EDU 100: Contexts of Education
3 credits, 15 weeks, 3 hours

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.

Instructor

Tracy Boger
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Office Hours

Tuesday  10:00 – 11:50
Thursday 10:00 – 11:50
Friday      10:00 – 10:50

Hours of Instruction

Wednesday 2:00 – 3:50
Friday 2:00 – 2:50

Required Resources

All readings are available electronically in Moodle. You will need your Keyano Computing ID and password to login.

Supplementary Readings


Available in the bookstore upon request or as an eBook free of charge

Course Outcomes

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.
Evaluation

<table>
<thead>
<tr>
<th>Assessment Component</th>
<th>Outcome</th>
<th>Weight</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Issues Library Research Assignment</td>
<td>1 &amp; 3</td>
<td>15%</td>
<td>Wednesday October 7th (submit hard copy beginning of class)</td>
</tr>
<tr>
<td>Midterm</td>
<td>1 &amp; 2</td>
<td>20%</td>
<td>Wednesday October 28th</td>
</tr>
<tr>
<td>Synthesis Assignment</td>
<td>1, 3 &amp; 4</td>
<td>25%</td>
<td>Friday November 27th (submit reflection beginning of class &amp; submit mind map via Moodle)</td>
</tr>
<tr>
<td>Participation and Article Presentation</td>
<td>1, 2, 3 &amp; 4</td>
<td>10%</td>
<td>Article Presentation 7% Participation 3%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>1, 3 &amp; 4</td>
<td>30%</td>
<td>TBA (December 7 to 11)</td>
</tr>
</tbody>
</table>

A grade of C- is required for progression or transfer.

Grading System

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Alpha Grade</th>
<th>4.0 Scale</th>
<th>Percent</th>
<th>Rubric for Letter Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>A+</td>
<td>4.0</td>
<td>&gt; 92.9</td>
<td>Work shows in-depth and critical analysis, well developed ideas, creativity, excellent writing, clarity and proper format.</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>4.0</td>
<td>85 – 92.9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-</td>
<td>3.7</td>
<td>80 – 84.9</td>
<td></td>
</tr>
<tr>
<td>Good</td>
<td>B+</td>
<td>3.3</td>
<td>77 – 79.9</td>
<td>Work is generally of high quality, well developed, well written, has clarity, and uses proper format.</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>3.0</td>
<td>74 – 76.9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B-</td>
<td>2.7</td>
<td>70 – 73.9</td>
<td></td>
</tr>
<tr>
<td>Satisfactory</td>
<td>C+</td>
<td>2.3</td>
<td>67 – 69.9</td>
<td>Work has some developed ideas but needs more attention to clarity, style and formatting.</td>
</tr>
<tr>
<td>Progression</td>
<td>C</td>
<td>2.0</td>
<td>64 – 66.9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C-</td>
<td>1.7</td>
<td>60 – 63.9</td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td>D+</td>
<td>1.3</td>
<td>55 – 59.9</td>
<td>Work is completed in a general way with minimal support, or is poorly written or did not use proper format.</td>
</tr>
<tr>
<td>Minimum Pass</td>
<td>D</td>
<td>1.0</td>
<td>50 – 54.9</td>
<td></td>
</tr>
<tr>
<td>Failure</td>
<td>F</td>
<td>0.0</td>
<td>&lt; 50</td>
<td>Responses fail to demonstrate appropriate understanding or are fundamentally incomplete.</td>
</tr>
</tbody>
</table>

Proposed Schedule of Topics

This is recommended but not required.
Include a proposed schedule. For example, for a face-to-face classroom delivery course, the course outline could include a list of lessons/activities with dates, and/or resource links/required readings whereas a course utilizing online software could refer students to the calendar within the software.

Please Note:
Date and time allotted to each topic is subject to change. It is your responsibility as a student to contact the Office of the Registrar to complete the forms for Withdrawal or Change of Registration, and any other forms. Please refer to the list of important dates as noted in the Academic Schedule in the Keyano College Credit Calendar.
Student Attendance

Class attendance is useful for two reasons. First, class attendance maximizes a student’s learning experience. Second, attending class is a good way to keep informed of matters relating to the administration of the course (e.g., the timing of assignments and exams). Ultimately, you are responsible for your own learning and performance in this course.

It is the responsibility of each student to be prepared for all classes. Students who miss classes are responsible for the material covered in those classes and for ensuring that they are prepared for the next class, including the completion of any assignments and/or notes that may be due.

Academic Misconduct

Students are considered to be responsible adults and should adhere to principles of intellectual integrity. Intellectual dishonesty may take many forms, such as:

- Plagiarism or the submission of another person’s work as one’s own
- The use of unauthorized aids in assignments or examinations (cheating)
- Collusion or the unauthorized collaboration with others in preparing work
- The deliberate misrepresentation of qualifications
- The willful distortion of results or data
- Substitution in an examination by another person
- Handing in the same unchanged work as submitted for another assignment
- Breach of confidentiality.

The consequences for academic misconduct range from a verbal reprimand to expulsion from the College. More specific descriptions and details are found in the Student Rights and Student Code of Conduct section of the Keyano College 2015-2016 credit calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Student Code of Conduct Policies.

In order to ensure your understanding of the concept of plagiarism, you must successfully complete the online tutorial found at https://www.indiana.edu/~istd/. Then print the certificate and show it to each of your instructors. Your course work will not be graded until you show this signed certificate.

Specialized Supports

Counselling and Disability Services

Counselling Services provides a wide range of specialized counselling services to prospective and registered students, including personal, career and academic counselling.

SKILL Centre

The SKILL Centre is a learning space in the Clearwater Campus at Keyano College where students can gather to share ideas, collaborate on projects and get new perspectives on learning from our tutorial staff.

The SKILL Centre, through a variety of delivery methods, provides assistance in skill development to Keyano students. Assistance is provided by instructors, staff and student tutors. Individuals wishing to improve their mathematics, writing, grammar, study, or other skills, can take advantage of this unique service.
Authorization
This course outline has been reviewed and approved by the Program Chair.

______________________________
Tracy Boger, Instructor

______________________________  ________________________________
Louis Dingley, Chair  Date Authorized

______________________________  ________________________________
Guy Harmer, Dean  Date Authorized

Signed copies to be delivered to:
Instructor
Registrar’s Office