

## Curriculum and Consequence: Learning, Inequality and Policy

Questions, concerns, ideas for collaboration? Please reach out at [brownm@iastate.edu](mailto:brownm@iastate.edu)!

### Part 1: May I Add Some Data to the Discussion

#### Key Texts:

Brown, M., Sowl, S., & Steigleder, K.M. (2023). "May I Contribute Some Data to the Discussion?": Negotiating Data Politics Through General Education Reform, *The Journal of Higher Education*, 94:7, 851-895, <https://doi.org/10.1080/00221546.2023.2203629> <sup>1</sup>

Sowl, S., & Brown, M. (2021). "We don't need a four-year college person to come here and tell us what to do": Community college curriculum making after articulation reform. *New Directions for Community Colleges* 2021(195), p. 143-156, <https://doi.org/10.1002/cc.20473>

#### Key Points:

- Repeated cycles of collision between the state and its institutions have eroded faculty governance (Taylor, 2022)
- Conflict over curriculum was shaped by an emphasis on data talk, eliding the democratic purposes of general education curriculum
- Discursive framing of learning as separate from teaching deemphasizes role of faculty in curriculum making
- Institutional leaders will continue to capitalize on moments of controversy or crisis to remake the curriculum in ways that reflect existing logics of minority absorption (Ferguson, 2012), academic capitalism, and audit culture (e.g. West Virginia, Florida).

Your Notes:

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<sup>1</sup> This article contains a detailed appendix describing our methodological approach and our corpus.

## Part 2: Guided Pathways and Transfer Advice Networks

### Key Texts:

Benjamin, R. (2019). *Race After Technology: Abolitionist Tools for the New Jim Code*. John Wiley & Sons.

Bidart, C., Degenne, A., & Grossetti, M. (2020). *Living in networks: The dynamics of social relations* (Vol. 49). Cambridge University Press.

Perotta, Carl (2023). *Plug and Play Education* Excerpt. Retrieved from:

<https://automatedonline.org/2023/11/28/plug-and-play-education-knowledge-and-learning-in-the-age-of-platforms-and-artificial-intelligence-2024/> on 11/29/23

Small, M. L. (2017). *Someone to talk to*. Oxford University Press.

Sotherland, N., Stange, K., and Matsudaira, J. (2023). *New Measures of Postsecondary Education Transfer Performance: Transfer-out rates for community colleges, transfer student graduation rates at four-year colleges, and the institutional dyads contributing to transfer student success*  
Retrieved from: <https://blog.ed.gov/2023/11/new-measures-of-postsecondary-education-transfer-performance-transfer-out-rates-for-community-colleges-transfer-student-graduation-rates-at-four-year-colleges-and-the-institutional-dyads-contributi/> on 11/29/23

Stanton-Salazar, R. D. (2011). A social capital framework for the study of institutional agents and their role in the empowerment of low-status students and youth. *Youth & Society*, 43(3), 1066-1109.

### Methodological Resources:

<https://networkcanvas.com/>

### Key Points:

- Transfer success dyads are not unidirectional. Students swirl among schools and they often engage in double dipping.
- Students' transfer advice seeking networks reflect the multiple institutional environments where they take courses, but campus support services are often place- and institution-based.
- Institutions need to develop help seeking resources that reflect the complexity of students' enrollments if their curricular structure allows students to span multiple institutional environments.
- Students who are isolated, in part because of their course taking across multiple institutional contexts, often turn to digital technologies (what's often termed non-human agents in the literature) for informational and academic resources
- These technologies are not connected to broader campus ecologies. They extract information about students through their use, but that information is not looped back into broader campus support networks.
- Further research is needed that explores the role of non-human agents in how students navigate the curriculum and how students' engagement with non-human agents impact their interactions and relationship formation with human institutional agents across campus.

Your Notes: