



College of Education and Human Development

EDUC 790 Peace Social Justice and Educational Reform

Credits: 3 | Location: Online (Canvas)

Term: Accelerated Fall 2026

Oct 5, 2026 – Dec 13, 2026

Instructor Information



Instructor: Chris Padesky, PhD

Email: christopher.padesky@chaminade.edu

Office Hours: Thursdays, 11:30 a.m.–12:30 p.m. (Hawai'i time), and by appointment.

Course Access: [Canvas](#)

Communication: Email is the best way to reach me.

Feedback Grading and Email

I will grade assignments within one week of the due date, except during holidays. Check Canvas regularly and use feedback to improve later work.

I may not see comments you leave in response to my feedback in Canvas. If you would like a response, email me at christopher.padesky@chaminade.edu.

I respond to email within two business days. If you have not received a response within that time, please email me again. If you have a question about the course or an assignment, please include the course name or number in the email subject line. When relevant, include a hyperlink or screenshot of the assignment you have questions about.

Course Description and Materials

Catalog Course Description

Exploration of influences on educational change at classroom, school, community, state, and national levels. Focus on critical examination of peace and justice theories, principles, and research related to educational reform.

Materials

Required textbook: Hammond, Z. (2015). Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students. Corwin.

Hammond is the only required book. Read the Introduction and Chapters 1–9 in the weekly sequence below. Additional articles, videos, and resources are linked in Canvas.

Book support: [Corwin companion resources](#); [Sullivan Family Library](#). The companion site supplements the book. Contact me promptly if access is delayed or an accessible format is needed.

You need Canvas, a word processor, and a microphone or webcam for the podcast and webinar. Provide the captions, transcript, and accessible supporting materials identified in each assignment.

Time Allocation

Plan for approximately 135:00 hours across ten weeks. Weekly estimates are 11:00, 13:00, 11:00, 12:00, 18:00, 15:00, 14:00, 15:00, 17:00, and 09:00. These include orientation, reading, viewing, research, practice, quizzes, production, revision, and discussion. Each Canvas item ends with its HH:MM estimate. Reused effort is counted once; no time logs are required.

Weeks 5 and 9 require more research and production time. Begin source searching in Week 4 and webinar planning in Weeks 7–8. Later modules are available, with learning pages and a readiness check preceding each graded task. There is no previous-week grade-approval requirement.

Learning Outcomes

Course Learning Outcomes

By the end of EDUC 790, you will be able to:

1. Develop an understanding of the different paradigms of social justice and peace together with their relationship to reform and transformation.
2. Identify opportunities and strategies for educational leadership to improve equity and social justice in educational environments.
3. Construct an understanding of educational curricula that model issues of peace, social justice, and educational reform.
4. Demonstrate an ability to investigate current issues in the theory of peace, social justice, and educational reform.

Program Learning Outcomes

EDUC 790 supports the following graduate education program outcomes:

1. Analyze your professional and intellectual development and its relationship to effective educational practice.
2. Critique major learning theories, education literature, and research methodologies.
3. Compose academic prose for a variety of audiences.
4. Promote academic and professional dialogue within a community of learners.
5. Use education research to make informed decisions about adaptation and change.
6. Employ professionalism and ethical standards of conduct.

Alignment of Course Learning Outcomes

CLO	Program Outcomes	Primary Evidence
1	5, 6	Global discussion; frameworks assignment; webinar
2	1, 5, 6	Leadership and reform proposal; implementation map
3	1, 3, 5, 6	Webinar lesson reframe and participant tool
4	1, 2, 3, 6	Research podcast; evidence-informed proposal

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith.
2. Provide an integral, quality education.
3. Educate in family spirit.
4. Educate for service, justice and peace, and integrity of creation.
5. Educate for adaptation and change.

EDUC 790 connects integral, quality education with careful analysis of reform and its consequences. Respectful peer dialogue supports family spirit. Attention to dignity, participation, language, culture, and community knowledge supports service, justice, and peace. Evidence-informed planning and revision support adaptation and change.

Native Hawaiian Values

Education is central to both Marianist and Native Hawaiian culture — both seek transformative, value-centered learning that serves the marginalized. This is reflected in the ‘Ōlelo No‘eau (Hawaiian proverbs) below:

1. Educate for Formation in Faith (Mana): E ola au i ke akua (‘Ōlelo No‘eau 364) — May I live by God.
2. Provide an Integral, Quality Education (Na‘auao): Lawe i ka ma‘alea a kū‘ono‘ono (‘Ōlelo No‘eau 1957) — Acquire skill and make it deep.
3. Educate in Family Spirit (‘Ohana): ‘Ike aku, ‘ike mai, kōkua aku kōkua mai (‘Ōlelo No‘eau 1200) — Recognize others, be recognized, help others, be helped.
4. Educate for Service, Justice and Peace (Aloha): Ka lama kū o ka no‘eau (‘Ōlelo No‘eau 1430) — Education is the standing torch of wisdom.
5. Educate for Adaptation and Change (Aina): ‘A‘ohe pau ka ‘ike i ka hālau ho‘okahi (‘Ōlelo No‘eau 203) — All knowledge is not taught in the same school.

