THE UNIVERSITY OF BRITISH COLUMBIA

Faculty of Education
Department of Educational Studies

EDST 401 (104): Education, School and Social Institutions
Mondays 1:00-4:00
Scarfe 201

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                                                Office Hours: By appointment

Course rationale
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 and ecological 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 to develop teachers as inquirers and activists; (5) media education and popular media as informal public pedagogies of citizenship and consumer culture; (6) media representation processes and the constructions of identities through engagements with media.

Course Goals
EDST 401 is designed to provide learning opportunities for students to:
1. Explore the relationship between society, education, schooling, and media
2. Develop an understanding of the competing purposes that public schools serve in Canadian society and the implications for teachers
3. Identify and critically assess key assumptions underpinning discussions of diversity and the different conceptions and practice of social justice in schools
4. Understand the connection between politics and policy and the competing interests involved in the educational policy arena
5. Explore relevant and current educational policy debates
6. Develop an understanding of media literacy and media education and the implications for teaching and learning

7. Explore how identities are constructed and negotiated through engagement with media and
8. 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. The course is designed for substantial student participation. In addition to using a variety of resources to provide a basis for common knowledge, students will work in groups to explore the issues raised. Students should feel comfortable challenging their own ideas and thinking, and the ideas and thinking of others. There is no requirement for students to agree with the readings or positions argued for in this course. However, students are required to engage in substantive conversations that are based on supported arguments.

Speaking up is difficult for some generally, and may be more difficult because of the controversial issues we tackle. *As professional teachers in training, however, students must find the courage to voice their opinions.* The instructor's role is to ensure that this opportunity is available to everyone in a safe, supportive environment. However, all must be respectful of the views of peers and colleagues. A guiding principle in the course will be: *Ideas, not individuals, are open to challenge.*

The following guidelines should help facilitate discussions:
1. Show respect for others' feelings and points of view;
2. Try to understand points of view different from one's own;
3. Demonstrate that one understands a point of view before challenging or critiquing it;
4. Risk exposing one's uncertainty or tentative understanding;
5. Be supportive of others when they are trying out tentative understandings
6. Listen and provide space for others to participate.

(developed by Dr. Dan Pratt, EDST)

Course Expectations
As 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 and 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.

Instructors are responsible to provide students with timely, specific, and helpful responses to their written assignments. The Department of Educational Studies strongly recommends that

when instructors hand back assignments to students, they provide written evaluative comments on a separate sheet (or electronically). Instructors can retain copies of these written comments in their files, and should a student request a letter of recommendation from an instructor in the future (e.g., if he or she applies to a graduate program), the instructor can draw from this accumulated written record. Instructors are also encouraged to use this record to keep track of any student who excels in all aspects of a particular course, and on the basis of that exemplary record, instructors are further encouraged to nominate such exemplary students for scholarships and awards.

Course grades will be based on the assignments listed below. Criteria for each assignment will be distributed during class. Strong work is indicated by careful analysis of texts, scholarly rather than informal treatment of the issues, and substantial participation in class discussions. Prompt and regular attendance is required. <u>Please proofread – by having someone else read your papers - prior to handing written work in</u>. If you anticipate any difficulty in meeting assigned due dates it is important that you contact me immediately. Late assignments without prior consent of the instructor, or for other than unplanned/emergency circumstances, will be failed. Clear written expression is important. If you have troubles with your academic writing, the UBC writing centre offers free help to students.

> *UBC Writing Centre*
> http://www.writingcentre.ubc.ca/writing_services.html

You must submit your work using a recognized academic referencing system such as APA, Harvard or Footnotes. A common system used in the discipline of Education is APA. A link to APA is found through the UBC library home page.

> *APA Referencing@UBC library*
> http://www.library.ubc.ca/pubs/apastyle.html

Academic Integrity
Scholastic honesty is expected and required. All work submitted to me must be your own. Copying or representing the work of others as your own (including internet sources) will result in a failed grade. *If you are in doubt about how to properly credit the work of others, please consult with me.* Any act of cheating <u>or</u> plagiarism is considered a serious violation of the principle of academic integrity. Students who practice such acts will be penalized accordingly. Students are responsible for familiarizing themselves with the definitions of each and of the possible penalties. Please see the University regulations regarding Student Discipline and Academic Misconduct at http://www.students.ubc.ca/calendar/index.cfm?tree=3,286,0,0

Attendance
Essential to the educational experience, students are expected to attend all classes and participate in both group and class discussions and activities. As this course focuses on the differing and, at times, conflicting philosophies and pedagogies of education and schooling, we must respect

diverse ideas. As a class, we may not agree on all issues, but we should feel the freedom to express our views that are not oppressive and degrading to others.

