganizing information and communication technologies in a particular context or for the assessment of a given educational need.

Paradoxically, technologies have always existed in humankind history and its integration to educational paradigms has always appealed educators to an extent or another. How is it any different now? The acknowledgement of educational challenges derived from societal changes and the extent to which a proper use of technologies might have an impact upon learning turned into a common agreement of broad parameters for an effective inclusion of technologies. Those parameters usually go from stages of defining educational policies to final stages of planning budgets (See fig. 2).

Figure 2. Meta-model of parameters for the inclusion of ICTs



Adapted from Haddad and Draxler

a) Educational policy

In order to have an efficient use of technologies, pedagogical decisions have to be made at first. These decisions are directly related to objectives, methodologies, and roles of students and teachers. In the case of objectives and methodologies, it is educators who generally plan them depending on their particular approach to teaching and learning. Likewise, in the case of roles of students and teachers, the particular needs of the educational objectives shape decisions regarding such roles. These educational objectives might require technologies to be used as a means of presenting, demonstrating, practicing, interacting, and collaborating (Haddad & Draxler 9). There is, in turn, a straightforward relationship between the uses of technology and the kinds technology to effectively address a particular use. An educator's objectives, for example, can aim at presenting a topic, in which case, text, audio, video, computer or internet can be useful. Similarly, if an institution, for instance, aims at having their teachers collaborate with teachers from an institution in another country to develop a syllabus, let us say, then computer and internet are highly recommended (see table 1).

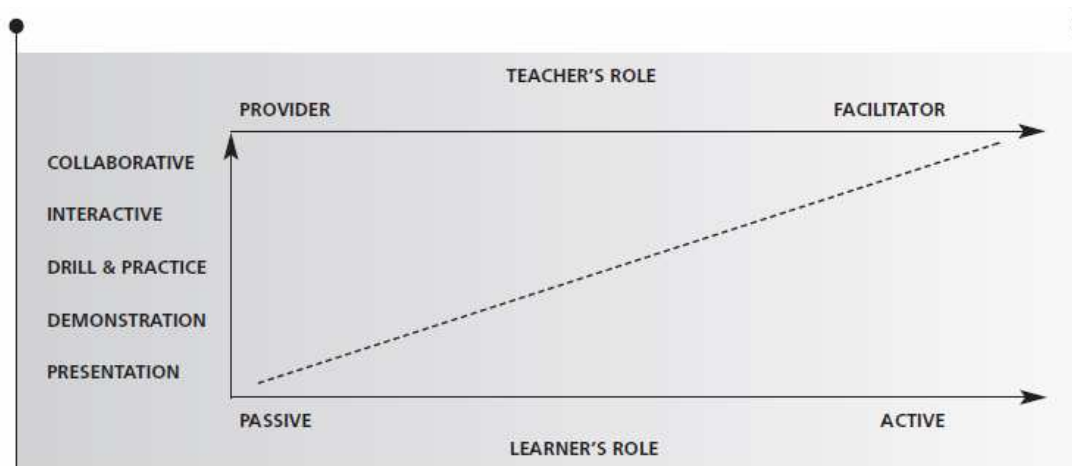
Table 1 Kinds and Uses of Technology

USE	TECHNOLOGY				
	TEXT	AUDIO	VIDEO	COMPUTER	INTERNET
PRESENTATION	x	x	x	x	x
DEMONSTRATION	x	x	x	x	x
DRILL & PRACTICE	x	(e.g., Language lab)		x	x
INTERACTIVE	hyperlink			x	x
COLLABORATIVE				networked	x

Taken from: Haddad & Draxler 9

In the same fashion, objectives not only affect the selection of technologies but they also affect the roles teachers and students have. The former can be described as a provider or facilitator; similar to the dichotomy of students' roles that can be either passive or active (see fig 3). Once educational strategists have set educational objectives and specify roles of students and teachers, they can move ahead in later stages of inclusion of ICTs.

Fig. 3. Teacher's and student's role regarding the uses of technology.



Taken from: Haddad & Draxler 13

b) Approach

At the second stage, approach to teaching and learning is defined. Casanovas mentions three major approaches with respect to the use of information and communication technologies. According to him, behaviorism, cognitivism, and constructivism are three fields of educational-psychology that influence decisions educators make about what teaching and learning is. In the case of the first approach, i.e. behaviorism, it is believed that learning occurs as a conditioning process of reinforcing desirable responses to stimuli (Casanovas 54; Harré 7; Pritchard 2; Williams & Burden 8). Drill and practice activities are a clear example

of this approach. Cognitivism, the second approach, suggests that human beings' learning is a more active process and focuses it in thought processes like reasoning, deciding and remembering (Casanova 54; Harré 45; Pritchard 2; Williams & Burden 13). An example of this theory can be seen in IQ tests which appeared as the result of the formulation of cognitivism. The last approach which is constructivism affirms that learning is a social and contextualized process that takes place through interaction (Casanovas 54; Pritchard 2; Williams & Burden 21). These three approaches commonly used in teaching through ICTs can be selected according to the particular beliefs an educator have about teaching and learning. They should also be selected depending on the established educational policy.

c) Infrastructure

After pedagogical questions are met, the next step in implementing technologies is concerned with infrastructure. Decisions at this level are related to appropriateness, costs, and sustainability in regards with the educational policy and approach (Haddad & Draxler 14; Rusten and Hudson 77). Although there is no single framework for an educational/infrastructure assessment, educational strategists are generally faced with issues of educational goals, teacher professional development, student-to-computer ratio, community use, school's electrical system, physical conditions, physical security, students per classroom, financial resources, school routine, special needs students, connectivity, and even temperature and air quality (Rusten & Hudson). It is remarkable to say, though, that the above parameters for infrastructure do not need to be addressed all at once. Particular attention can be given to an aspect depending on educational needs and goals and whether the kind of technology is worth acquiring for the assessment of educational needs and achievement of educational goals (Rusten & Hudson 77).

d) Content ware

At this level, decisions about content are made. The importance of this parameter shines out, yet it is the stage that is usually the most overlooked. Educational strategists at this stage face two routes. They can first acquire already made software in case it helps addressing a particular need or goal or design their own materials (Haddad & Draxler 15). The first option brings the benefit of saving time but renders educators with a problem of costs. Designing locally produced material rather than acquiring software is the converse route educators have (Haddad & Draxler 15). Unlike the first option, the second route is time consuming but has the advantage of affordability. In either way, this parameter for the inclusion of ICTs remains as important as others. Content can not be disregarded since it is that content which, to a great extent, will define the quality of education mediated by ICTs.

e) Committed and trained personnel

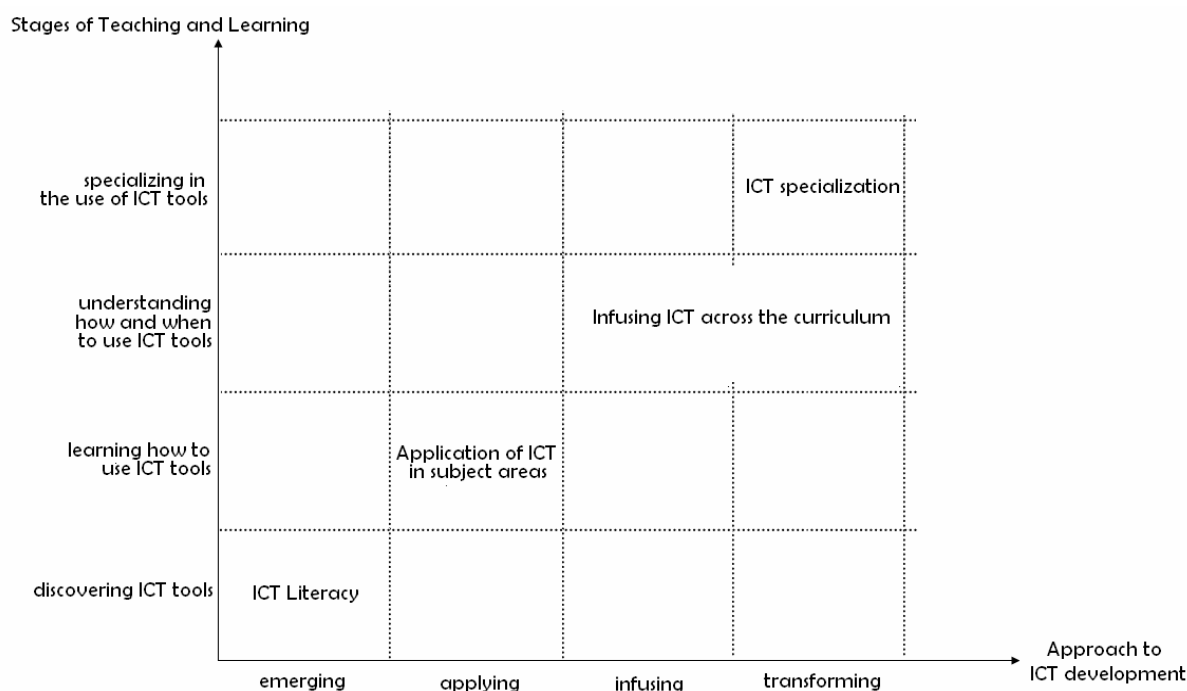
This level relates to institutions and teachers preparedness as regards ICT development and stages of teaching and learning through the use of ICT.

