



EDST 401/Sec 102: EDUCATION, SCHOOL AND SOCIAL INSTITUTIONS

WINTER 2016 Term 1 (Sept 6 – Dec 16, 2016)

Tuesdays, 2:00pm to 5:00pm

Scarfe 209

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Course Description

This course provides students entering the teacher education program opportunities to inquire into the context and nature of schooling as a key institution in a pluralist and democratic society. This course aims to illustrate how schooling is a site for competing politics and philosophies about the role of education in society and the work of teachers.

As well, it examines the intersections between education and the social institution of media, where media encompass both transmission technologies and representational content. It builds from the premise that media education is a reflexive process that starts with teachers thinking through how they come to their understanding of what constitutes a good student, a good teacher, and a good education.

The course is organized around various themes: (1) the relationship between schooling and society and the competing purposes of schooling; (2) conceptions of social justice and the applicability of these conceptions to the understanding of contemporary schooling; (3) the connections among teaching, policy, and schooling; (4) the possibilities and limitations associated with teachers as inquirers and activists; (5) popular media as informal public pedagogies; (6) constructions of identities through engagements with media; and (7) the meaning of media literacy.

Course Objectives

EDST 401 is designed to provide learning opportunities for students to:

1. Develop an understanding of the competing purposes that public schools serve in Canadian society and the implications for teachers;
2. Identify and critically assess key assumptions underpinning discussions of diversity and the different conceptions and practice of social justice in schools;
3. Understand the connection between politics and policy and the competing interests involved in the educational policy arena;
4. Explore relevant and current educational policy debates;
5. Explore the relationship among society, education, schooling, and media and develop an understanding of the current media and the implications for teaching and policy-making;
6. Explore how identities are constructed and negotiated through engagement with media; and
7. Examine why and how popular media might be used as a pedagogical resource.



Course Structure

The course will involve a combination of mini-lectures, small group in-class activities, and discussion of assigned readings. Students are expected to demonstrate that they have read course materials and are prepared to discuss the salient issues raised.

In order to participate effectively in class, students should read the course materials thoroughly and keep notes. This will enable richer class discussions and can be a resource for completing course assignments along the way.

Course Policies

EDST 401 is a pass/fail course. Students are expected to meet all criteria and standards equivalent to a minimum of B+ (76%) to receive a passing mark. In a professional and academic faculty, passing a course entails both good academic performance as well as active participation in learning activities. In cases where students fail to meet expected standards, they will have the opportunity to revise and resubmit written assignments. In such cases, the instructor will ask students to attach the first draft of their assignment and highlight the changes they have made to it in response to the instructor's comments. *If students have two assignments that do not meet expectations or they continue not to meet expectations in participation or attendance, the instructor is required to complete an Interim Report, a copy of which is signed by the teacher candidate and the instructor and then filed with the Teacher Education Office and the Department of Educational Studies.*

Academic Accommodations

UBC has a commitment to accommodate students in its instructional programs. Students may make their needs known to the Teacher Education Office Program Coordinator and arrange to meet with an Access and Diversity office advisor to determine for what accommodations and services they are eligible to receive. Students can find more information in the Bachelor of Education Program Policy Handbook at: <http://students.ubc.ca/success/student-supports/academic-accommodations>

Students are expected to inform their instructors of any accommodations that are needed for the class.

Religious Observances

Students will not be penalized because of observances of their religious beliefs. Whenever possible, students will be given reasonable time to reschedule any academic assignment that is missed due to participation in a religious observance. Students are responsible to inform the instructor of any intended absences for religious observances in advance.

Academic Integrity (plagiarism)

Students must adhere to UBC's policy on plagiarism and academic misconduct and should refer to the "Academic Regulations" of the Bachelor of Education Program Policy Handbook and UBC's calendar online under "Academic Misconduct". Of note are the following policies:

<http://www.students.ubc.ca/calendar/index.cfm?tree=3,54,111,959>

1. **Cheating**, which includes but is not limited to falsifying any material subject to academic evaluation and using of or participating in unauthorized collaborative work.
2. **Plagiarism**, which is intellectual theft, occurs where an individual submits or presents the oral or written work of another person as one's own. Authorship of excerpts used must be acknowledged in the text, footnotes, endnotes, or another accepted form of academic citation. Where direct quotations are made, they must be clearly delineated, and failure to provide proper citation is plagiarism as it misrepresents someone else's work as one's own. Students are responsible for ensuring that any work submitted does not constitute



plagiarism. Students who are in any doubt as to what constitutes plagiarism should consult their instructor before submitting any assignments.³ **Submitting the same, or substantially the same assignment, presentation, or essay more than once** (whether the earlier submission was at this or another institution) unless prior approval has been obtained from the instructor(s) to whom the assignment is to be submitted.

Attendance and Class Participation

Attendance and punctuality are absolutely essential to the professional conduct of the teacher and teacher candidates are expected to demonstrate both throughout the program. In accordance with the Faculty of Education's attendance policies, students who must miss a class should **notify the instructor as soon as possible**. Any absence should be discussed with the instructor. **Unexcused absences may result in a "Fail" or being required to withdraw from the course. In the event that two or more classes are missed, the Teacher Education Office will be notified.** If students are absent for an assignment or unable to complete an assignment due to illness, they must obtain a statement from a physician or from Student Health Services to be submitted to the Teacher Education Office as soon as possible. Students requiring an academic concession due to illness or extenuating circumstances should contact the instructor as soon as possible. In addition, students who are late arriving at class will be cautioned about professional behaviour. **Chronic lateness disrupts the flow of our class, is disrespectful to the instructor, and to fellow students.** Please refer to the "Attendance, Assignments and Performance" section of the Bachelor of Education Program Policy Handbook for further details. In order to pass, students must demonstrate that they have completed the required readings, listened actively, and participated in group and/or class discussions.

Accessing readings and submitting work electronically

All readings for this course are available online, through Connect. **There is no printed course reader.** Readings are available by clicking the hyperlinks (for off-campus access you may need to be using VPN and must be logged onto your CWL account) **and/or** under the "Library Course Reserve" tab, or the "Content" tab in Connect.

It is your responsibility to ensure that you have the readings for any given week ahead of time, even in the event that Connect is not operating properly. For this reason I recommend that you download the readings in advance. You may choose to print your readings or not. All of the readings are available to you on Connect as of the first day of the course.

All assignments for this course are to be submitted electronically, using Connect. Outside of serious extenuating circumstances, I do not accept paper copies of assignments. I will mark and return your assignments to you electronically as well.

Copyright

Students should familiarize themselves with, and comply with, UBC's Copyright Guidelines and applicable copyright laws. See: <http://copyright.ubc.ca>

Late assignments and extensions

The evaluation for this course is pass/fail. In a professional course, my expectation is that you will submit assignments on time. Excessively late assignments are at risk of receiving a failing grade. If you



submit two late assignments, I will file an Interim Report with the Teacher Education Office. Missed presentations will not be accommodated and supplemental work may be required.

I am willing to give extensions for written work. (No extensions will be granted for presentations because of our packed schedule.) For written work, **you may ask for any extension you wish, provided that you meet the following requirements:** (a) You must write to me in advance, a minimum of 2 days is required, to request an extension; (b) You must pick the new due date for your assignment — no later than one week after the term ends - and inform me of that date; (c) You must submit your assignment by the new due date, as no further extensions will be granted. Note: Except under exceptional circumstances, I will not grant extensions that carry over into the two-week practicum.

Relation to Standards for Educators in BC (Teacher Regulation Branch) aka Why do I have to take EDST 401?

The readings, class discussions, and assignments in this course primarily contribute to teacher candidates' attainment of Standard 6: *Educators have a broad knowledge base and understand the subject areas they teach.* This standard indicates that "Educators teach students to understand relevant curricula in a Canadian, Aboriginal, and global context. Educators convey the values, beliefs and knowledge of our democratic society."

The course helps teacher candidates understand differing views regarding the purposes of education. Second, it enhances their awareness of current policy debates in education. Third, it helps them to explore and understand the types of institutional and attitudinal barriers that certain groups in Canadian society have experienced and how these barriers have hindered full and equitable participation in schooling. Fourth, it helps them understand the current media landscape and the implications for teaching democratic citizenship. Given the pervasiveness and influence of media in our daily lives, beginning teachers need to consider them alongside public schooling as sites of education and miseducation of children and youth, as well as educators. The course helps teacher candidates to explore how news and entertainment media serve as informal public pedagogies of citizenship, consumer culture, and identity formation for children and youth. This course also contributes to teacher candidates' attainment of Standard 8: *Educators contribute to the profession.* It includes a unit on "Educational policy and teaching" as well as a unit on "Teacher inquiry and action," where teacher candidates have the opportunity to explore the idea of teacher leadership and the role of teachers as "knowledge translators."



Course Schedule, Topics, and Readings

Introduction to the course	
WEEK 1	(Tuesday Sept 6 is TEO Orientation) Tuesday, September 13
Topic	Introduction to the major course themes and to each other
Activity	Mini-lecture on course expectations, topics, and assignments. Values Exercise (in class): small group and class discussion
Theme 1: Aims of education and schooling.	
WEEK 2	Tuesday, September 20
Topic	Teaching In Context: Schools, Politics, Society
Guiding Questions	What does it mean to “become a teacher”? What are some of the challenges involved in learning a profession that is often (mis)characterized as “easy” and “natural”? What and who communicates these messages?
Readings to Guide our Discussion	Labaree, D.F. “Teacher Ed in the Present: The Peculiar Problems of Preparing Teachers.” In D.F. Labaree, <i>The Trouble With Ed Schools</i> (pp. 39-61). New Haven, CT: Yale University Press, 2004. (Available on <u>Library Course Reserves on Course Connect</u>) Carr, Paul R. (2008) “But What Can I Do?”: Fifteen things Education Students Can Do to Transform Themselves In/Through/With Education.” <i>International Journal of Critical Pedogogy</i> 1, 2 (Summer 2008): 81-97. (Available on <u>Content section of Course Connect</u>)
WEEK 3	Tuesday, September 27 ORGANIZE Group Inquiry Presentation Groups
Topic	The Origins of Schooling: Competing Purposes
Guiding Questions	What is the relationship between society, education, and schooling in the past and today? What competing purposes do public schools serve in Canadian society? Whose purposes are served well, whose purposes are not? What are the implications for teachers of competing purposes of schooling?
Readings to Guide our Discussions	MONDAY: Osborne, K. (2008). Education and schooling: A relationship that can never be taken for granted. In D. Coulter & J.R. Wiens (Eds.), <i>Why do we educate? Renewing the conversation</i> (Vol. 1, pp. 21-41). Boston: Blackwell. (Available on <u>Library Course Reserve on Course Connect</u>) WEDNESDAY: Hare, J. (2003). Aboriginal Families and Aboriginal Education: Coming Full Circle. In Jean Barman and Mona Gleason (Eds.), <i>Children, Teachers, and Schooling in the History of British Columbia</i> (2 nd Edition, pp. 411-430). Calgary: Detselig. (Available on <u>Library Course Reserves on Course Connect</u>)



WEEK 4	Tuesday, October 4
Topic	Diversity, Difference and the Purposes of Schooling
Guiding Questions	What is the history of Canadian policies regarding “difference” and “diversity” in schooling? What are some of the assumptions about individuals and groups that constitute shifting claims of diversity? What are limits of “multiculturalism” in Canada? What are some of the different ways of talking about race and racism? What does it mean to teach in “diverse classrooms”? Who is privileged in this discourse? Who is left out?
Readings to Guide our Discussions	<p>Vancouver School Board Policy on Multiculturalism and Anti-racism: http://www.vsb.bc.ca/district-policy/aca-r-1-multiculturalism-and-anti-racism-regulation</p> <p>(3:30 – 5:00) **Library Session** Finding Current Professional Journal Literature and Policy Information in Education (Location TBA)</p> <p>FIRST ASSIGNMENT DUE - One: School Memories as Teacher Education - Short Essay (35%) (Assignment description on pgs. 9-12)</p>
WEEK 5	Tuesday October 11
Topic	Diversity, Difference and the Purposes of Schooling
	<p>St. Denis, V. (2011). Silencing Aboriginal curricular content and perspectives through multiculturalism: "There are other children here". <i>Review of Education, Pedagogy, and Cultural Studies</i>, 33(4), 306-317. (Available on <u>Library Course Reserves</u> on Course Connect)</p> <p>Shayna Plaut, “Learning resistance and building solidarity— Black Lives Matter north of the 49th,” (2016, July 22). Read comments on the story as well. http://www.straight.com/news/740886/shayna-plaut-learning-resistance-and-building-solidarity-black-lives-matter-north-49th</p>
Theme 2: Conceptions of social justice.	
WEEK 6	Tuesday Oct 18
Topic	Social Justice in Education
Guiding Questions	What does “social justice” mean in the context of education? How is schooling a way to achieve social justice? What are the possibilities and limitations?
Readings to Guide our Discussions	BCTF, “A Social Justice Lens: A Teaching Resource Guide” (Available on <u>Content section</u> of Course Connect). Evaluation of Guide in small groups.