In accordance with the Faculty of Education's attendance policies, students *must attend all class to attain a PASS*. Students who must miss a class should notify the teacher education office (TEO) as soon as possible. Unexcused absences may result in a "Fail" or being required to withdraw from the course. 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 TEO and the instructor as soon as possible. Please refer to the "Attendance, Assignments and Performance" section of the Bachelor of Education Program Policy Handbook for further details [*this is often updated from time to time and instructors should check the TEO website to ensure they provide students with the most current information*].

Academic Accommodations for Students with Disabilities
If you have a letter from Disability Resource Centre (DRC) indicating that you have a disability that requires specific accommodations, please present the letter to me so that we can discuss the accommodations that you might need for class. To request academic accommodations due to a disability, first meet with a DRC advisor to determine what accommodations/services you are eligible for. You can find more information at: http://students.ubc.ca/success/student-supports/academic-accommodations

Religious Observances
Students will not be penalized because of observances of their religious beliefs. Whenever possible, students will be given reasonable time to make up any academic assignment that is missed due to participation in a religious observance. It is the student's responsibility to inform the instructor of any intended absences for religious observances in advance.

Evaluation
EDST 401 is evaluated on a pass/fail basis. Passing a course entails good academic performance and active participation in learning activities. Students are expected to meet all criteria to receive a passing grade in the course. Your grade of pass or fail will be determined by the regularity and punctuality of your individual and your collective reflection from the course materials. Failure to participate regularly either on an individual basis or in small and large group discussions and in class activities will result in you being assigned a Fail grade in the course.

Texts and Readings
Selections from EDST 401 Course Reading Package (available in the UBC Bookstore) will be used, and supplementary readings may be assigned by the instructor. Any photocopying costs will be recovered through the administration of a course fee - between $3 and $5 is typical. Readings are listed on the dates they are to be read. Please be prepared to discuss readings in small groups.

Descriptions of Assignments
Because we explore some of the "big questions" about schooling, identified some of our tacit assumptions, and built our own learning community, the assignments focus on interactive processes. Students are expected to complete the following assignments:
1. Seven (7), one-page Quote-Response-Question papers (QRQs)
2. A final reflective paper
3. Class assignments

Quote, Response, Question (QRQ)
There are three purposes to assigning QRQs: first, the exercise should help you analyze the readings. Second, QRQs will be distributed to small groups in class to foster discussion. Third, QRQs provide strong incentive to keep up with the readings. QRQs should be written as a narrative, not a bulleted summary, and should pose critical questions about the readings/authors. Please bring five (5) copies of your QRQs to distribute to peers on the dates that they are due. You are expected to lead a small-group discussion based on your QRQs. Detailed expectations of this assignment and text selections will be discussed in class. QRQs will be evaluated using a Pass/Fail criteria.

Final Presentation
The final presentation is a synthesis of the course material and its purpose is to help students develop a consistent set of beliefs and a coherent plan of action that directly addresses your role as a professional in the politics of education. The final paper will answer the question:
- *Given the conflicting purposes of schooling, what is your role as a teacher in the politics of education? Explain.*

One way to think about this paper is to think about developing a leadership statement, that is, a statement about how you would like to conduct yourself professionally with your peers, principal, parents, and district personnel and for what reasons. Imagine that you are writing this paper to one of the people listed above instead of the instructor. Detailed expectations of the paper will be discussed in class. The final paper is due on the final day of class.

In Class Assignments
The instructor will assign various assignments during class, designed to be completed during class. These assignments will often be organized in small groups and are designed to facilitate understanding of the material. Detailed expectations of these assignments will be discussed in class. These various assignments will be evaluated using a Pass/Fail criteria.

Class Participation
In order to "pass", students need to show active evidence of having completed the required readings, listening actively, participating in group and/or class discussions, and treating others with respect. Conversely, a "fail" can result when students dominate or monopolize discussions and/or treating others disrespectfully, or when students make little or no contribution to discussions due to lack of preparedness.

In recognition that students have different learning styles and comfort levels in group and class dynamics, those who are reticent to discuss in class may submit written summaries and reflections of the required article readings; however, voicing and sharing one's thoughts in class is highly encouraged and welcomed in order to enrich the learning environment and academic discourse.

Every class – civil, courteous, respectful, tolerant, informed, challenging, sincere, honest, thoughtful, probing talk aimed to generate discussion and advancement of ideas. Quality of talk will be assessed, not quantity. For example,

a. Listen carefully to other students when they speak
b. Ask questions when you do not understand what is being said
c. Extend a line of thought or conversation (e.g. "Could you please elaborate?" "How do you see what you have said as related to what we are discussing?")

Assignment Weights

Four (4) QRQs (10% each)	40%
Final Presentation	40%
In Class Assignments	20%
Total	100%

Academic Integrity

Students will follow 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 taken from the latter's website:

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 his or her 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 represents 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.

Class Schedule

The following schedule should be followed for the term. All required readings need to be completed prior to attendance.

Sept 12	**Course overview & introduction**
Sept 19	**Competing purposes of education and schooling**
	What is the relationship between society, education, and schooling? *What competing purposes do public schools serve in Canadian society today?* *What type of citizens do these competing purposes envisage?* *What are the implications for teachers of these competing purposes?*
Readings	Gatto, J. T. (2003). Against school: How public education cripples our kids and why. Retrieved from http://www.wesjones.com/gatto1.htm#source Osborne, K. (2008). Education and schooling: A relationship that can never be taken for granted. In D. Coulter & J.R. Wiens (Eds.), *Why do we educate? Renewing the conversation* (vol. 1, pp. 21-41). Boston: Blackwell. (Chapter 2) http://onlinelibrary.wiley.com/doi/10.1111/j.1744-7984.2008.00128.x/pdf
Sept 26	**Finding education policy information** Class will start at 2:30-4:00 Class will be held in Scarfe 1007
Oct 3	**Examining the assumptions underpinning diversity in Canada**
	What does it mean to assert that Canadian society is diverse? *What assumptions about individuals and groups constitute ideas of diversity?*
Readings	Simpson, J. S., James, C. E., and Mack, J. (2011). Multiculturalism, colonialism, and racialization: Conceptual starting points. *Review of Education, Pedagogy, and Cultural Studies, 33*(4), 285-305. Retrieved from: http://dx.DOI.org/10.1080/10714413.2011.597637
QRQ1 DUE Oct 3	
Oct 10	**NO CLASS - THANKSGIVING HOLIDAY**
Oct 17	**Social justice in education, tensions with ecological justice**
	What are the key features of different notions of social justice (e.g. distributive, recognitive)? *What are the implications for schooling as a way of achieving equity in Canadian society?* *How have teachers attempted to teach about issues of inequality and inequity?*

Readings	Gale, T. & Densmore, T. (2000). Playing fair: who gets what and why? In *Just Schooling: Explorations in the Cultural Politics of Teaching* (pp. 8-29). Buckingham: Open University Press. Shor, I. (1993). Education is politics. In P. McLaren, P & P. Leonard (Eds.), *Paulo Freire: A critical encounter* (pp. 25-36). New York: Routledge.

QRQ2 DUE Oct 17

Oct 24	**Different ways in which teachers have approached social justice**

How have teachers attempted to teach about issues of inequality and inequity?
What can social justice look like in the classroom?

Readings	**PICK TWO:** Cherian, F. (2001). Really teaching social justice. *Orbit, 31*(4), 54-58. Available at: http://ezproxy.library.ubc.ca/login?url=http://search.proquest.com/docview/213733581 Cummins, J., Bismilla, V., Cohen, S., Giampapa, F., & Leoni, L. (2006). Timelines and lifelines: Rethinking literacy instruction in multilingual classrooms. *Orbit, 36*(1), 22-26. Available at: http://ezproxy.library.ubc.ca/login?url=http://search.proquest.com/docview/21373684 3/fulltextPDF?accountid=14656 Dean, J. (2007). Living algebra, living wage: 8th graders learn from real-world math lessons. *Rethinking Schools*, 21(4), 31-35. http://itec-ubc.ca/wordpress/mackowetsky/wp-content/uploads/sites/54/2014/02/Living-Algebra-1.pdf Solomon, S., & Russell, V. (2004). Addressing homophobic bullying in the elementary Classroom. *Orbit*, 34 (2), 24-28. Available at: http://search.proquest.com.ezproxy.library.ubc.ca//docview/213737132

QRQ3 DUE Oct 24

NO CLASSES - Practicum: October 31-November 10

Nov 14	**Policy, values, and teacher roles**

What is policy?
Why are values important to understanding which policies are enacted in school settings?
How do teachers become shaped by, and shape, policy processes and practices?