The first aspect, then, is related to ICT development which is assessed in a continuum of four approaches. The *emerging* approach refers to a stage in which institutions start acquiring technology and teachers consider the inclusion of ICTs in the curriculum; *applying* is the next approach in which teachers make use of ICTs within their pedagogical practice; the third approach is known as *infusing* and is related to a more clear inclusion of ICTs in the curriculum; the last approach, *transforming*, is the level at which a critical assessment is done as a way to enhance new and creative fashions of including ICT in the curriculum (UNESCO 15). These four approaches reflect teachers' and institutions' preparedness in respect of adopting ICTs. Nevertheless, adopting is just one aspect in describing this stage.

The second aspect is related to the stages of learning and teaching through the use of ICTs. This continuum goes from an early stage in which a teacher first discovers ICT tools; learns, at a second stage, how to use those tools; understands how and when to use them to eventually specialize in the use of ICT tools (UNESCO 16). This second aspect, along with institutions and teachers preparedness, is the most common way of describing the extent to which the personnel is ready in terms of commitment and preparation.

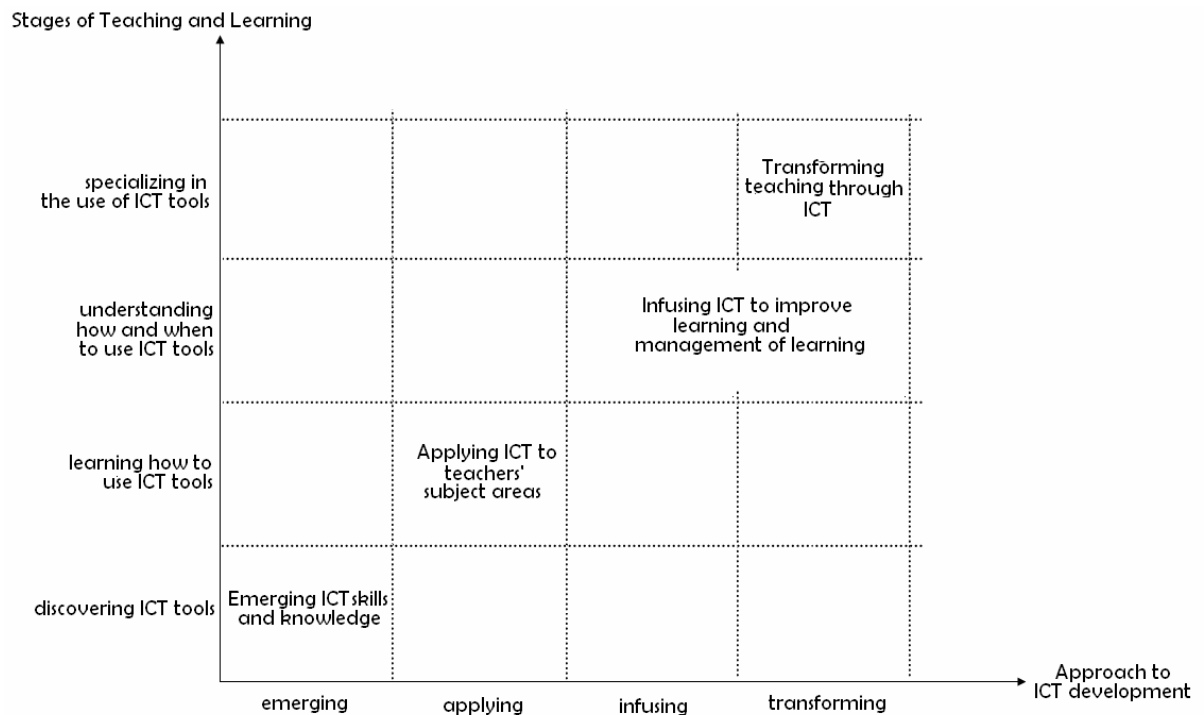
Committed and trained personnel are seminal to the inclusion of ICTs. Describing the stage in which the institution or teacher might be at is even more important since that will be of valuable help to the educational strategist for a better planning. Knowing that stage will help them guarantee what is the kind of professional preparation their staff need (see fig 4 & 5).

Fig. 4 Curriculum structure regarding the inclusion of ICTs.



Adapted from, UNESCO

Fig 5. Professional Development regarding ICTs.



Adapted from, UNESCO.

f) Financial resources

In this stage, educational strategists have to plan a budget for the costs of acquiring and maintaining the kind of technology that would fit a given educational need and goal in a given context. The budget is referred to as “total cost of ownership” and accounts for the following elements:

- Acquisition of Hardware and Software
- Installation and configuration
- Connectivity
- Maintenance
- Support, including supplies, and computer training
- Retrofitting of physical facilities

- Replacement costs (Haddad and Draxler 16).

It is worth stating, hence, that acquiring and maintaining technology is certainly expensive in a short and long term. That is why, budgets are required to be as realistic as possible in terms of affordability and appropriateness for there is not step back once technology is acquired.

g) Integration

This is the last stage in the inclusion of ICTs. It is a hands-on stage in which all the previous parameters are aligned so that educational goals achieve their full potential. Implementing is then the next step after a detailed plan has been framed.

In regards with the design of the set of instructional units, the parameters just described will act as the framework to be used for the design of the instructional units. Needless to say, it is aligned with the policies and tools that UIS has developed for the inclusion of ICT's in the institutional pedagogical model.

1.8.2 Teaching for Understanding.

The second component of this theoretical framework is related to the pedagogical framework developed at Harvard University: Teaching for Understanding (TfU). It was developed after researchers at Harvard realized that educators are generally concerned about enhancing understanding; however, no understanding could be said to be fully achieved. In order to promote understanding they first conceptualized it as the ability of a flexible performance in relation to a topic, i.e. explaining, justifying, connecting, and applying knowledge in a way that goes beyond routine endeavors (ALPS, Blythe 38; Stone 69). They then build up a framework that is composed by a core of common elements namely Generative Topic, Understanding Goals, Performances of Understanding, and Ongoing Assessment.

The first element of this framework is known as Generative Topics which is concerned with the content to be taught in a given course or part of it. Therefore, it is related to any theme, concept, or idea, that would provide a student with a myriad of significances, connections, and meanings to an extent well enough as to foster an in-depth understanding (ALPS; Blythe 53; Stone 97). Selecting those topics is no such an easy task though. Teachers who are concerned about identifying generative topics generally use the following criteria in order that topics are truly generative:

-Accessible and interesting to students. The generative potential of topics varies according to the specific expectations and needs of a particular group of students. When those needs and expectations are truly addressed, then generative topics are undoubtedly meaningful to students' lives and therefore more interesting (Blythe 58; Stone 99).