	<p>FILM: Cut Off (Viceland, 2016) https://video.vice.com/en_ca/video/cut-off/573e2384e9b4e338637c3678</p>
WEEK 7	Tuesday October 25
Topic	Social Justice in Education
Guiding Questions	Continuing our conversations from last class....how should social justice concerns inform teacher practice?
Readings to Guide our Discussions	<p>Kelly, D. (2012). Teaching for social justice: Translating an anti-oppression approach into practice. <i>Our Schools / Our Selves</i>, 21(2), 135-154. (Available on <u>Library Course Reserves on Course Connect</u>)</p> <p>j. Zack, Mannheim, A., & Alfano, M. (2010). " I didn't know what to say?": Four archetypal responses to homophobic rhetoric in the classroom. <i>The High School Journal</i>, 93(3), 98-110. (Available on <u>Content section on Course Connect</u>)</p>
<p>OCTOBER 31 – NOVEMBER 10 TWO WEEK PRACTICUM</p> <p>NO CLASSES</p>	
<p>Theme 3: Education, policy, and teaching</p>	
WEEK 8	Tuesday November 15
Topic	Practicum Debrief; Policy, governance, values
Guiding Questions	What is policy? Why are values important to understanding which policies become accepted in school settings? How do teachers become shaped by, and shape, policy processes and practices?
Readings to Guide our Discussions	<p>(First half –hour) In class writing/drawing exercise regarding practicum experience (ungraded) and pair and share.</p> <p>Gale, T. & Densmore, K. (2003). Chapter 3: Policy: the authoritative allocation of values. In <i>Engaging teachers: Towards a radical democratic agenda for schooling</i> (pp. 36-53). Maidenhead: Open University Press. (Available on <u>Library Course Reserves on Course Connect</u>)</p> <p>Poole, W., & Fallon, G. (2015). The emerging fourth tier in K-12 education finance in British Columbia, Canada: Increasing privatization and implications for social justice. <i>Globalisation, Societies and Education</i>, 13(3), 339-368. (Available on <u>Content section of Course Connect</u>)</p>



Theme 4: Media Literacy, Education and Youth Culture	
WEEK 11	Tuesday, November 22
Topic	Media Literacy and Education
Guiding Questions	What is media literacy and how is it defined? What is its relationship with other forms of literacy? How should educators engage with media as pedagogy?
Readings to Guide our Discussions	<p>Tibor Koltay, "The Media and the Literacies: Media Literacies, Information Literacies, Digital Literacies," <i>Media, Culture & Society</i> 33, 2 (2011): 211-221. (Available on <u>Content section of Course Connect</u>)</p> <p>Daniel G. Krutka and Carpenter, J. P. (2016). "Why social media must have a place in schools," <i>Kappa Delta Pi Record</i>, 52(1), 6-10. (Available on <u>Content section of Course Connect</u>)</p> <p>SECOND ASSIGNMENT DUE: Media and Me Journal and Reflection (Assignment description, pgs. 9-12.</p>
Activity	Group Inquiry Presentation prep time
WEEK 12	Tuesday, November 29
Topic	Media Literacy at Home and at School
Guiding Questions	What is communicated about learning, child and youth culture, and schooling through popular culture and media pedagogy?
Readings to Guide our Discussions	<p>MediaSmarts, <i>Digital Youth Summit, 2015: Report for Day One – Cyber Citizenship</i> (October 22-23, 2015): 1-17. (Available on <u>Content section of Course Connect</u>)</p> <p>Rebecca Willett, "Media, culture & society: The discursive construction of 'good parenting' and digital media - the case of children's virtual world games," <i>Media, Culture & Society</i> 37, 7 (2015): 1060-1075. (Available on <u>Course Content on Course Connect</u>)</p>
Activity	Group Inquiry Presentation Prep time
WEEK 13	Tuesday, December 6
Topic	Teacher Identity: Researchers, Activists, Professionals
Guiding Questions	What are the options for teachers to negotiate, accommodate, ameliorate, and communicate educational policies and practices? (e.g., teacher as researcher?, teacher as activist?, teacher as entrepreneur?)
Readings to Guide our Discussions	<p>Judyth Sachs (2001). Teacher professional identity: Competing discourses, competing outcomes. <i>Journal of Education Policy</i>, 16(2), 149-161. (Available on <u>Course Content on Course Connect</u>)</p> <p>Montaño, T., López-Torres, L., Delissovoy, N., Pacheco, M. & Stillman, J. (2002). Teachers as activists: Teacher development and alternate sites of learning, <i>Equity & Excellence in Education</i>, 35(3), 265-275. (Available on <u>Library Course Reserves on Course Connect</u>)</p>
Activity	Last Group Inquiry Prep Time!



