

EDU 100: Contexts of Education
Fall 2014
Thursday, September 4 to Tuesday, December 2, 2014
8-9:20 am
ED 262

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COURSE DESCRIPTION

This course provides an introduction to education with an emphasis on exploring what it means to be a teacher in contemporary society. Education will be explored in different contexts and from the following perspectives: historical, sociological, philosophical, Indigenous, political, and ethical. While the main focus of this course is teaching in Alberta K-12 schools, comparisons will also be made with education in other contexts.

COURSE OBJECTIVES

As a participant in this course you will have an opportunity to:

1. *Become aware of your assumptions and expectations of teaching as a profession, and begin to develop your identity as a teacher.*
2. *Recognize the role of various bodies governing the teaching profession in K-12 schools and the political structures and policies related to schooling.*
3. *Explore teaching, schooling, and student diversity from multiple perspectives to understand social and political issues in education and their implications for practice today.*
4. *Explore ways in which teachers can effect change within the classroom, school and community.*

REQUIRED & SUPPLEMENTARY READINGS/RESOURCES

Required readings:

· Available electronically on our eClass site or provided by the instructor. You will need your Campus Computing ID and password to login: <https://eclass.srv.ualberta.ca/portal/>

Supplementary readings:

· Richard Wagamese (2012). *Indian Horse*. D&M Publishers.

Available in the bookstore or as an eBook free of charge through our library on the following link: <http://guides.library.ualberta.ca/content.php?pid=579979&sid=5052074>

· University of Alberta Libraries, Foundational Tutorials: <http://www.library.ualberta.ca/tutorials/>

· Additional readings are also available through the Coutts U of A library EDU 100 Web site at <http://guides.library.ualberta.ca/edu100>

EMAIL

Check your University of Alberta email daily for course-related announcements.

COMMUNITY SERVICE-LEARNING

Note that Community Service-Learning (CSL) is a mandatory component of this course. This means that in the first two week of class you will apply to work with a community agency that addresses the needs of children, youth, and/or families. This project will tie into the larger theme of *contexts of education*. The commitment is 20 hours outside of class over the term.

PLEASE NOTE that failure to completed required CSL hours will affect assessment of this course component.

- When choosing a placement, consider your interest in the community organization, whether you want a set schedule or flexible hours, and what skills you can offer or want to develop, etc.
- Remember that you are making a commitment to an organization and need to carry through on that commitment. Please refer to the CSL Guidebook (on E-class) and EDU 100 Community Service-Learning (CSL) Portal (embedded as a link on E-class) for further details.
- **Please email your top three choices to Chris McNeill (cimcneil@ualberta.ca) by 9 am on Wednesday, September 17, 2014 with a brief explanation of why you want each one (i.e., how it relates to your background or interests).**

I will then assign placements and notify you by email. You should then contact your placement supervisor by **4:30 pm on Thursday, September 18, 2014**. If the number of students requesting a CSL option exceeds the number of placements, students will be matched on a “first come” basis. You must submit your student agreement form signed by you with the organization to me by **Thursday, September 25, 2014**.

ASSESSMENT and EVALUATION OF EDU 100

Assessment Component	Objective	Weight	Due Date
Educational Issues Library Research	1, 2, 3, & 4	15%	Thursday, September 25

Assignment			
Midterm	1 & 2	10%	Thursday, October 16
Community Service Learning Digital Story	1, 2, 3, & 4	25%	Screenings on Tuesday, November 18 and 25 and Thursday, November 27
Participation	1, 2, 3, & 4	20%	
Final Exam	1, 2, 3, & 4	30%	0900 Monday, Dec. 8

Each assessment component is linked to the course objectives. A description and the criteria for assessing each of these components follow.

Assignment Deadlines

Assignments are to be submitted at the beginning of class **on the due date**. Assignments submitted after class begins will be subject to a penalty of 5% for that day, and then 10% each additional day that the paper is late, unless documented circumstances warrant extension. Students who experience extenuating circumstances (i.e., circumstances beyond their control) should discuss their situation with the instructor.

Marking and Final Grades

In this course, your work will be evaluated using the general grading descriptors established by the University, as well as the more detailed assessment criteria that will be provided for specific assignments. Your final raw score will be used to determine your course grade based on the following conversion chart. Your grade will not be official until it has been approved by the Department Chair and posted on Bear Tracks.

Absolute System

The following chart illustrates how raw scores (out of 100) will be converted to a final letter grade for the course.

Descriptor	Raw Score	Letter Grade	Grade Pt. Value	Description
Excellent	96-100	A+	4.0	Exceptional performance with respect to course learning objectives; exhibits original, creative thinking and demonstrates a capacity to analyze critically and synthesize information.
	92-95	A	4.0	Excellent performance combined with strong evidence of critical thinking.
	87-91	A-	3.7	excellent performance with respect to course learning objectives.
	83-86	B+	3.3	very good achievement of course learning objectives

Good	78-82	B	3.0	good to very good achievement of course learning objectives
	73-77	B-	2.7	good achievement of course learning objectives
Satisfactory	69-72	C+	2.3	satisfactory to good achievement of course learning objectives
	64-68	C	2.0	satisfactory achievement
	60-63	C-	1.7	acceptable achievement but somewhat less than the normal expectation of course learning objectives
Poor	55-59	D+	1.3	poor achievement with respect to course learning objectives
Minimal Pass	50-54	D	1.0	minimal pass
Failure	<50	F	0.0	unsatisfactory performance and considered a failing grade

IMPORTANT DATES

Course start date: September 3, 2014
 Add/delete date: September 16, 2014
 50% Withdrawal date: October 3, 2014
 Withdrawal date: November 26, 2014
 Course end date: December 2, 2014
 Final Exam date: December 8, 2014

KNOWLEDGE, SKILLS AND ATTRIBUTES (FOR INTERIM TEACHER CERTIFICATION IN ALBERTA)

- a. contextual variables affect teaching and learning. They know how to analyze many variables at one time, and how to respond by making reasoned decisions about their teaching practice and student's learning;
- b. the structure of the Alberta education system. They know the different roles in the system, and how responsibilities and accountabilities are determined, communicated and enforced, including the expectations held of them under the *Certification of Teachers Regulations* and their school boards= teacher evaluation policies;
- f. all students can learn, albeit at different rates and in different ways. They know how (including when and how to engage others) to identify students' different learning styles and ways students learn. They understand the need to respond to differences by creating multiple paths of learning for individuals and groups of students, including students with special learning needs;
- j. the importance of respecting student's human dignity. They know how to establish, with different students, positive professional relationships that are characterized by mutual respect, trust and harmony;
- n. the importance of engaging parents, purposefully and meaningfully in all aspects of teaching and learning. They know how to develop and implement strategies that create and enhance partnerships among teacher, parents and students;

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| <p>r. the importance of guiding their actions with a personal, overall vision of the purpose of teaching. They are able to communicate their vision, including how it has changed as a result of new knowledge, understandings and experiences.</p> |
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UNIVERSITY REGULATIONS

Course Requirements

The course outline acts as an agreement between the student and the instructor regarding the details of the course. Circumstances might develop, during a term, where a change to the course outline, as set out in §23.4(2)a, made sense to all concerned. Such changes shall only occur with fair warning or general class consent. Policy about course outlines can be found in Section 23.4(2) of the University Calendar.

Code of Student Behaviour

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at www.governance.ualberta.ca) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

Equity Statement and Inclusive Language Policy

The Faculty of Education is committed to providing an environment of equality and respect for all people within the University community, and to educating faculty, staff, and students in developing teaching and learning contexts that are welcoming to all. The Faculty recommends that students and staff use inclusive language to create a classroom atmosphere in which students' experiences and views are treated with equal respect and value in relation to their gender, race, sexual orientation, and ethnic backgrounds.

Special Needs

Students who require accommodations in this course due to a disability affecting mobility, vision, hearing, learning, or mental and physical health are advised to discuss their needs with personnel at Specialized Support and Disability Services, 2-800 Students Union Building, 492-3381 or 492-7269 (TTY).

Professional Conduct

In addition to upholding the University of Alberta Code of Student Behaviour, students in the Faculty of Education are expected to conduct themselves according to the Alberta Teachers' Association Code of Professional Conduct (online at <http://www.teachers.ab.ca/>, listed under

“Information on...”). While enrolled in the IPT or APT, they are also subject to the guidelines described in the Practicum Intervention Policy (online at <http://www.governance.ualberta.ca>, listed under “Student Appeals”).

Personal or Academic Difficulties

Students experiencing academic or personal difficulties may contact Undergraduate Student Services (ED North 1-107, email: educ.info@ualberta.ca, phone: 780-492-3659) for support services.

Recording Class Lectures

Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the instructor.

Plagiarism

Article 19.2 – Code of Student Behavior Part II Offences:

The following activities shall constitute an offense and be punishable: cheating, plagiarism, fraud, deceit, and or other forms of academic dishonesty. Such activities may result in expulsion from the university.

A writer is plagiarizing when he uses or she uses another’s work and presents it as his or her own work without referencing. This applies to summarizing, reiterating, paraphrasing, or directly quoting another author’s (or student’s) material without giving proper credit to that writer. Diagrams, charts, pictures, and illustrations originating from another source must be also clearly referenced.

Any plagiarism is a very serious matter. Depending upon circumstances, the penalty for plagiarizing may vary from a mark of zero on the assignment to ultimate suspension from the university. To avoid such penalties, the student must take the responsibility for understanding what constitutes plagiarism and for completing work, which is academically honest. For a fuller discussion, see http://www.tie.ualberta.ca/~media/tie/Documents/AI_Undergrad_Guide.pdf

Academic Support Services

This office provides workshops throughout the year as well as individual consultation. If you experience test anxiety, writing difficulties or wish to improve your study skills or other academic skills you are strongly advised to contact them at Academic Support Centre in 2-703 SUB, at 492-2682 or <http://www.studentsuccess.ualberta.ca/>

Deferred Exams

A deferred final examination is a privilege extended to students meeting the criteria listed in Section 23.5.6(2) of the University of Alberta Calendar. The common date for writing deferred final examinations for EDU 100 courses is 0900 February 2, 2015.

EXPECTATIONS OF PROFESSIONALISM

Attendance and Participation

There is an expectation that you attend class and participate in all activities. In this connection, students should consult the University of Alberta Calendar [Sections 23.5.1(1) and 23.5.3(3)]. If you are, or will be absent, it is a professional courtesy to let your instructor know by e-mail. Students who are repeatedly absent will receive an email asking them for a meeting about their absenteeism.

Disruptive Behaviour

According to the Code of Student Behaviour (<http://www.governance.ualberta.ca/CodesofConductandResidenceCommunityStandards/CodeofStudentBehaviour.aspx>), students who are disruptive may be asked to leave class. To ensure a positive environment for all, please make sure that your actions do not disrupt the instructor or other students in the class.

- Arrive on time and prepared for class. Chronically arriving late is distracting
- Turn off all cell phones. Texting and the use of electronic devices for non-course related uses is not permitted in class
- Listen to the instructor during lectures and other students during discussions. Refrain from off-task conversations and behaviours that disrupt your learning and the learning of others.

ATA Professional Code of Conduct

Students enrolled in the Faculty of Education are bound by the ATA Code of Professional Conduct (Code of Student Behaviour). In brief, pre-service teachers should:

- Conduct themselves in a manner that respects the dignity and rights of all persons
- Treat other students with respect and be considerate of their learning circumstances
- Not undermine the confidence of their classmates in instructors
- Meet with the instructor in private when questioning professional competence, including methods of instruction and grading issues
- Act in a manner that maintains the honor and dignity of the profession.

Detailed Description of Assignments

Educational Issues Library Research Assignment

Purpose

The assignment is intended to help you become aware of your own assumptions about an educational issue and to explore literature related to that issue (course objectives 1 and 3). As part of that exploration, you will learn how to navigate the University of Alberta library system.

Description

For this assignment, you will write a five-page essay on one educational issue (listed below), not including your title page and list of references, outlining your position and the counterarguments.

You must answer one of the following questions.

1. What were Indian Residential Schools? What is their legacy for Alberta's schools?
2. How should teachers address Darwinism and Creationism in the curriculum? Should teachers avoid these topics?
3. How do teachers create a comprehensive sex education curriculum inclusive of multiple perspectives? What is the role of community agencies in this area?
4. What are two principles of First Nations and Métis learning? How do teachers practice them?
5. What is the hidden curriculum? How does it affect teachers' practices?
6. How is learning a social and formal activity? How do these understandings affect teachers' identities?
7. What are the strengths and shortcomings of standardized tests?
8. What are two ways to measure teacher effectiveness? Are they necessary?
9. What are some arguments in favour and against teacher salaries based on merit?
10. Why do children work? What are two lessons in learning from children's experiences at work?
11. What are the advantages and disadvantages of education in segregated school settings like Amiskwaciy Academy and the Edmonton Christian School for students registered, and teachers employed? Should taxpayers have to fund these schools?
12. Another question that you choose. I must approve this question.

Before You Start: Preparing for Library Research

An important aspect of this assignment is to become familiar with the University of Alberta Libraries system, and how to locate and properly cite the resources you use in all university courses. If you need help getting started with this assignment, check out the short tutorials that the library has prepared to help you develop these skills. They are at <http://www.library.ualberta.ca/tutorials/>

First-rate essays have:

- A clear and concise introduction that states your position
- A body that develops your position
- A conclusion that restates your position and evidence and wraps up your paper
- An understanding of the issue
- Support from scholarly sources
- A clear, fluid, and engaging writing style.

You will state your position and use a minimum of five scholarly articles to support it. Assigned in-class readings do not count toward the minimum five scholarly sources. Scholarly articles must come from research-based scholarly journals like the *Canadian Journal of Education*, the *American Journal of Education*, the *Alberta Journal of Educational Research*, the *Canadian Journal of Higher Education*, *In Education*, the *McGill Journal of Education*, and the *Harvard Educational Review* (this list is not exhaustive) and be published after 1985.

Your paper must follow the 6th edition of the American Psychological Association format. For help with citations, see <http://guides.library.ualberta.ca/apa?hs=a>

Essays must be formatted according to the following standards:

- 1 inch margins all around
- Times New Roman font, 12 point
- A cover page in APA format with your name, ID, and title of your essay.

Midterm

You will write one midterm exam. It will be 1 hour and 20 minutes long. You will write one essay in class. The midterm's content will be discussed closer to the date.

Community Service Learning Digital Story

You and three of your classmates will make one digital story each that represents your CSL experience. In your story, you and your classmates will share

- The organization's objectives
- Your responsibilities and interactions with staff and clientele
- Your contributions
- Your lessons in learning for teacher practice.

You may use the following software to create your digital story:

- Screencast-O-Matic
- iMovie (for Mac users) and Moviemaker (for Windows users)
 - iMovie and Moviemaker are available on any Mac or Windows computer. They do not need to be installed.

You may use the following online services to host your video:

- Vimeo
- YouTube:
 - You must place a password on your video when it is uploaded to Vimeo. If you choose to use YouTube to upload your video, then it must be unlisted (i.e., only you, your classmates, and I are able to see it). Regardless of the site used, the comments section of your digital story must be disabled.

You will share and present your video in class. Your group's video must be no longer than three minutes, and your presentation telling me and your classmates about it must be no longer than five minutes. You upload only your digital story and not your presentation, which is shared in class.

DigiTAL is able to provide tutorials and assistance with the software to support the creation and upload of your digital story assignment. These tools are available at <http://digital.ualberta.ca/learning-resources>

Personnel are available

- From 8:30 am to 4:30 pm Monday through Friday by telephone at (780) 492-3563 or email at digital@ualberta.ca

- The live chat option is available during the above times. This option enables you to share desktops for more effective assistance.

Staff can help you with:

- Screencast-O-Matic
- Vimeo
- YouTube
- iMovie
- Moviemaker.

You must form a group by 4:30 pm on Tuesday, September 30, 2014. Please inform Chris McNeill (cimcneil@ualberta.ca) who is in your group. Your group must have four people in it. Once you assemble your group, Chris will create an eClass Live chatroom for you and your colleagues to work on the assignment. The room will stay open until the due date. You do not have to use this space. Your digital story screenings will be on November 18, 25, and 27. You will be assessed on your story and your feedback on your colleagues' stories.

Participation

Attendance counts toward your participation grade. I also evaluate your contribution to in-class discussions. I expect you to moderate your participation, encouraging contributions from your classmates. I weight your participation against your attendance to arrive at a total out of 20. If you attend 80% of classes, your grade starts at 16/20. If I rank your participation at 75%, then you will receive a grade of $16 \times 0.75 = 12/20$. Speak with me if you have any concerns about your participation.

The topic of every fourth class is your Community Service Learning placement. Follow closely the course schedule for the CSL discussion days.

Final Exam

There will be a final exam in December. Its format and content will be discussed closer to the date.

Course Schedule

Note: Some classes are in TELUS 150; see the schedule for these days. Always complete the assigned reading/watch the assigned video mentioned in the course schedule for the class day.

Objective 1: Identity

September 4

- Introduction to the course and expectations

September 9

- Teacher education in the university
- What does it mean to be an educator?
 - Guest Speaker: Randy Wimmer, vice dean, Faculty of Education in TELUS 150

Assignment: For class on September 11, answer the following questions in no longer than one paragraph: who am I; what brought me to the Faculty of Education; what do I want to know; and why do I want to know it? This assignment counts toward your participation grade.