-Central to one or more domains of a discipline. Topic areas should be built up around areas that are commonly thought to be influential, controversial, and seminal to a discipline (Blythe 58; Stone 99)

-Interesting to the teacher. After all, teachers who are passionate committed, and have positive expectations about their area of study become a source of motivation for students who might model such a positive attitude (Dörnyey 33; Sullo 62; Wong & Wong 35). Conversely, as Csikszentmihalyi states, "if a teacher does not believe in his job, does not enjoy the learning he is trying to transmit, the students will sense this and derive the entirely rational conclusion that the particular subject matter is worth not mastering for its own sake" (qtd. in Dörnyey 33).

-Offer the opportunities for multiple connections. This is the result of three characteristics above. When topics are central to a discipline, accessible to students and interesting to teachers, chances are that topics are connected to

students' lives, to the main area of study, and to other areas as well (Blythe 58; Stone 100).

A teacher of literature at eighth grade, for instance, is asked to teach the importance of the roles of characters in a story (this example is found in Blythe 144). She decides, then, to design and implement a unit by the name of "heroes", meaning the drives that turn characters into the main one. By doing this, the teacher has taken into account the criteria that make up a Generative Topic. She set the background and now, she is ready to move to the next element in the framework of TfU.

The second element of this framework is referred to as Understanding Goals which are quite similar to Generative Topics. However, unlike generative topics which define the content of a given course, Understanding Goals aim at specifying what educators want their students to understand about the content. Therefore, Understanding Goals are related to the concepts and processes, and abilities that contribute to establish a common core of elements that help to determine performances of understanding (ALPS; Blythe 66; Stone 101). Understanding Goals can be defined through the following criteria:

- Explicit and public. By making Understanding Goals public and explicit, educators help students focus on what they want their students to achieve (Stone 107; Wong & Wong 121).

- Complex structure. Understanding goals should be defined in a way that its structure goes from the general to the specific (Blythe 75; Stone 108).

- Central to an area of study. Goals should be stated as to guide performances towards central, but not shallow, aspects in the field of study (Blythe 75; Stone 108)

Let us remember the literature teacher implementing a unit whose Generative topic is “heroes”. In her case, she acted upon the criteria for the statement of Understanding goals and decided them to be, first, what the definition of hero is, second, what makes a character become a hero, and, finally, how a story can be written in a convincing fashion. She has, up to now, defined the objectives of the unit she was asked to teach. After Generative Topics and Understanding Goals are delineated, a teacher can then proceed with a third stage in this framework.

The third element of Teaching for Understanding is known as Performances of Understanding. These performances are the activities that would normally come up after general and specific goals are defined. Therefore, Performances of Understanding are the activities that make students go beyond information in order to expand what they already know and built on that knowledge (ALPS; Blythe 87; Stone 109). Performances of Understanding are of three kinds in its nature: (1) *introductory performances* which refer to the initial activities that help students explore seminal concepts of the topic; (2) *guided inquiry performances* which aims at getting students utilize the concepts as define by the Understanding Goals; (3) *culminating performances* which are more complex activities educators plan for their students to synthesize the understanding developed through the unit (ALPS; Blythe 100; Stone 112). An example of a Performance of Understanding can be seen in the unit designed by the teacher of literature. As an introductory performance she will ask students to write an essay about a person that they consider a hero and the reasons for that. Then she will ask their students to share their opinions so that they can design a unique list about the characteristic of a hero. This list is meant to lead later guided or culminating performances. The performance that the teacher planned, in this case, just misses out the way this performance will be assessed.

The last element of this framework refers to the evaluation of understanding and is called Ongoing Assessment. Within this framework assessment goes beyond

estimating grades. Therefore, Ongoing Assessment is evaluations that promote understanding themselves rather than scoring exams (ALPS; Blythe 107). In the case of the performance that the literature teacher planned, for example, she decided to inform her students about the criteria of the description of the person that the students consider a hero before they write the essay; students are told that the level of details, and how those details justify the selection of the person will be taken into account in the assessment of their essays. She also planned the feedback to be informal between teacher and student and among peers. Having structured the unit using the framework of TfU guarantees that the focus in the unit is understanding, that is, they will explain, justify, connect, and apply knowledge in a way that goes beyond routine endeavors.

In regards to the design of the set of instructional units, Teaching for Understanding is intended to be used as the framework guiding the set of instructional units. Therefore, each of the instructional units to be designed will use the core of elements of this framework: Generative Topics, Understanding Goals, Performances of Understanding, and Ongoing assessment.

1.8.3 Facing History And Ourselves.

The third component of this theoretical framework is related to the structural framework developed by the organization Facing History and Ourselves. This international organization was founded in 1970 by Margot Stern Strom and Bill Parsons in an attempt to assist teachers and students confront history in order to promote critical thinking and moral behavior. Its official record states that:

“Facing History and Ourselves is an international educational and professional development nonprofit organization whose mission is to engage students of diverse backgrounds in an examination of racism, prejudice, and anti-Semitism in order to promote the

development of a more humane and informed citizenry. By studying the historical development of the Holocaust and other examples of genocide, students make the essential connection between history and the moral choices they confront in their own lives” (Facing).

Apart from that, Facing History and Ourselves is also recognized as an active educational organization that offers both face-to-face and online seminars and workshops, publishes innovative materials for classroom use, supports pedagogical research through scholarships and assistantships, manages a web page visited by 667.000 people from 215 countries, and reaches a community of 26.000 staff educators (Facing). Throughout these years of intense research, Facing History and Ourselves has developed a practical, yet complex, structural framework that any institution or educator can use for the implementation of a thought-provoking approach to the teaching of issues of citizenry.

The organizational structure developed by Facing History and Ourselves after thirty years of active work is usually referred to as a “journey,” and goes through five stages namely “The individual and Society”, “We and They”, “History”, “Judgment, Memory, and Legacies”, and “Choosing to Participate” (See fig. 6):

Fig. 6 Facing History and Ourselves’ structural framework.



- 1) The individual and society is the first stage of this structural framework. It aims at exploring the relationship between individual and group behavior (Facing).
- 2) We and they which refers to the study of membership. The main aim at this stage is to apply the concept of membership to examples of prejudice and discrimination in real history (Facing).
- 3) History which attempts to apply the concept learn in the previous two stages in an exploration of a critical period in history, which in the case of Facing History and Ourselves' core content is usually the holocaust (Facing).
- 4) Judgment, memory and legacy which accounts for the study of issues of responsibility, justice, punishment, reparations, legacy, and memory of the period of history previously studied (Facing).
- 5) Choosing to participate. As the final stage of the journey, the main aim is to learn about examples of people who have positively impacted society as a means of reflecting upon students' own role as a citizen (Facing).

In regards to the design of the set of instructional units, the theoretical framework, hereby designed, will draw upon the structural framework designed by Facing History and Ourselves. There is going to be, then, five instructional units to be developed in focusing on the content suggested by this international educational and professional development nonprofit organization.

1.8.4 Constructivism.

The set of instructional units will be designed according to the constructivist approach. There are four concepts underlying the theory of constructivism.

The first concept suggests that “learning is a process of interaction between what is known and what is to be learned” (Pritchard 2). What is known, on the one hand, is referred to as a schema or “a theoretical multidimensional store for many millions of items of knowledge” (Pritchard 3); what is to be learned, on the other hand, refers to environment. Piaget stated that this interaction occurs by means of assimilation and accommodation. Assimilation is a process through which a person assimilates new information into a pre-existing schema; Accommodation is related to the converse process of assimilation, that is, accommodating pre-existing schemata to new information (Boeree “Jean Piaget” 5; Garton 8; Harré 38; Williams & Burden 22). In the case of pedagogy, educators aware of schema are interested in schema activation, in other words, calling upon previous experiences of students. This, however, is just one element in this theory.