WEEK 14	Tuesday December 13
	<p>Group Inquiry into Social Justice and Educational Policy (See assignment description, pg. 9-12) 10 Minute Group Presentations. <i>Please respect time limits in order to have space for questions!</i> <i>DON'T FORGET TO HAND IN YOUR WRITE UP!</i></p>



COURSE ASSIGNMENTS – DESCRIPTIONS AND EVALUATION CRITERIA

The course is graded on a pass/fail basis. In a professional faculty, passing a course entails both good academic performance as well as active participation in learning activities (i.e. contributions to the class, exemplary attendance, and punctuality). Students are expected to meet all criteria to receive a passing mark in the course. Reminder: a passing mark in the Teacher Education Program is B+ (76%) or higher. In cases where students fail to meet expected standards, they will have the opportunity to revise and resubmit the written assignments.

There are three assignments for this course.

- 1) Assignment One: School Memories as Teacher Education – Short Essay DUE TUESDAY, OCTOBER 4, 2016 (35%)
- 2) Assignment Two: Media and Me – Journal and Reflection DUE TUESDAY NOVEMBER 22(35%)
- 3) Assignment Three: Group Presentation and Written Summary DECEMBER 13, 2016 (30%)

**1. Assignment One: School Memories as Teacher Education - Short Essay (35%)
DUE: TUESDAY, OCTOBER 4 2016 Uploaded to CONNECT by 6:00PM**

Description:

Recall a memory from your experience in either elementary or secondary school that, for various reasons, has remained with you over the years. The memory can be either positive or negative or both. In the first section of the paper, briefly describe your memory in as much detail as you remember. In the second part of the paper, discuss what it reveals about 1) why you decided to become a teacher and 2) how it shapes your views regarding education, your teaching practice, and the way you (will/want to/ hope to) engage with your students. These are deliberately broad areas of focus – you may wish to be more specific in how you explore the consequences of your school memory. You may write your answer in the first person – in fact, it makes sense to do so! (“My school memory.....I remember....I felt.... etc.)

Parameters:

Length: 1500 words (6 pages) DOUBLE-SPACED, 12-point font.

In your essay, **refer to at least one reading from our course syllabus**. You may find that more than one reading is particularly interesting for you and helped you make sense of your memory so please feel free to refer to more than one reading.

Citations: Please use either MLA or Chicago Style for your citations, pick one and use it consistently.

For examples of MLA style citation, see:

<https://owl.english.purdue.edu/owl/resource/747/12/>

For examples of Chicago style citation, see:

<http://guides.is.uwa.edu.au/c.php?g=325280#jou> (click on Chicago Citation Style Examples Print Version PDF)



Assessment Criteria for Assignment One

Pass: (1) well written (logically organized, good paragraphing; concise; proofread for grammar and spelling); (2) **clear articulation of main points, logically organized**; (3) supports claims with citations from the readings and examples and claims from readings are appropriately referenced (e.g. footnotes or parenthetical references); all works referenced are listed in the bibliography; (4) makes connections to pertinent course readings and class discussions; (5) respects the requirements for length, title page, etc.

Fail: (1) poorly written (recurring errors of grammar, spelling; lacks paragraphs; verbose or wordy); (2) lacks organization, main points are lacking or unclear (3) lacks supporting claims, or claims not properly cited; (4) fails to demonstrate comprehension or application of course content, including class discussions and appropriate readings; (5) does not provide insights, conclusions; (6) does not respect the requirements for length, title page, etc.

**2. Assignment Two: Media and Me (35%) DUE TUESDAY NOVEMBER 22
(35% percent) uploaded to CONNECT by 6:00PM**

Description:

This assignment has two components. 1) Over one 24-hour period, keep a journal regarding any media you interact with and the length of time involved. Include both active media interaction (reading a magazine, gaming, texting, Netflix, pokemon go-ing, facebooking, etc.,) and passive interaction (surfing the web, listening to background music or radio “noise”). This might involve being more conscious of when you are engaging with some form of media, and what kinds of media you are engaging with.