Na‘auao guides careful inquiry and responsible use of evidence. ‘Ohana guides collaboration and attention to family and community knowledge. Aloha guides the examination of who benefits from reform, whose knowledge is valued, and what conditions support dignity and learning.

Course Work and Grading

The course has ten weekly graded tasks totaling 500 points. Use the full instructions and rubrics in Canvas. Rubric levels are Proficient (100% of the criterion points), Developing (80%), Limited (60%), and Missing (0%). Brief practice supports the projects; keep useful notes without a separate practice submission.

Wk	Project	Task and Scope	Points
1	Global Education Reform Discussion	350–500 words or 4–6 minutes audio/video; Hammond and two module sources. One peer response of 150–200 words or 2–3 minutes.	50
2	Lenses of Social Justice Frameworks	Compare two justice lenses applied to one issue: comparison table and conclusion, 400–600 words, or 4–6 minutes audio/video. Hammond Ch. 2 and a source for each lens.	50
3	Hawai‘i Educational Context Analysis	250–350 words or 2–3 minutes audio/video analyzing a Hawai‘i educational context. Hammond Ch. 3 and one assigned source.	25

Wk	Project	Task and Scope	Points
4	Peace Education in Practice	250–350 words, 2–3 minutes audio/video, or a planning table. Apply Hammond Ch. 4, UNESCO, and a Marianist value to a feasible peace-education response.	25
5	Reform Research Checkpoint	Focused question; five-row evidence table using five peer-reviewed articles, including three empirical studies; 100–150-word or bulleted podcast plan.	25
6	Education Reform Research Podcast and Discussion	10–20-minute episode; overview, show notes, references, checked transcript or captions; five peer-reviewed articles, including three empirical studies. One substantive peer-response paragraph.	75
7	Educational Change Implementation Plan	1–2-page, six-row implementation planning table; references may be additional. Use Hammond Ch. 7 and two module resources.	25
8	Education Leadership and Educational Reform Proposal	3–4 double-spaced pages of main text, plus one-page implementation map, title page, and references. At least five scholarly sources; APA 7.	75
9	Teacher Professional Development Webinar	25–35-minute webinar; one-page participant tool; checked captions, transcript, and references. Submit one DOCX/PDF linking all materials.	100
10	Webinar Showcase and Course Reflection	Share the Week 9 materials; view two complete peer webinars and respond in 75–125 words each; facilitate your thread; write a 150–250-word course reflection.	50
	Total		500

Connecting the Projects

Use your podcast research to develop the reform proposal. Use the webinar to teach an instructional application of that proposal through one justice lens and at least three substantial lesson changes. For a system-level proposal, choose a related classroom application and explain the connection.

For example, a proposal about family participation in school decisions could lead to a webinar reframing a civics lesson so students examine a local decision using family and community knowledge. The webinar demonstrates one connected practice.

Submitting the Webinar

Upload one DOCX or PDF submission document with labeled links to the captioned recording, participant tool, transcript, and complete reference list. The supporting text may instead appear as labeled sections in that document. Test permissions before submitting.

Use the assigned foundational lens resource, relevant Hammond ideas, and scholarly evidence for the lesson changes. Reuse suitable earlier sources; there is no additional numerical source minimum. Post the same webinar in the Week 10 showcase on schedule. You do not need to wait for instructor feedback or approval unless I specifically ask you to wait.

Final Grades

500 points total.

A: 90% and above • B: 80–<90% • C: 70–<80% • D: 60–<70% • F: below 60%

Final grades are submitted through [Chaminade Self-Service](#).

Learning and Participation

Your Weekly Routine

1. Read the overview: What to Learn, What to Do, and What to Submit.
2. Read or watch each individual learning page. Try the practice through thinking aloud, discussion, sketches, annotations, or a direct project revision. Select Mark as done after completing each page.
3. Complete the five-question ungraded readiness check. Earn at least 3/5 before moving to the graded task. Attempts are unlimited and the highest score is retained.
4. Submit the weekly graded task and complete any required peer responses by Sunday at 11:59 p.m. Hawai'i time. Early discussion posting is encouraged.

Each module follows a learning-first sequence: complete its pages, earn 3/5 on its readiness check, then submit its graded task. Week 10 ends with a 150–250-word reflection in the showcase discussion. No separate continuation plan, 90-day action plan, or final reflection document is required.