The second concept of constructivism considers learning as a social process. Vigotsky points out that learning is embedded in a cultural and historical context which is transmitted through language (Harré 39; Pritchard 5; Williams & Burden 40). Language, thus, is important to social learning since it is through language that “ideas are considered, shared, and shaped” (Pritchard 5). This concept has some implications for education; learning is not limited to a classroom setting, conversely, it can occur anywhere, with anyone and at any time. Teachers, hence, should encourage students to get engaged in dialogue as a means of supporting the development of understanding.

Understanding takes place as the result of dialoguing but such dialoguing should be contextualized. Thus, contextualization is the third concept in the theory of constructivism. Context in this case is related to culture and society, two aspects that are undoubtedly valuable since they assure learning is authentic and engaging (Pritchard 8). To this respect Pritchard states that, “children working with new ideas in a context that they recognize and to which they can easily relate, are far more likely to take an interest, and to engage with the ideas than if the same ideas are

presented in a context alien to them” (7). Context, as well as language and previous experiences, is valuable for any teacher whose beliefs might be aligned with constructivism. Metacognition, though, is the last concept in the thread of the constructivist theory.

The fourth concept refers to the individuals’ awareness of their own thought and learning process, that is, metacognition. In paraphrasing Flavell, Garton explains that “metacognition involves both knowledge and cognition about cognitive phenomena including memory, language, and problem solving (113). The concept of metacognition is important for educators since they will, hence, have their students reflect on the things they are doing, the way they have tackled them, and how those things are planned to be used (Pritchard 10).

In regards to the design of the instructional units, constructivism is intended to be the approach in the development of Performances of Understanding (see 1.8.4) as it fits the particular beliefs of the undergraduate teacher assistant about what teaching and learning is. It is understood then that the Performances of Understanding will call students’ previous experiences about the content of the units, get students engaged in dialogue, contextualize the content to that of Colombia, and provide students with opportunities to reflect upon their own beliefs and learning process.

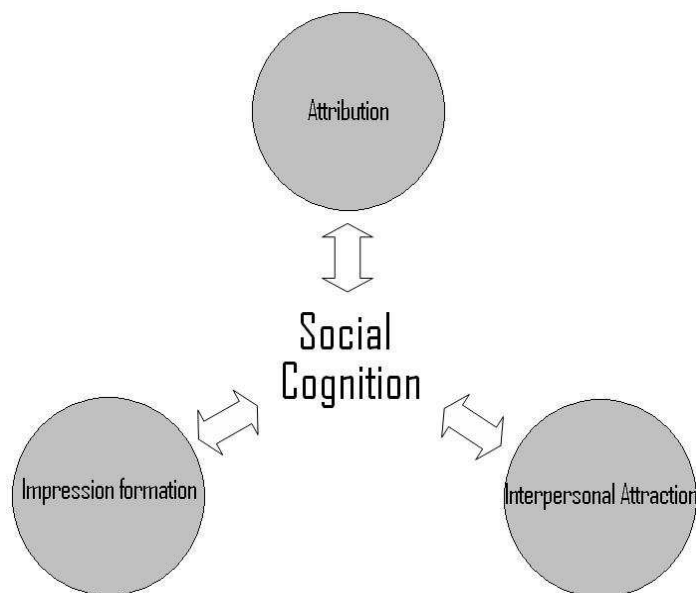
1.8.5 Social Cognition and Attitudes.

The fourth component of this theoretical framework is related to social cognition and attitudes, which are fields of study influenced mainly by social psychology and also by other disciplines like psychoanalysis, social learning theory, developmental psychology, and anthropology (Zimmer 287). Social psychology, in particular, is the study of the ways in which behavior and characteristics, either real or imaginary,

can influence an individual's behavior, feelings, and thoughts (Morris & Maisto 411). Apart from studying social cognition and attitudes, social psychology is also concerned with the study of social influence and social actions. The design of the set of instructional units will particularly draw upon the insights from the study of social cognition and attitudes.

The main thrust of social cognition is that interaction plays a fundamental role in cognition. According to Sternberg, it attempts to “study the individual within a social, cultural, and historical context and focuses on how people perceive and interpret information they generate themselves (intrapersonal) and from others (interpersonal)” (qtd. in Huitt) (Harré 188, Morris & Maisto 411, Zimmer 287). It studies impression formation, attribution, and interpersonal attraction (see fig 7).

Fig. 7 Areas of study of social cognition.



The first aspect of social cognition is *impression formation* which refers, on the one hand to the expectations and beliefs that we use to draw on impressions about the people that we daily meet and, on the other, to the order in which those impressions are formed (Boeree "Social" 14; Morris & Maisto 412). We can meet, for example, a man on a bus who stands in front of all the passengers and tells how he just arrived in town, was stolen, does not know anyone, and, thus, has to ask for money. Even though we do not know the man in this example, we use certain beliefs to draw on conclusions beyond the veracity of his story. We might think that the man is poor, has no education to get a job, has some sort of addiction; we might even think that, as the story is too typical, he must be lying in a way to get money from us! But, what if this man's story is true? What if he just arrived in town, and was stolen everything? What if we happened to find again this man but in a hospital, this time, and we get to know that he is actually a doctor who will be in charge of a risky surgery we are about to undergo; we will probably try to ask for another doctor! This reflects what is called impression order, that is we usually categorize a person by the first impression we have from him/her and that very first impression will usually be the one that lasts the longest.

Another aspect of social cognition is attribution. This term refers to the ways in which people judge the causes of one's behavior (Boeree "Social" 23; Morris & Maisto 414). Heider, an influential psychologist of the 20th century, stated that ordinary people attribute behavior to internal or external causes depending on whether they are attempting to explain their own behavior or the behavior of others (Harré 196, Morris & Maisto 414). A student for example failed at a test. In the student's opinion, she failed because she was so busy that she did not have enough time for studying. In the teacher's opinion, she failed the test because she is not good in his subject. In other words, if something happened to us, it should be because of external reasons; likewise, if something happened to others, it should be because of internal reasons.

Interpersonal attraction is the last phenomenon studied by social cognition. It refers to the factors that determine what makes a person feel engaged with another one. The first factor is known as proximity, that is the more two people live by, the more they might interact, hence the more chances to get engaged (Morris & Maisto 418). The second factor is physical attractiveness. People that are considered attractive are thought, at a first sight, to be more intelligent, happy, kind, sensitive, moral, and successful (Boeree "social" 71; Morris & Maisto 418). The third factor is similarity. If we share similar beliefs with another person, we might have a better attitude towards that person (Morris & Maisto 418).

Social psychology is also related to the study of attitudes. Within this field of study, an attitude is "a relatively stable organization of feelings, beliefs, and behavioral tendencies towards something or someone, i.e. the object of the attitude" (Morris & Maisto 412) (own translation). Attitudes develop at an early age from direct personal experiences and through imitation as well. They can be either positive or negative, and usually lead to prejudice and discrimination. The former refers to a set of intolerant and unfavorable beliefs towards a group of people; conversely, the latter refers to actions that deny opportunities to a group of people or individual members of that group (Boeree "Social" 38, Dovidio et. al.; Morris & Maisto 422). It is remarkable to say that when a person is totally aware of this way of classifying, a shift to the kind of personal capacity and civic virtue that would help them in avoiding unwanted social influences is expected. Zimbardo describes these personal capacity and virtue as to:

- admit errors to yourself and to others
- Be alert to words or acts that might hide stereotypes
- Take responsibility for your own decisions and actions
- Not let anyone label you
- Respect an authority that is based on justice and rebel against one whose ideas are based on injustice
- Be part of a group and acknowledge personal independence though

- Be alert to collective statements aimed at influencing beliefs
- Be aware of the past and keep an eye on the future
- Not sacrifice personal or civic responsibilities for the illusion of security
- Oppose to unfair systems (557).

As it was said before, this understanding is important for any person as being embedded in a social context, hence, how can this understanding be beneficial to educators?

In regards to the design of the set of instructional units, the insights from social cognition and attitudes are of paramount importance for the set of instructional units are intended to provide pre-service teachers with an in-depth understanding of issues that might lead to prejudice and discrimination in a classroom setting or in any other context as well. Attitudes towards prejudice and discrimination, on the part of students enrolled in the subject 21150, are expected to be transformed through cognitive processing of information, which in turn, should be reflected in the way the feel and behave towards themselves and others as individuals and citizens.

1.8.6 Millennium Development Goals.

The Millennium Development Goals are eight international development goals that, historically, 189 world leaders made at the United Nations Millennium Summit in 2000 with the purpose of ameliorating social and economic conditions in the world's poorest countries (United Nations). The goals are concerned with ending poverty, offering education and health services to children and pregnant women, eliminating gender disparity, combating HIV/AIDS, and developing sustainable environmental policies (see table 2).

Table 2. Targets of Millennium Development Goals	
Millennium Development Goals	Target(s) as stated by UNO
End Poverty and Hunger	<ol style="list-style-type: none"> 1. Halve, between 1990 and 2015, the proportion of people whose income is less than \$1 a day. 2. Achieve full and productive employment and decent work for all, including women and young people. 3. Halve, between 1990 and 2015, the proportion of people who suffer from hunger.
Universal Education	<ol style="list-style-type: none"> 1. Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.
Gender Equality	<ol style="list-style-type: none"> 1. Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015.
Child Health	<ol style="list-style-type: none"> 1. Reduce by two thirds, between 1990 and 2015, the under-five

	mortality rate.
Maternal Health	<ol style="list-style-type: none"> 1. Reduce by three quarters the maternal mortality ratio. 2. Achieve universal access to reproductive health.
Combat HIV/AIDS	<ol style="list-style-type: none"> 1. Have halted by 2015 and begun to reverse the spread of HIV/AIDS. 2. Achieve, by 2010, universal access to treatment for HIV/AIDS for all those who need it. 3. Have halted by 2015 and begun to reverse the incidence of malaria and other major diseases.
Environmental Sustainability	<ol style="list-style-type: none"> 1. Integrate the principles of sustainable development into country policies and programmes and reverse the loss of environmental resources. 2. Reduce biodiversity loss, achieving, by 2010, a significant reduction in the rate of loss.

	<p>3. Halve, by 2015, the proportion of the population without sustainable access to safe drinking water and basic sanitation.</p> <p>4. By 2020, to have achieved a significant improvement in the lives of at least 100 million slum dwellers.</p>
Global Partnership	<p>1. Address the special needs of least developed countries, landlocked countries and small island developing states.</p> <p>2. Develop further an open, rule-based, predictable, non-discriminatory trading and financial system.</p> <p>3. Deal comprehensively with developing countries' debt.</p> <p>4. In cooperation with pharmaceutical companies, provide access to affordable essential drugs in developing countries.</p> <p>5. In cooperation with the private sector, make available benefits of new technologies, especially information and communications.</p>
Adapted from United Nation Organization's official web page	

The Millennium Development Goals is an agreement that guarantees that all countries that belong to UNO, especially developed countries, must set aside money for the achievement of these goals. However, governments are not the only ones in charge of promoting these goals. It is a government's concern, but so is its citizens'. Hence, how can educators, citizens themselves and educators of citizens, cooperate with the achievement of these goals?

In regards to the design of the set of instructional units, it is the particular interest of both the undergraduate teacher assistant and the assistant professor teaching the selected course in this classroom research project to contribute to these goals by making students enrolled in the subject 21150- future teachers, aware of their social responsibilities with the development of social, human, and intellectual competences of their students. Thus the set of instructional units will be riveted on these goals, especially the third development goal which refers to the elimination of gender disparity. Therefore, readings, videos, and professional web pages will include testimonies of men and women alike. Discussion guides in the forums will also call students to reflect upon issues of gender disparity.

2. ACTION PLAN

Stage	Time allotted	Aim
Stage 1	1 week	To define scope and sequence of the thematic content of the set of instructional units according to the general and specific objectives.
Stage 2	1 week	To establish the timeline of the development of the units and the methodological protocol.
Stage 3	2 weeks	To design the instructional unit: “The individual and Society” with activities and resources that fall into the framework of Teaching for understanding: <ul style="list-style-type: none">• Generative topics• Understanding goals• Performances of understanding• Ongoing assessment
Stage 4	2 weeks	To design the instructional unit: “We and They” with activities and resources that fall into the framework of Teaching for understanding: <ul style="list-style-type: none">• Generative topics

		<ul style="list-style-type: none"> • Understanding goals • Performances of understanding • Ongoing assessment
Stage 5	2 weeks	<p>To design the instructional unit: “History” with activities and resources that fall into the framework of Teaching for understanding:</p> <p>History</p> <ul style="list-style-type: none"> • Generative topics • Understanding goals • Performances of understanding • Ongoing assessment
Stage 6	2 weeks	<p>To design the instructional unit: “Judgment, Memory, and Legacy” with activities and resources that fall into the framework of Teaching for understanding:</p> <ul style="list-style-type: none"> • Generative topics • Understanding goals • Performances of understanding • Ongoing assessment
Stage 7	2 weeks	<p>To design the instructional unit: “Choosing to participate ” with activities and resources that fall into the framework of Teaching for understanding:</p> <ul style="list-style-type: none"> • Generative topics • Understanding goals

		<ul style="list-style-type: none"> • Performances of understanding • Ongoing assessment
Stage 8		Final Report

3. METHODOLOGY PROTOCOL

Parameters for the inclusion of ICTs.	Set of Instructional Units
Educational policy	<p><i>General objective:</i></p> <p>To design a set of instructional units focused on independent study work that students enrolled in the course 21150 will undertake (see <i>1.6 objectives</i>).</p> <p><i>Methodologies:</i></p> <p>The set of instructional units will be designed using the framework of Teaching for Understanding. Thus, each of the units will be composed by a Generative Topic, Understanding Goals, Performances of Understanding, and Ongoing Assessment (see <i>1.8.4 Teaching for Understanding</i>).</p> <p><i>Roles of students and Teachers:</i></p> <p>Performances of Understanding will mainly gather teachers and students in an active role. However, depending on the particular technology to be used, they might also have a passive role (see <i>1.8.1 Information and communication technologies ICTs</i>).</p>
Approach	The approach to teaching and learning that fits the particular beliefs of the undergraduate teacher assistant is that of constructivism. Social Cognition &

	Attitudes and Millennium Development Goals are also approaches to be taken into account in the design of the instructional units. (see theoretical framework parts 1.8.5; 1.8.6; 1.8.7)
Infrastructure	Students will be guaranteed free internet hours at CENTIC ¹ for them to do the assigned homework that require internet access.
Contentware	<ul style="list-style-type: none"> • <u>Content</u>: The structural framework developed by Facing History and Ourselves is intended to be used in this classroom research project. It means that the set of instructional units will be design around the core common elements of “the Individual and Society”, “We and They”, History”, “Judgment, Memory and Legacy”, and “Choosing to Participate” (see 1.8.3 <i>Facing History and Ourselves</i>). • <u>E-scenari</u>: E-scenari, a web platform developed at UIS, is intended to be used as the main technological tool for students to get engaged in e-discussions as it offers a forum tool for any professor at UIS. Videos, readings, and links will be uploaded to this platform too.

¹ Centic is a four-floor building located at UIS. There are 30 classrooms equipped with computers for each student in a given class. There are 862 computers with access to high speed internet for a community of over 18000 students. Students are given free hours to enter CENTIC in a schedule that goes from 6:00 am to 10:00 pm (Universidad). Students are then guarantee access to internet anytime they need it.

	<ul style="list-style-type: none"> •<u>CCDT</u>: This software developed by the University of Harvard will be used as the main technological tool for the design of the set of instructional units.
Committed and trained personnel	ProsPETIC is a pedagogical initiative for the continuous support to professors at UIS in the inclusion of ICT into their professional practice. As part of the design of the instructional units, the assistant professor of the selected course in this undergraduate teacher assistantship assisted to a course on how to use e-scenari as it is intended to be the main technological tool when implementing the units.
Financial Resources	The set of instructional units is currently under evaluation of the organization Facing History and Ourselves that would fund this project with 1440 us dollars for its successful implementation.
Integration	The integration of all the elements already mentioned will be practically realized in the design of the instructional units. These instructional units are presented in the following chapters of this paper.