2) Review your 24-hour media use journal notes and offer some reflection on the following questions:
a) what form(s) of media/media platform did you engage with the most (passively and actively) (be specific as possible, eg. CBC on iphone, Snapchat, youtube on PC, New York Times on ipad/tablet) and what role(s) does it play in your life? Information? Entertainment/Relaxation? Education? Business? Social connection?

b) consider the top two or three forms of media that you engaged with over your 24 hour period.

Who/What owns this media/media platform? Where did you go to find out this information? How easy or difficult was it to find out the details of media ownership?

c) how is your use of media influenced by your PERSONAL AND GROUP identity in terms of race, gender, sexual orientation, gender identity, ethnicity, socio-economic status (SES), religion and their intersections?

d) Reflect on the patterns you discerned. Did you discover anything that surprised or troubled you?

Parameters:

Length: 1250 words, (4.5 pages) DOUBLE SPACED, 12-point font. Your journal section can be written informally. Your reflection section should be in formal essay style with attention to organization and paragraphing.

Assessment Criteria for Assignment Two

Pass: (1) well written (logically organized, good paragraphing; concise; proofread for grammar and spelling); (2) well-developed concepts and critical observations of your media use/engagement.

(3) where applicable, supports claims with citations from the readings and examples and claims are appropriately referenced (e.g. footnotes or parenthetical references); all works referenced are listed in the bibliography; (4) highlights your insights and conclusions; (5) respects the requirements for length, title page, etc.



Fail: (1) poorly written; (2) poorly developed concepts and critical observations of your media use/engagement; (3) where applicable, fails to support claims with citations from the readings and examples and claims are not appropriately referenced (e.g. footnotes or parenthetical references); all works referenced are not listed in the bibliography; (4) fails to highlight your insights and conclusions; (5) does not respect the requirements for length, title page, etc.

3. Assignment 3: Group Inquiry into Social Justice and Educational Policy, TUESDAY DECEMBER 13, 2016 (30%)

Part 1: Group presentations in class: In groups of 4 you will develop a **10 minute presentation** that evaluates an educational policy through the lens of social justice. Select a BC educational policy that your group agrees has some relevance to social justice (e.g., special education/ inclusion, the VSB recent trans inclusive amendment to its LGBT policy, special education policy, etc.), paying attention to whether or not it furthers or hampers social justice concerns. What are the strengths and weaknesses of your policy in terms of attention to social justice matters? Does it further or hamper the realization of a more social justice world?

For a list of BC Ministry of Education policies for public schools, see:

<http://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/public-schools>

For a list of BC Ministry of Education policies for private schools, see:

<http://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/independent-schools>

Communicate your findings to the class: Develop an interesting, creative 10-minute presentation on this policy (you are encouraged to utilize various forms of media) and whether you believe it furthers or hampers social justice. **PLEASE NOTE: If you use powerpoint or prezi, you should have your presentation ready to go on a thumb drive or send it to me ahead of time. I will use a timer so do not go over time or you will be cut off!**

TEACHERS OFTEN WORK COLLABORATIVELY IN SCHOOLS. Your group must demonstrate the ability to work together effectively and equitably to produce BOTH your presentation and your written summary. Pulling your weight is expected and essential.

Part 2: 500 word, double spaced summary of your policy presentation is due by Friday, Dec 16, 2016 by 6:00pm. To be submitted electronically on Connect). Every member of the group is responsible for contributing to the completion of the summary. If you refer to our course readings, please reference them in either MLA or Chicago style.

Assessment Criteria for Assignment Three:

Pass: (1) evident that all group members contributed to the presentation and summary 2) examines a BC-related educational policy and with reference to an appropriate social justice strategy (3) presentation easy to follow and is logically organized, concise); (4) provides examples and



explanations based on course readings; (5) presenters are clearly prepared, professional, polished and respect the time limits on presentation.

Fail: (1) evident that some members did most of the work! (2) does not examine BC policy and/ or neglects to consider the lens of social justice ; (3) lacks examples; (4) lacks transitions between thoughts or fails to make an argument; (5) presenters are unprepared, unprofessional, and wasting time of fellow students and instructor; Written portion: (6) poorly written (recurring errors of grammar, spelling; lacks paragraphs; verbose or wordy); (7) fails to demonstrate comprehension or application of course content, including class discussions and appropriate readings; (8) does not provide insights, conclusions; (9) does not respect the requirements for length, title page, etc.

Course Resources – Bibliography of course resources are available on our Connect site under “EDST 401 Course Bibliography and Web Resources” (Available on Course Content (PDF) on Course Connect)