Webinar Showcase

Share the same webinar and materials submitted in Week 9, with a two-sentence introduction and one focused question. View two complete peer webinars and give each 75–125 words of feedback identifying a strength, question, and useful suggestion with a timestamp. If only one peer webinar is available, respond to that one; if none are available, use the course example. Reply to substantive feedback on your thread or answer your own question. Finish with a 150–250-word reflection connecting a project example, a Hammond chapter or page, and a next step with needed support and evidence of progress.

Weekly Schedule

All dates below are in 2026. All graded work and required discussion parts are due Sunday at 11:59 p.m. Hawai'i Standard Time. Complete the weekly readiness check first. Reading links and assigned selections are on the individual learning pages.

Week and Dates	Focus and Readings	Graded Work and Milestones
1 Oct 5, 2026 – Oct 11, 2026	Education reform Hammond Introduction + Ch. 1; Finland, global reform, and school systems	Global Education Reform Discussion (50) All parts due Sunday: Oct 11, 2026
2 Oct 12, 2026 – Oct 18, 2026	Five justice lenses Hammond Ch. 2; intersectionality, culturally responsive pedagogy, disability, decolonization, and feminism	Lenses of Social Justice Frameworks (50) All parts due Sunday: Oct 18, 2026
3 Oct 19, 2026 – Oct 25, 2026	Education in Hawai'i Hammond Ch. 3; language, Kaiapuni, Pidgin, and data	Hawai'i Educational Context Analysis (25) All parts due Sunday: Oct 25, 2026
4 Oct 26, 2026 – Nov 1, 2026	Peace education Hammond Ch. 4; UNESCO; Marianist values; research-question preparation	Peace Education in Practice (25) All parts due Sunday: Nov 1, 2026
5 Nov 2, 2026 – Nov 8, 2026	Researching reform Hammond Ch. 5; Fullan; model podcast; five scholarly articles	Reform Research Checkpoint (25) All parts due Sunday: Nov 8, 2026
6 Nov 9, 2026 – Nov 15, 2026	Research podcast Hammond Ch. 6; research synthesis and production	Education Reform Research Podcast and Discussion (75) All parts due Sunday: Nov 15, 2026
7 Nov 16, 2026 – Nov 22, 2026	Leading change Hammond Ch. 7; Robinson; Hattie; EEF; Learning Forward	Educational Change Implementation Plan (25) All parts due Sunday: Nov 22, 2026
8 Nov 23, 2026 – Nov 29, 2026	Reform proposal Hammond Ch. 8; implementation planning and research	Education Leadership and Educational Reform Proposal (75) All parts due Sunday: Nov 29, 2026
9 Nov 30, 2026 – Dec 6, 2026	Professional learning Hammond Ch. 9; example webinar; Education Week; Learning Policy Institute	Teacher Professional Development Webinar (100) All parts due Sunday: Dec 6, 2026

Week and Dates	Focus and Readings	Graded Work and Milestones
10 Dec 7, 2026 – Dec 13, 2026	Showcase and reflection Revisit Hammond; classmates' webinars; feedback	Webinar Showcase and Course Reflection (50) All parts due Sunday: Dec 13, 2026

Course Policies

Late Work

Work submitted up to one day late receives a 10% deduction; work submitted more than one day and up to two days late receives a 25% deduction. Unexcused work more than two days late is not accepted. In an emergency, contact me before the deadline when possible. No work is accepted after the last day of the course, Dec 13, 2026 .

Syllabus Changes

I reserve the right to modify this syllabus. Changes to course requirements or the schedule will be communicated through Canvas announcements. Check announcements regularly and ask if a requirement or deadline is unclear.

Communication and Submissions

Communicate with classmates and the instructor using courtesy, politeness, and appropriate professional behavior. Bullying, harassment, demeaning or derogatory comments, and other aggressive behavior are unacceptable in person, online, or through other forms of communication.

Keep identifying information about real students, teachers, schools, and prospective participants out of your submissions. Email me if recording, file access, or a course resource creates an accessibility barrier.

Writing and Source Use

Write clearly and concisely, using appropriate grammar, spelling, punctuation, and style. Develop ideas coherently, analyze borrowed material carefully, and acknowledge sources in every format.

Professional Ethics

The Model Code of Ethics for Educators is integrated throughout this course and the program. Responsibility to the profession, professional competence, students, the school community, and the responsible use of technology guide our work.

Professional responsibilities are described in the [Model Code of Ethics for Educators](#).

Recording and Accessibility Tools

Record your own explanations and protect identifying information about students, families, colleagues, and communities. Automatic transcription and caption generation are allowed to reproduce your recorded words. Review and correct the output. This permission does not authorize AI to compose or rewrite your assignment content.

Research and Writing Resources

[Sullivan Family Library](#). Chaminade research databases, library services, and help locating scholarly sources.