4. INSTRUCTIONAL UNIT I

ccdt

collaborative curriculum design tool

The individual and society

Generative Topics

The individual and society: The individual and society is the first unit. It aims at exploring the relationship between individual and group behavior.

Unit Level Understanding Goals

Goal 1:

How does society influence the way we see others and ourselves?

Goal 2:

What are the roles I have in society? What are the meanings attached to those roles?

Understanding Performances

Performance 1 (Mandala) (introductory): Students are

Ongoing Assessment

Criteria: Attention will be given to the level of details in the

given a video on how to draw mandalas. They are asked to draw one on their own. They are reminded to color their mandalas; no blank spaces can be found. After they have, students look for information on the internet about the meaning of colors in mandalas. Mandalas are symbols of one's emotions and are thought to be, by psychoanalysts like Carl Jung for instance, a representation of the unconscious self. Students then reflect on what the mandala communicates to him/her. Students post the mandalas and their reflections on the forum. Students comment posts if they find something interesting or surprising about their classmates' mandalas.

Performance 2 (Bio poem) (guided): Students are asked to write a bio poem about them. A bio poem is an activity that allows students to focus on factors that shape their identities such as experiences, relationships, hopes and interests. Students are told about the information that bio poems should include: (Line 1) Adjectives that you would use to describe yourself. (Line 2) Relationships in their life (e.g. friend, brother, daughter) (Line 3) Things they love. (Line 4) Important memories (Line 5) Fears (Line 6) Accomplishments. (Line 7) Hopes or wishes. (Line 8) Home (location) (Line 9) They are asked to adapt this format to include other items such as important moments, heroes, beliefs, special sayings or words. Students are also told that they can change the lines order

symbolic representation included in the mandalas as well as the meaning attached to the colors

Feedback: This performance will be informally assessed in the forums.

Criteria: Teacher analyses how students follow and improve the given pattern.

Feedback: informal feedback in the forum from the teacher to students and among them is expected to be given.

into the order they want their bio poems to have. Once students have written their bio poems they are asked to post them to the forum. Next, each student has to respond to any interesting or surprising fact about their classmates' poems.

Performance 3 (Zimbardo) (culminating): Students are asked to respond to the following question in the forum: What is the single most important reason why you chose to become an educator? Students are then asked to look at the slideshow of Zimbardo's experiment. They are asked, then, to spend at least 30 minutes at the web page "The Lucifer effect." They are asked to read the information found in the link "Celebrating Heroism." Then, they are asked to write a reflective essay on an experience in which they could see a teacher acting as a hero. They post the essay in the forum and comment at least two other posts.

Criteria: The initial criteria when writing the essay is that it should set clear the relationship between the experience and the information found in the web page. Guidelines about the structure of the essay will be discussed in class with the students prior the beginning of the performance.

Feedback: Feedback is provided before posting the comments. Students will proof-read the essay of a classmate using the parameters agreed in the class discussion. Students will then send the draft to the teacher who will give them back with the necessary corrections.

RESOURCE (Full MLA entry is given at the Works Cited page**)**

Performance 1 (Video)

The following is the link for the video on how to draw mandalas; It was done by ****Expressing the Self****, <http://www.youtube.com/watch?v=g16B64myG-E>.

Performance 3 (Slideshow)

The slide show contains detailed information about the experiment carried out by emeritus professor **Philip Zimbardo**, ex-president of the American Psychological Association. The slide show, written by Zimbardo himself, can be seen in the following link: <http://www.prisonexp.org/>

Performance 3 (web page)

The web page offers a reflection on a chapter of the book "the Lucifer effect," Written by **Zimbardo**. The link is: <http://www.lucifereffect.com/heroism.htm>

TECHNOLOGY

Performance 1 (Kinds and uses of technologies)

Students will use video and e-scenari as a means of presenting and interacting.

Performance 2 (Kinds and uses of technologies)

Students will use e-scenari as a means of interacting.

Performance 3 (Kinds and uses of technologies)

Students will use video, internet, and e-scenari as a means of presenting and interacting.

Based on the graphic organizer created by Lois Hetland and the President and Fellows of Harvard College (on behalf of Project Zero) and presented in the Teaching for Understanding Guide by Blythe & Associates.

5. INSTRUCTIONAL UNIT II

ccdt

collaborative curriculum design tool

We and They

Generative Topics

We and They : Students apply the concept of membership to examples of prejudice and discrimination in real history

Unit Level Understanding Goals

Goal 1:

How valid are your beliefs about the human species?

Goal 2:

What is it like to live in a nation divided by race?

Goal 3:

What groups do I belong to? How do these groups generally look at those who are not members of the group?

Goal 5:

What would a world without stereotyping divisions be like?

Understanding Performances

Performance 1 (Categorizing People)
(introductory): Students go around the university and

Ongoing Assessment

Criteria: The analysis students make should reflect the difference between the perception that they have about

choose five people that they think might be representative of a particular group within the university. They have to invite them to be participants of a short task. In order to do so, they have to ask for contact information and take a photo of each of the five people. Each student will be in charge of a group of five participants. Students are organized in groups. First, each student ("student A") e-mails the pictures to the other students in his/her group. Then, these students respond to the e-mail with single words that they think better describe each of the people in the pictures. "Student A" sends the words gathered from the mails to his/her participants. "Student A" will know what adjectives refer to a certain person but participants will not. Instead, "student A" will send a given participant the list with the words that refer to him/her in particular along with the rest of words that refer to other participants so that he/she selects the words that describe him/her in a way. Based on whether there is match between the words selected by the participants and the words that their classmates assign to each of them, each student concludes if the matches were accurate or not. Then, they have to access the forum and post a reflection on what they could learn from this experience bearing in mind how people classify other people and how this categorizing process might have an impact on one's life. Students are also ask to comment at least two other posts.

themselves and the perception they have about others.

Feedback: informal feedback in the forum is going to be given among students and from teacher to students.

Performance 2 (Attaching meaning to memberships)

(introductory): Still working with the participants from the previous performance, students have to each ask each other what group they consider they belong to. Students are reorganized in different groups. Each student e-mails the words from his/her participants to the other student in his/her group. These students then e-mail back what they think belonging to the group means. Students collect these information and send it to the respective participants and ask them whether they agree or not with their inferences. Students access and post a reflection on how different meanings are attached to members of a group and what might be a consequence of attaching those meanings. Students are asked to comment on at least two other posts.

Performance 3 (The concept of race) (introductory):

Students are asked to access e-scenari and comment on the following statement by arguing if they strongly agree, agree, disagree, or strongly disagree. "Race is a biological distinct category of people". Students are then asked to read the article ORIGIN OF THE IDEA OF RACE by Audrey Smedley. They are also asked to watch a short video about the concept of race. Students are then asked to post a comment on the forum to, first, state the ideas that contest with them and, second, reflect on what the consequences of the idea of race might be.

Criteria: The analysis should conclude by reflecting on how a myriad of meanings can be attached to roles or categories.

Feedback: It is going to be informal among students through e-mail and from teacher to students in the forum.

Criteria: The ideas selected in the forums should reflect the fact that race is a useless concept that aims at unfairly dividing people.

Feedback: Informal, from teacher to students and among students.

Performance 4 (Living under the Jim Crow Laws)

(guided): Students have to spend at least 30 minutes at two websites. Both of these sites are excellent sources of information on the Jim Crow era. Students are then given three packets and are asked to take time to examine each item. Packet A contains a series of photographs. Packet B lists some state and local segregation laws. Packet C is comprised of statistics showing the effects on a wide range of issues, from lynching to unemployment and healthcare. Then, they have to choose one item from each packet and comment which artifacts they chose and why. They also write a reflective essay on what the artifacts they chose communicate to them about what life was like under Jim Crow segregation.

Performance 5 (How about Colombia): Students have to look at a video about racism in Colombia. They are asked to take notes by jotting down single words that are meaningful for them. They are asked then to identify a theme- a broad concept that reflect the language selected, and a message- a more specific idea they want to express about the theme. Then, students are asked to arrange the words in order to create poems. Students post the poem in the forum and comment on at least to other posts.

Criteria: The reflective essay shows a clear understanding of the impact of the concept of membership in history by establishing a clear relationship with the history of the Jim Crow laws.

Feedback: Informal assessment in the forum is going to be given among students and from teacher to students.

Criteria: Teacher analyses the word selection, the connection to the topic of the video and the idea depicted in the poem.

Feedback: Students write a draft and e-mail it to the teacher. Teacher sends back the poem with suggestion for improvement. Students correct as suggested and post the poem in the forum.

RESOURCE (Full MLA entry is given at the Works Cited page**)**

Performance 3 (Reading)

The reading "ORIGIN OF THE IDEA OF RACE" by **Audrey Smedley** can be retrieved at http://www.pbs.org/race/000-About/002_04-backgroud-02-09.html.

Performance 4 (Web pages)

The following are the web pages that students have to look at during the Guided inquiry performance:

-Remembering Jim crow by ** American Radio Work**:
<http://americanradioworks.publicradio.org/features/remembering/>)

-**PBS**, The Rise and Fall of Jim Crow (<http://www.pbs.org/wnet/jimcrow/>).

Performance 3 (Video)

The video is the introduction of a three-part series on racism called, "Race- the power of illusion," done by **California Newsreel** It can be retrieved from: <http://www.youtube.com/watch?v=V9YMCKp5myl>

Performance 5 (video)

The video that students will watch is called, "Libertad en Colombia, freedom" posted in YouTube by **Mystic Boston**. It can be retrieved at:

Part 1: http://www.youtube.com/watch?v=SyfPWfbA_Mo

Part 2: <http://www.youtube.com/watch?v=d5m04g4BMRg&feature=related>

Technology
Performance 1 (Kinds and uses of technology)
Students have to use cameras, e-mail, and e-scenari as a means of interacting and collaborating.
Performance 2 (Kinds and uses of technology)
In this performance in particular, students are required to use e-mail and e-scenari as a means of interacting and collaborating.
Performance 3 (Kinds and uses of technology)
Students are required to use e-scenari as a means of presenting, interacting.
Performance 4 (Kinds and uses of technology)
In this performance, students are required to use internet and e-scenari as a means of presenting and interacting.
Performance 5 (Kinds and uses of technology)
Students will use video and e-scenari as a means of presenting and interacting.

Based on the graphic organizer created by Lois Hetland and the President and Fellows of Harvard College (on behalf of Project Zero) and presented in the Teaching for Understanding Guide by Blythe & Associates.

6. INSTRUCTIONAL UNIT III

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History

Generative Topics

History: Students apply the concept learn in the previous units in an exploration of a critical period in history.

Unit Level Understanding Goals

Goal 1:

What happened during World War II in Germany?

Goal 2:

How did the Nazis manage to hold power in Germany?

Goal 3:

What are the choices that you have as an individual and as a group in your society? What could be the impact of those choices?

Understanding Performances

Performance 1 (Nazis in power) (introductory): Students are asked to watch a video on the history of Nazis. Then, students are organized in groups. Each group is then given

Ongoing Assessment

Criteria: The question should be a reflective inquiry that gathers students around a central factor that help Nazis hold power in Germany.

some readings about particular aspects of the history of Nazis that help them hold power in Germany. Each group will be in charge of leading a forum on the topic they were assigned by posing a question they want their classmates to reflect on. The forums will be held by each group of students one after the other.

Performance 2 (Painting) (guided): Students are organized in couples. Students will be given a picture by David Olère. Each student takes a look at the picture, jots down words that describe what he/she can see in the picture (colors, shapes, textures, objects...), and e-mails the words to his/her partner. Students are then given a timeline of the main events of the Holocaust. Using the words from their partners and the information from the time line, each student tries to infer what the artist was trying to convey. They send their interpretations to their partner. Partners provide any feedback if necessary. Finally, students access the forum and discuss their interpretations referring directly to the drawings and history information gathered from the timeline.

Performance 3 (Sonia Weitz) (guided): Students are organized in four groups. Each group is given two chapters of Sonia's book "I promise I would tell". Then, each group has to select a poem from the chapters they were given and post it in the forum. The rest of students access the forum

Feedback: before the forums start, students have to discuss, decide and refine the question through e-mail. Once they come up with a final question they send it to the teacher. Teacher will provide them with the necessary feedback. Students make changes if necessary.

Criteria: Paintings should be described in detailed and the explanations of those details should make a clear reference to the history of the Holocaust.

Feedback: it will be given informally in the forum from teacher to students and among students.

Criteria: students should make a clear connection between the words that the author was using and the history of the Holocaust.

Feedback: it will be given from students to students mainly. Teacher will provide students with informal

and comment on what the author was trying to convey with the poem. Moderators of the forum comment on students' responses.

feedback in the forums, too.

Performance 4 (How about Colombia) (culminating): Students will access the forum and answer the question: -What do you know about the history of violence in Colombia? Students are asked to comment two other posts at least. Students access a second forum and answer the question: -What do you want to learn? Students are asked to comment two other posts at least. Students are given a documentary about modern Colombian history. Then they access a third forum and answer the question: What did you learn? Students are asked to comment to other posts at least.

Criteria: comments are detailed and clearly justified through examples or explanations

Feedback: it is going to be given informally in the forums from teacher to students and among students.

Resource (Full MLA entry is given at the Works Cited page**)**

Performance 1 (Video)

The video uploaded to You tube by ****Damoosebelly**** is called "The Nazis, chaos and consent." It is divided in five parts. They can be retrieved at :

Part 1: <http://www.youtube.com/watch?v=YT0Q0uOOIdQQ>

Pert 2: <http://www.youtube.com/watch?v=v6oieFvEIBE&feature=relatedd>

Part 3: <http://www.youtube.com/watch?v=NbsSZT2cBu4&feature=related>

Part 4: <http://www.youtube.com/watch?v=oAprLOvAp3U&feature=related>

Part 5: <http://www.youtube.com/watch?v=aOPcWUyDS1c&feature=related>

Performance 1 (Readings)

The readings can be retrieved at http://www.facinghistory.org/system/files/hhb_ch4.pdf. They were developed by **Facing History and Ourselves “chapter four”** and are entitled as:

1. The Democrat and the Dictator
2. Threats to Democracy
3. Targeting the Communists
4. Targeting the Jews
5. Legalizing Racism
6. Dismantling Democracy
7. Turning Neighbor Against Neighbor
8. Taking Over the Universities
9. Changes at School
10. Teaching a Lesson
11. Killing Ideas
12. Breeding the New German? Race?

Performance 2 (picture)

The painter of the picture is **David Olere**. It can be retrieved at:

http://www.fpp.co.uk/Legal/Penguin/rebuttal/Olere_David/suckling_smoking_Kamin.jpg

Performance 3 (Book)

The book can be retrieved at <http://www.facinghistory.org/resources/publications/i-promised-i-would-tell>. The chapters of the **Facing History and Ourselves “Promise” ** book are called :

Chapter 1 - Fragments of Light

Chapter 2 - Into the Darkness

Chapter 3 - The Ghetto
Chapter 4 - Plaszów
Chapter 5 - Auschwitz and Beyond
Chapter 6 - Bergen-Belsen and Venusberg
Chapter 7 - Mauthausen
Chapter 8 - Displaced Persons Camps

Performance 4 (Documentary)

The video is called “Colombia Vive” and was by It is a documentary that cannot be downloaded but that the undergraduate teacher assistant has.

Technology

Performance 1 (Kinds and uses of technology)

In this performance students will use videos, texts, e-scenari, and e-mail as a means of presenting, interacting, and collaborating.