September 11

- What brought me here?
- Who am I?
- What do I want to know?
- Why do I want to know it?

Reading: Anuik, J. (2012). "What and why do I want to know?": Locating the spirit in a first-year inquiry class. *Antistasis*, 2(1), 1-4.

September 16

- Community Service Learning Discussion

Community partners and a CSL representative will speak briefly about their projects and the program.

Your email to Chris McNeill (cimcneil@ualberta.ca) with your top three CSL placement choices is due by September 17 at 9 am.

September 18

- What are schooling and education?
- What is professional identity?

You must have contacted your placement supervisor by 4:30 pm on Thursday, September 18. Contact information with instructions for how to contact your supervisor is in the Community Service-Learning (CSL) Portal link available on E-Class. Click on your placement link to find this information.

September 23

- Who is an educator?
- What communities do educators serve?
- What are educators' working conditions and responsibilities?
- To what communities do educators belong?
- Who are educators' colleagues?
- What is a teachers' life like?
 - Guest speaker from the Alberta Teachers Association in TELUS 150

Objective 2: Structures

September 25

- The Organization of Schools: Teacher and Student Experiences in North America (Part 1)

Educational Issues Library Research Assignment due in class

Student Agreement Form due in class

September 30

- The Organization of Schools: Teacher and Student Experiences in North America (Part 2)

October 2

- Discussion of CSL Guidebook

Reading: CSL Guidebook on E-Class

October 7

- Case Studies on the Margins: Indian Residential Schools (Part 1)

Reading: Barman, J. (1986). Separate and unequal: Indian and white girls at All Hallows School 1884-1920. In J. Barman, Y. Hebert, & D. McCaskill (Eds.), *Indian education in Canada: Volume 1: The legacy* (pp. 110-132). Vancouver, Canada: University of British Columbia Press. Available on EDU 100 library website

October 9

- Case Studies on the Margins: Indian Residential Schools (Part 2)

October 14

- Case Study on the Margins: Training Schools for the Feeble-Minded

- Guest speaker: Dr. Rob Wilson

Video: Surviving Eugenics in the 21st Century, Michener Training School Video (<http://www.youtube.com/watch?v=IO8YrE8qmPA>)

October 16

- Midterm Exam

October 21

- Community Service Learning Discussion

October 23

- Inspiring Education
 - Guest speaker: Brent McDonough in TELUS 150

October 28

- In from the Margins: Adaptations to Support Learning

Reading: Anuik, J. (2010). “In from the margins”: Government of Saskatchewan policies to support Metis learning, 1969-1979. *Canadian Journal of Native Education*, 32(Supplement), 83-99. Available on EDU 100 library website

Video: “Success” (Inspiring Education)

(<http://www.youtube.com/watch?v=JgXZdHTUO00&feature=c4-overview-vl&list=PLC79AAB479DF27903>)

October 30

- Teaching and moral, ethical, and legal dilemmas
- Teaching and autonomy, collegiality, and responsibility

Reading: Teacher Quality Standard Applicable to the Provision of Basic Education in Alberta (May 14, 1997) (<http://education.alberta.ca/departement/policy/standards/teachqual.aspx>)
Reynolds, Cynthia (October 31, 2012). “Why are Schools Brainwashing Our Children?” *Maclean’s Magazine* (<http://www2.macleans.ca/2012/10/31/why-are-schools-brainwashing-our-children/>)

November 4

- Community Service Learning Discussion

Objective 3: Issues

November 6

- Who succeeds; who fails; and why (part 1)? Bullying and sexuality
 - Guest speaker: Michael Phair, the Institute for Sexual Minority Studies and Services, University of Alberta, in TELUS 150

Reading: Walton, G. (2004). Bullying and homophobia in Canadian schools. *Journal of Gay & Lesbian Issues in Education*, 1(4), 23-36. Available on EDU 100 library website

November 13

- Who succeeds; who fails; and why (part 2)? Equal opportunity and social stratification in Canada
 - Guest speaker: Dr. Jerry Kachur

Reading: Isaacs, Julia B. (February 2008) International Comparisons of Economic Mobility in Getting Ahead or Losing Ground: Economic Mobility in America (editors: Haskins, Isaacs, Sawhill). Brookings Institute, 9 pages. Available on EDU 100 library website

November 18

- Digital story presentations

Objective 4: Change

November 20

- Panel on teacher identity and effecting change in TELUS 150

November 25

- Digital story presentations

November 27

- Digital story presentations

December 2

- Course review and preparation for final exam