Readings	Gale, T., & Densmore, K. (2000). Policy: the authoritative allocation of values. *In Engaging Teachers: Towards a Radical Democratic Agenda for Schooling* (pp. 36-53). Maidenhead: Open University Press. Available at: http://site.ebrary.com/lib/ubc/docDetail.action?docID=10161344 BC School Act: www.bclaws.ca/civix/document/id/complete/statreg/96412_00.

QRQ4 DUE Nov 14

Nov 21	Teacher activism, teachers as researchers, teachers as activists
	What options exist for teachers to negotiate educational policies and practices?
Readings	Barth, R. S. (2001). Teacher leader. *Phi Delta Kappan, 82*(6), 443-449. Retrieved from http://www.jstor.org/stable/20439932 Cuban, L. (2010). *The micropolitics of teaching*. https://larrycuban.wordpress.com/2010/01/02/the-micropolitics-of-teaching/ Picower, B. (2012). Teacher activism: Enacting a vision for social justice. *Equity & Excellence in Education*, *45*(4), 561-574. http://www-tandfonline-com.ezproxy.library.ubc.ca/doi/abs/10.1080/10665684.2012.717848

Nov 28	Educational policy trends in BC
	How is educational assessment used for political gain?
Readings	Earl, L. (1999). Assessment and accountability in education: Improvement or surveillance. *Education Canada, 39*(3), 4-6. Retrieved from http://www.cea-ace.ca/sites/cea-ace.ca/files/EdCan-1999-v39-n3-Earl.pdf Solomon, L. (2009, January 14). How giving kids a test became a political war, The Tyee, p. 7. Available at: http://thetyee.ca/News/2009/01/14/TestingKids/ Turpel-Lafond, M. E. (2007, October 10). Testing protects vulnerable children. Vancouver Sun. Available at: http://www.canada.com/components/print.aspx?id=9da2e5a1-debc-4657-9e59- 9dc61bf1d239

First-round of final presentations DUE Nov 28

Dec 5	Educational policy trends in BC
	How does educational choice impact schools and teachers?
Readings	Hyslop, K. (2016, July 7). *BC's school funding formula broken, say trustees, parents. Annual uncertainty and per-student grant that doesn't reflect reality hurt students, say critics*. http://thetyee.ca/News/2016/07/07/BC-School-Funding-Formula-Broken/ Millar, E. (2015, Jan 7, 2015). Why are so many parents opting out of B.C.'s renowned public schools? Available at: http://www.bcbusiness.ca/people/why-are-so-many-parents-opting-out-of-bcs-renowned-public-schools Willcocks, P. (2016, June 20, 2016). To tackle inequality, start with BC's two-tier education. Available at: http://thetyee.ca/Opinion/2016/06/20/BC-Two-Tier-Education/

Second-round of final presentations DUE Dec 5

Dec 12	Critical Media Education
	What is critical media education? *What popular images of teachers exist?* *How do representations influence educators' constructions of themselves?* *What popular culture resources do children and youth use to shape their identities?* *What are some considerations for using pop culture as a pedagogical resource?*