[ERIC](#). Search education research and locate peer-reviewed studies.

[Google Scholar](#). Search scholarly publications and follow citations to related research.

[APA Style](#). Guidance for citations, references, clear writing, and responsible reporting.

Important Information

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, plagiarism, and unauthorized and/or undisclosed AI usage, in addition to more obvious dishonesty. See catalog section Student Use of Artificial Intelligence in Academic Work for further information.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Director of the Academic College. Punishment for academic dishonesty will be determined by the instructor, Director, and the Dean of Academic College and may include an "F" grade for the work in question, an "F" grade for the course, academic notice, or dismissal from the University.

AI (Artificial Intelligence) Statement

At the discretion of the instructor, students may be required to share additional materials such as previous drafts, notes/outlines and any available evidence of the revision history for their paper or assignment. An instructor does not need certainty regarding whether or not a student used AI to request extra evidence of learning from that student in their class. If an instructor has reasonable and documentable concerns that a student's work does not demonstrate "knowledge, judgment, analysis or skill," to the degree required, the instructor may require that student to complete additional work or a different type of assignment as a means of demonstrating the student's learning and attainment. This could mean, for example, that a

student might be required to make an oral presentation, rewrite or revise a paper, complete a new assignment, or otherwise provide some reasonable demonstration of their mastery of the learning goals of the assignment in question. Requesting extra evidence of learning when a student may not have demonstrated learning is part of the normal scope of an instructor's teaching responsibilities, and doing so does not require a finding of AI use or academic dishonesty. However, if an instructor determines based on preponderance of evidence that a student more likely than not has used AI in violation of the university's Academic Honesty Policy, an instructor may recommend that a finding of academic misconduct and its associated sanctions be made as provided in this policy. Students reserve the right to appeal findings or sanctions through the university's academic grievance process.

Title IX and Nondiscrimination

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need.

Contact information and reporting options: chaminade.edu/titleix/nondiscrimination/. File a report via the [Campus Incident Report Form](#).

Nondiscrimination Policy and Notice of Nondiscrimination

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found [HERE](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates.

The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

Student with Disabilities Statement

Kōkua 'Ike

Accessibility Services recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act; the Americans with Disabilities Act, as amended; and the principles and professional standards of the Association on Higher Education and Disability. Access is supported through reasonable accommodations and referrals to campus and community resources.

Appointments with the Accessibility Services Coordinator are available through Stellic at <https://chaminade.stellic.com> and may be held virtually or in person. Drop-in appointments are also welcome.

Students seeking support must meet with the Accessibility Services Coordinator as early as possible, even if they are unsure whether they have appropriate documentation of their disability or its impacts. The Accessibility Services Coordinator prioritizes listening to students' experiences and will discuss any documentation needs during the initial intake meeting. Students may seek support at any time.

Learn more at <https://chaminade.edu/ada-accommodations>.

Learn more at <https://chaminade.edu/career-services>.

Assessment of Student Work

Chaminade University may use student work anonymously to assess achievement of course, program, and institutional learning outcomes as part of ongoing quality improvement efforts.

Campus Resources & Support Services

The following resources are available to all Chaminade students. Reach out early — these services exist to support your success.

Accessibility Services (Kōkua 'Ike)

Accommodations under Section 504 and ADA. Contact early — appointments via Stellic, virtual or in person.

ada@chaminade.edu

chaminade.edu/ada-accommodations

[Accessibility Services Sign up](#)

Tutoring & Academic Coaching (Kōkua 'Ike)

Tutoring and Academic Coaching Services support students' progression toward their academic, personal, and professional goals with clarity and intention. Services include individualized support in English, math, nursing, sciences, and social sciences, as well as guidance in developing goals and study strategies.

<https://chaminade.edu/tutoring-academic-coaching-services>

Career Services

Career Services supports students throughout their career journeys. Services include individualized job search strategy coaching, resume reviews, job interview coaching, and access to career-related resources and opportunities.

chaminade.edu/career-services

Basic Needs Resources

Support for food insecurity, housing instability, and other basic needs.

chaminade.edu/basic-needs/

Title IX / Nondiscrimination

Reporting and support for sex discrimination and gender-based violence. Campus Incident Report Form available online.

chaminade.edu/titleix/resources-and-support/

Hazing Prevention

Confidential support, crisis intervention, and reporting for any type of abuse including hazing.

hazingpreventionnetwork.org/athlete-helpline/

CUH Alert Emergency Notification

Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.

chaminade.edu

Campus Safety/ SafeSwords

A program for students, faculty and staff, who may feel uncomfortable or unsafe walking alone on campus, at any time of the day. Call security, and a security professional will meet you at your location on campus. The security professional will escort you to your residence hall, car, etc. Students may utilize this when walking to and from night classes around campus or after late night events

[SafeSwords Webpage](#)