Course Outline

UNIVERSITY STUDIES

EDU 100
Contexts of Education
Winter, 2014

3 CREDITS
3 HOURS PER WEEK

INSTRUCTOR: Bobbi Compton
INSTRUCTOR: Bobbi Compton

PHONE NUMBER: (780) 881-1004, (780) 714-1571

E-MAIL: Bobbi.Compton@keyano.ca

OFFICE NUMBER: S213C

OFFICE HOURS:

Wednesday 7:00 – 8:00 PM
*Appointments also available by appointment Monday - Friday

HOURS OF INSTRUCTION:

Wednesday 4:00 – 6:50 PM
Room S216

COURSE DESCRIPTION:

This course lays the foundations for first year university students interested in education and the profession of teaching. The course focuses on the development of a professional teacher identity. Students will explore the different kinds and locations of schooling in Alberta in comparison to other kinds and locations of schooling in Canada and the world. The course identifies the importance of philosophical, historical and sociological exploration of professional practices in Alberta and Canada and as part of a global community of teachers. Topics include Aboriginal and non-Aboriginal perspectives of teacher identity, social equity and cultural inclusion, school governance and and administration, teaching and learning, educational politics and economics, youth culture and new technologies, and social aspects of curriculum, pedagogy and assessment. The course lays the basis for more exploration of topics in upper level courses.

COURSE OVERVIEW:

Teacher identity will be explored as a dynamic and reformative process in response to competing tensions that require an awareness of the positionality of educators. Pre-service teachers will learn about the relationships between education and practice that are nested in social relations of learning that are also economic, political and cultural. Students will be introduced to a variety of perspectives to help develop their professional knowledge.

- Teaching is an ethical, technical and political activity with responsibilities beyond the classroom
- Educators and learners are part of learning systems that are also social systems (i.e. economic, political and cultural)
- There is a Canadian consensus on normal childhood, but there is no such thing as a generic teacher or student
- There are unequal relations of power that inform rational choices, tacit skills, unconscious motivations, unacknowledged resources and unintended consequences that shape pedagogical relations
- The awareness of knowledge systems (i.e., philosophical, sociological and historical arising from Canada’s diverse population and distinct peoples)
- Philosophical dialogue provides a powerful tool for engaged inquiry in and beyond the classroom
Aboriginal/Indigenous knowledge systems are significant in the histories and contemporary developments in education

Professional activity requires critical reconstructive practice (i.e., self-awareness of positionality, understanding multiple contexts, active engagement in local situations and a critical capacity to judge and act)

This course satisfies in part the components of the context of professional practice: Teacher Identity; Aboriginal/Indigenous Knowledge Systems; Histories and Contemporary Developments in Education; and synthesis and integration. It serves as a prerequisite to all other education courses.

**COURSE OBJECTIVES**

- To introduce students to historical, philosophical and sociological investigations in education
- To examine multiple epistemological and ethical foundations of teaching and learning
- To learn to think about education as a place for addressing competing ethical and technical demands of parents, administrators and business
- To develop a teacher identity
- To familiarize students with the concept and practice of engaged inquiry
- To understand the historical and sociological reality of the legacy of colonial, patriarchal and capitalist practices, the ongoing reproduction of school/society stratification, and the possibilities for and limits to equalizing opportunity through school reform in a stratified liberal democratic society

**COURSE OUTCOMES:**

The student will understand:

- That contextual variables affect teaching learning. They know how to analyze many variables at one time, and how to respond by making reasoned decisions about their teaching practice and students’ learning
- The importance of respecting students’ human dignity. They know how to establish, with different students, positive professional relationships that are characterized by mutual respect, trust and harmony
- The importance of learning to think about engaging with 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
- That student learning is enhanced through the use of home and community resources. They know how to identify resources relevant to teaching and learning objectives, and how to incorporate these resources into their teaching and students learning
- That learning can be readily enhanced through engaged inquiry, and the importance of strategies for creating critical thinking in classrooms through student-centred dialogue
- 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.

**COURSE FORMAT:**

- Content is divided into fourteen topics. Each topic is covered each week. The topics are identified below
- Each week involves individual preparation activities/assignments as outlined below.

Each topic is introduced as a question to engage students in reflective exploration of a variety of descriptions, explanations and judgements and develop an open-minded curiosity about how to practically address the key problems facing educators in the classroom, school, community and society. Readings and activities are selected to provide concrete information and three different analytical points of view:
an aboriginal worldview, a standard received worldview, and a non-standard worldview. Students will answer all questions from the three worldviews.

**REQUIRED RESOURCES:**


Course Pack: *Contexts of Education* Pearson Canada Inc.

**TOPICS TO BE COVERED:**

*Please Note:* This course outline may be modified to facilitate unforeseen time constraints. Date and time allotted to each topic is subject to change.