Readings	**REQUIRED** Buckingham, D. (2003). Defining the field. In *Media education: Literacy learning, and contemporary culture* (pp. 53-69). Cambridge: Polity Press. **+ PICK ONE:** Ashcraft, C. (2003). Adolescent ambiguities in "American Pie": Popular culture as a resource for sex education. *Youth and Society, 35*(1), 37-70. Available at: http://yas.sagepub.com/content/35/1/37.full.pdf+html Beyerbach, Barbara. (2005). The social foundations classroom: Themes in sixty years of teachers in film: Fast Times, Dangerous Minds, Stand on Me. *Educational Studies: A Journal of the American Educational Studies Association, 37*(3), 267-285. Available at: http://www.tandfonline.com/doi/pdf/10.1207/s15326993es3703_5 Christensen, L. (2007). Can't buy me love: Teaching about clothes, class and consumption. *Rethinking Schools, 21*(4), 37-41. www.rethinkingschools.org/archive/21_04/love214.shtml Hall, S. (2000). Heroes or villains?; and Stereotyping as a signifying practice. In J. M. Iseke-Barnes & N. N. Wane (Eds.), *Equity in schools and society* (pp. 97-109). Toronto: Canadian Scholars' Press. Available: http://books1.scholarsportal.info/viewdoc.html?id=/ebooks/ebooks0/gibson_crkn/2009-12-01/5/412297&page=130 Horton, J. (2012). 'Got my shoes, got my Pokémon': Everyday geographies of children's popular culture. *Geoforum, 43*(1), 4-13. Krutka, D. G., & Carpenter, J. P. (2016). Why social media must have a place in schools. *Kappa Delta Pi Record*, *52*(1), 6-10. http://www-tandfonline-com.ezproxy.library.ubc.ca/doi/abs/10.1080/00228958.2016.1123048 Linné, R. (2003). Alternative textualities: Media culture and the proto-queer. *International Journal of Qualitative Studies in Education, 16*(5), 669-689. Available at: http://www.tandfonline.com/doi/pdf/10.1080/0951839032000142940
Third-round of final presentations DUE Dec 12	

Useful online resources

British Columbia Teachers' Federation
http://www.bctf.bc.ca/

British Columbia College of Teachers
http://www.bcct.ca/default.aspx

BC Ministry of Education
http://www.gov.bc.ca/bvprd/bc/channel.do?action=ministry&cha
nnelID=-8382&navId=NAV_ID_province

Canadian Policy Research Network's Diversity Gateway
http://www.cprn.org/en/diversity.cfm

links to Kids Canada Policy Digest
http://www.cprn.org/en/diversity.cfm

Canadian Centre for Policy Alternatives
http://www.policyalternatives.ca/

Rethinking Schools Online
http://www.rethinkingschools.org/

The Fraser Institute
http://www.fraserinstitute.ca/

Blog: Lefty, gender-critical mom of teen-would-be FtM
http://4thwavenow.com/

British Columbia Teachers' Federation.
http://www.bctf.bc.ca/

British Columbia Ministry of Education Performance Standards
https://www.bced.gov.bc.ca/perf_stands/

British Columbia Ministry of Education (2004). Diversity in BC schools: a framework.
Victoria: British Columbia Ministry of Education.
http://www.bced.gov.bc.ca/diversity/diversity_framework.pdf

British Columbia Ministry of Education (2006). Shared learnings: Integrating BC
Aboriginal content K-10. Victoria: British Columbia Ministry of Education.
http://www.bced.gov.bc.ca/abed/shared.pdf.

British Columbia Ministry of Education (2007). Environmental learning and experience: an interdisciplinary guide for teachers. Victoria: British Columbia Ministry of
http://www.bced.gov.bc.ca/environment_ed/

British Columbia Ministry of Education (2008). Making space: Teaching for diversity and social justice throughout the K-12 curriculum. Victoria: British Columbia Ministry for Education.
http://www.bced.gov.bc.ca/irp/pdfs/making_space/makingSpace_full.pdf

Eduwonk blog
http://www.eduwonk.com/

Access to Media Education Society
http://www.vancouveryouth.ca/node/530

Appalachian Media Institute
http://www.appalshop.org/ami/

Educational Video Center
http://www.evc.org/

Free Child Project, Youth Media Organizations
http://www.freechild.org/YouthMediaOrgs.htm

Global Action Project
http://www.global-action.org/

Gulf Islands Film and Television School
http://www.giftsfilms.com/

Just Think: Igniting Young Minds to Media Education
http://www.justthink.org/

Media Smarts
http://mediasmarts.ca

TED: Ideas Worth Spreading
https://www.ted.com

Truth and Reconciliation Commission of Canada - Honoring the Truth, Reconciling for the Future Report. http://www.trc.ca/websites/trcinstitution/File/2015/
Honouring_the_Truth_Reconciling_for_the_Future_July_23_2015.pdf

Youth Media Channel.
http://www.youthChannel.org/index.html

UNESCO, Magic briefing.
http://www.unicef.org/magic/briefing/index.html