Performance 2 (Kinds and uses of technology)

During this performance, they will use e-mail, internet, and e-scenari as a means of presenting, interacting, and collaborating.

Performance 3 (Kinds and uses of technologies)

In this performance, students will use e-scenari as a means of interacting.

Performance 4 (Kinds and uses of technology)

Students will use e-scenari and video as a means of presenting and interacting

Based on the graphic organizer created by Lois Hetland and the President and Fellows of Harvard College (on behalf of Project Zero) and presented in the Teaching for Understanding Guide by Blythe & Associates.

7. INSTRUCTIONAL UNIT IV

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Judgment, Memory, and Legacies

Generative Topics

Unit Level Understanding Goals

Goal 1:

Why is judgment important after genocide or collective violence?

Goal 2:

What actions might be taken after genocide or collective violence to rebuild a civil society?

Understanding Performances

Performance 1 (List) (guided): Students are asked to think of an unfair situation they have been through. They are asked to post their story in the forum. The story should finish with the sentence
“Justice means _____”

Ongoing Assessment

Criteria: the story should lead to a clear connection with the last statement.
Feedback: informal feedback is going to be given from teachers to students and among students

Performance 2 (Transitional justice) (introductory):

Students get in four groups. Each group is assigned a country (Germany, Northern Ireland, Rwanda, and South Africa). Then, each group is given the following questions: Briefly describe what happened. How has the society attempted to respond? Who are some of the key players? What is your overall analysis of this specific case study? What are some of the lessons learned? Each group writes a five-paragraph essay responding to the guiding questions. They mail the essay to the teacher who will provide each group with the necessary feedback. Then, each group post the essay, the rest of the students comment in the forum the ideas discussed in the essay. Authors of the group lead the forum responding to comments. Then the next group posts their essay and so on until all the groups have lead a forum.

Performance 3 (How about Colombia) (culminating):

Students are asked to spend at least 30 minutes at the Colombian General Attorney web page specially at the link "Justicia y Paz". They then post a comment about the most surprising story, image, or statistic presented in the web page. The comment should be entitled "In Colombia, it is difficult to talk about justice because _____". Students are asked to comment on at least two other posts.

Criteria: teacher analyses that all the leading questions are clearly addressed in the five paragraph essay

Feedback: Drafts from the essay will be sent to the teacher who will send back corrections. Students make the necessary corrections. Informal assessment of the essays will be given in the forum.

Criteria: Students clearly reflect in their comments the connection of the information gathered from the test and the idea commented.

Feedback: it if going to be informal from teacher to students and among students.

Resource (Full MLA entry is given at the Works Cited page**)**

Performance 2 (Web page)

The “**Facing History and Ourselves**” web page on transitional justice can be seen at :
<http://www2.facinghistory.org/campus/tj/tj.nsf/home?OpenForm&login=1>

Performance 3 (Web page)

The “**General Attorney**” web page can be seen at <http://www.fiscalia.gov.co/justiciapaz/Index.htm>

Technology

Performance 1 (Kinds and uses of technology)

In this performance students will use e-scenari as a means of interacting.

Performance 2 (Kinds and uses of technology)

During this performance, students will use e-mail, internet, and e-scenari as a means of presenting, interacting, and collaborating.

Performance 3 (Kinds and uses of technologies)

In this performance, students will use internet and e-scenari as a means of interacting.

Based on the graphic organizer created by Lois Hetland and the President and Fellows of Harvard College (on behalf of Project Zero) and presented in the Teaching for Understanding Guide by Blythe & Associates.

8. INSTRUCTIONAL UNIT V

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collaborative curriculum design tool

Choosing to participate

Generative Topics

Choosing to participate : Students learn about examples of people who have positively impacted society as a means of reflecting upon students' own role as a citizen

Unit Level Understanding Goals

Goal 1:

How have other people participated in their own conflicts? What can we learn from those experiences?

Goal 2:

How is a democracy strengthened or weakened by the way we choose (or not choose) to participate?

Goal 3:

How can educators participate? How can they show their students the possibility of choosing to participate?

Understanding Performances

Performance 1 (Human rights): Students are asked to spend at least 30 minutes in the web page youth for human rights. Next, they are asked to think of an experience when they were in a situation where they had a chance to participate either positively or negatively and comment which right was being protected or denied. Students post their stories and analysis. They comment on at least two other posts.

Performance 2 (Be the Change): Students are asked to write a bio poem about one the people that is found in the website "be the change". Students are told about the information that bio poems should include: (Line 1) Adjectives that you would use to describe the person. (Line 2) Relationships in his/her life (e.g. friend, brother, daughter) (Line 3) Things he/she love. (Line 4) Important memories (Line 5) Fears (Line 6) Accomplishments. (Line 7) Hopes or wishes. (Line 8) Home (location) (Line 9) They are asked to adapt this format to include other items such as important moments, heroes, beliefs, special sayings or words. Students are also told that they can change the lines order into the order they want their bio poems have. Once students have written their bio poems they are asked to post it in the forum. Next, each student has to respond to any fact interesting or surprising about

Ongoing Assessment

Criteria: Students clear justify the connection between the story they tell and the right they were being neglected.

Feedback: Informal from teacher to students and among students

Criteria: Teacher analyses how students follow and improve the given pattern.

Feedback: informal feedback in the forum from the teacher to students and among them is expected to be given.

the bio poems.

Performance 3 (How about Colombia): Students will travel to Bojayá. Each student will be in charge of taking photos in that town. Students will use the photos to depict a part this historical event along with an artistic idea; they will be asked to name the photo keeping in mind what justice means for them. Students are also asked to write a reflective essay on what the most significant, from this learning experience or the event for them as a citizen, student, and pre- service teacher, was. There will be a public exhibit of the photos at the university. The photos and the reflective essays will be self-published to be given away to the language students' resource center at the university. Copies of the book will be also given to the staff of teachers of English of the Teaching English undergraduate program of this university and other two universities of Bucaramanga so they can use these kinds of readings in their classes.

Criteria: The photos and the historical idea they are depicting should be clearly made. Teacher will read in class the essays they did in previous units. Students will discussed about what the structure of a convincing essay. Students decide what the parameters are going to be

Feedback: Feedback is provided before posting the comments. Students will proof-read the essay of a classmate using the parameters agreed in the class discussion. Students will then send the draft to the teacher who will give them back with the necessary corrections.

Resource

Performance 2 (Web page)

The web page "Be the change, upstanders for human rights" can be found at: <http://www2.facinghistory.org/campus/BeTheChange.nsf/home?openform>

Performance 1 (Web Page)

The web page's address, "youth for Human Rights", is : <http://www.youthforhumanrights.org/index.htm>

Technology

Performance 1 (Kinds and uses of technology)

In this performance students will use internet, e-scenari as a means of presenting and interacting.

Performance 2 (Kinds and uses of technology)

During this performance, they will use internet and e-scenari as a means of presenting and interacting

Based on the graphic organizer created by Lois Hetland and the President and Fellows of Harvard College (on behalf of Project Zero) and presented in the Teaching for Understanding Guide by Blythe & Associates.

CONCLUSIONS

After all necessary elements for the design of the instructional units were framed and the links among those elements were established, the undergraduate teacher assistant concludes:

- It is feasible, at the level of design, to combine the structural framework developed by Facing History and Ourselves, the Project Zero approach: Teaching for Understanding, for the purpose of generating a new teaching approach, supported by ICT's.
- Constructivism is the pedagogical approach that best suits the structural framework used in the design of the set of instructional units. It also matches the pedagogical requirements for a successful inclusion of ICT's in the curriculum.
- The successful integration of the elements at the level of design turned into a new teaching approach that is not only innovative in the field of language teaching, but holds potential as an approach to the teaching of citizenship and social virtue. It reinforces the idea that pre-service teacher education is crucial for the education of future citizens.

RECOMMENDATIONS

A longitudinal research study, focused on the impact of the set of instructional units on educators' lives as professionals and citizens, is recommended. Further research should also focus on the teacher, the learners, the learning and their roles in society.

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