- Purpose and identity
- Meaning of being a teacher
- From student to teacher
- Purposes of being a teacher
- Politics of schooling
- Diversity
- Distinctive Communities
- Aboriginal education
- Understanding child and youth culture (e.g., critical digital and informational literacies)

**Unit One: Identity**

- Week 1 - Purpose and Identity
- Week 2 - Schooling and Education
- Week 3 - Professional Identity

**Unit Two:**

- Week 4 - Meaning of Being a Teacher
- Week 5 - Educational Organization
- Week 6 - Teaching vs. Learning
- Week 7 - Purposes of Public Education
- Week 8 - Diversity

**Unit Three: Politics of Education**

- Week 9 - Politics of Schooling
- Week 10 - Educational Equality
- Week 11 - Hidden Curriculum
- Week 12 - Aboriginal Education
- Week 13 - Worldviews

**Unit Four: Synthesis Topics**

- Week 14 - Understanding Child and Youth Culture

**MOODLE**
Go to http://ilearn.keyano.ca

This course is supported through Moodle. Assignments, readings and handouts will be posted on Moodle. Login information will be provided by your instructor. For further instructions please see the Moodle handout.

EVALUATION:

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<th>Assignment</th>
<th>Percentage</th>
<th>Due Date</th>
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<tr>
<td>Introductory Essay</td>
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<td>Self-Reflection Assignment</td>
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<td>Film Analysis Assignment</td>
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<td>Critical Review of Articles</td>
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<td>Midterm</td>
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<td>February 19, 2014*</td>
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*Subject to change

GRADING SYSTEM:

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Students intending to transfer to other institutions require a ‘C-’ as a minimum grade. Transfer information on each course is available at the Alberta Council on Admission and Transfers.

Students who do not complete all the required work should not expect to pass the course. Students should consult:

http://www.keyano.ca/current_students/examinations/index.htm

**IMPORTANT DATES:**

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<td>January 17, 2014</td>
<td>Courses dropped after this date will be designated “W”. (A withdrawal (W) is not reflected in your GPA)</td>
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<tr>
<td>TBA</td>
<td>Mid-term examination (tentative)</td>
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<td>March 7</td>
<td>Courses dropped after this date will be designated “WF”. (A withdrawal failure (WF) counts as a 0 in your GPA)</td>
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<td>April 17, 2014</td>
<td>Last day of classes</td>
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<td>April 22 - 30, 2014</td>
<td>Final Exams</td>
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COLLEGE POLICIES

Equality, Equity and Respect
The Keyano College is committed to providing an environment of equality, equity and respect for all people within the College community. All members of this community are considered partners in developing teaching and learning contexts that are welcoming to all. Faculty, staff, and students are encouraged to use inclusive language to create a classroom atmosphere in which students' experiences and views are treated with equal respect and valued in relation to their gender, ethnic and cultural background, and sexual orientation.

Students should consult:
http://www.keyano.ca/Committees/IRA/Individual_Rights_Policy.asp

Plagiarism and Cheating
Every student expects to be treated and evaluated fairly in a course. Plagiarism and cheating robs everyone of this right.

No student may submit words, ideas or data of another student or person as his or her own in any writing, project, assignment, quiz, electronic presentation, exam etc. Any work used that is not the student's own must be clearly cited as belonging to someone else. There are penalties for using other's work and not citing it. The Student's Rights & Responsibilities document clearly outlines these penalties and the appeal process.

- No learner can obtain information from another student during an exam.
- No learner can bring unauthorized information (paper or electronic) into an exam or quiz.
- No student can submit work done in another course for grading in this course without the written prior approval of the course instructor.
- No student can submit copyright protected or commercially produced materials as part or all of an assignment without proper citation & permission.

Student Rights & Responsibilities
Students should consult the Keyano College Credit Calendar or online at:
http://www.keyano.ca/Media/Collections/Calendars/Keyano.Calendar112-10-full.pdf

Specialized Supports and Duty to Accommodate
Disability Support Services: Learner Assistance Program
If you have a documented disability or you think that you would benefit from some assistance from a Disabilities Counsellor, please call or visit the Disability Supports Office 780-792-5608 to book an appointment (across from the library). Services and accommodations are intended to assist you in your program of study, while maintaining the academic standards of Keyano College. We can be of assistance to you in disclosing your disability to your instructor, providing accommodations, and supporting your overall success at Keyano College.

Specialized Supports and Duty to Accommodate
Specialized Support and Duty to Accommodate are aligned with the office of Disability Support Services: Learner Assistance Program (LAP) guided by federal and provincial human rights legislation, and defined by a number of Keyano College policies. Keyano College is obligated by legislation to provide disability-related accommodations to students with identified disabilities to the point of undue hardship.
Course Outline

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EDU 100
Contexts of Education
Winter, 2014

3 CREDITS
3 HOURS PER WEEK

Bobbi Compton, Instructor
Date

Reviewed and approved by:

_____________________________ __________________
Vincella Thompson, Chairperson
Date

______________________________ ____________________
Guy Harmer, Dean
Date