

EDU 100A: Contexts of Education

3 credits, 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

Monday 10:00 – 11:50

Wednesday 10:00- 11:50

Friday 10:00 -10:50

Hours of Instruction

Tuesday 3:00 – 3:50

Friday 2:00 – 3:50

Required Resources

EDU100 course pack, available at the Keyano College Book store

Course Outcomes

Upon successful completion of the course, student will be able to:

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

Evaluation

Assessment Component	Outcome	Weight	Due Date
Educational Issues Library Research Assignment	1 & 3	15%	October 11 <i>(submit hard copy beginning of class)</i>
Midterm	1 & 2	20%	October 28 th
Synthesis Assignment	1, 3 & 4	25%	November 29 th <i>(submit reflection in class submit mindmap via Moodle)</i>
Participation and Article Presentation	1, 2, 3 & 4	10%	Article Presentation 7% Participation 3%
Final Exam	1, 3 & 4	30%	TBA

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

Grading System

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

Proposed Schedule of Topics

Week	Courses Readings (The order of these readings is subject to change)
1	Putting what you already know about teaching into perspective, by Marleen Pugach Teachers and Teaching, by Wotherspoon
2	Is Teaching a Profession? In Today's Teacher, chapter 2 Ewasiuk, K. (2012). What do I do all day? ATA Magazine, 14 Ewasiuk, S. (2012). No one tells you that ... : My life as a first year teacher. ATA Magazine, 15. Edmonton Journal, "A Hour in the Life of an Elementary School Teacher"
3	Education and Schooling Revisited, Thinking About Teaching, by Gerald Taylor
4	Education and Schooling Revisited, Thinking About Teaching, by Robert Runte The Structure of Canadian Education Systems, by Wotherspoon Historical Dimensions of Canadian Education, by Wotherspoon
5	Your Philosophy of Education?. In Building teachers : A Constructivist Approach to Introducing Education, by Martin & Loomis
6	The Hidden Curriculum Revisited, In School and Society, by Feinburg
7	Tentative ATA presentation (no readings)
8	McFayden Readings: What is critical pedagogy? & Assumptions: Where are we?
9	Do Schools equalize opportunity? "Why are Schools Brainwashing Our Children?", Reynolds
10	Schooled for Inequality, By Barman Chapter 4: Race and Schooling, in The promise of Schooling, Axelrod
11	Racism: A Hidden Curriculum. Education Canada, by Gosh Introduction: Integrating Aboriginal Perspectives into School Curricula: Why does it matter now?- Kanu
12	Bullying and Homophobia In Canadian Schools: Politics of Policies, Programs and Educational Leadership, Walton
13	Inclusive Schooling and Gender, By Janice Wallace
14	Current events TBA

Please Note:

Date and time allotted to each topic is subject to change.

Performance Requirements

Student Responsibilities

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.

More specific details are found in the Student Rights and Student Code of Conduct section of the Keyano College 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.

Student Attendance

Class attendance is useful for two reasons. First, class attendance maximizes a students' 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 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 on ilearn.keyano.ca. Then print the certificate, sign it, 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