CAPSTONE: SOCIETY, CULTURE & POLITICS IN EDUCATION
EDST 585, Section 941
Thematic Focus: Educating for Social Justice & Democracy:
Critical Inquiry

Instructor: Deirdre Kelly **Term**: Summer 1 (May-June 2015)
Office: Ponderosa G-14 **Time**: Tues. & Thurs., 4:30-7:30 pm
Tel: 604-822-3952 **Classroom**: Ponderosa F-203
Fax: 604-822-4244 **E-mail**: deirdre.kelly@.ubc.ca

Course Description & Objectives

Welcome to EDST 585. This course serves as a final course requirement in the M.Ed. program (and as an elective in the M.A. program) in Educational Studies for those students completing a specialization in Society, Politics and Culture in Education (SCPE). This capstone course will provide students with the opportunity to refine their understanding of various social justice frameworks (introduced in earlier courses) and the complexities of translating them into educational practices. An overview of the multiple traditions of practitioner inquiry in the field of education will be provided. The rudiments of critical practitioner inquiry will be introduced, including developing a research question, exploring methods for conducting a small-scale inquiry, and analyzing and sharing the results of one such inquiry.

EDST 585 is designed to provide learning opportunities that will assist participants to:

1. Enhance understanding of various issues related to educating for social justice and democracy;
2. Identify key features of different conceptions of social justice and the implications for work in schools and other educational settings;
3. Develop an appreciation for critical inquiry in the field of education;
4. Learn the rudiments of critical inquiry: develop a research question applying some of the concepts learned in the program; explore methods for conducting a small-scale inquiry; analyze data; and share the results of one such inquiry;
5. Produce a written culminating inquiry project in a field or arena of action of the student's choice.

Of course, as Howard Becker comments in *Tricks of the Trade: How to Think about Your Research While You're Doing It,* "There is no sense imagining that this will be a neat, logical, unmessy process" (1998, p. 9)!

Students may enter the course with a topic of inquiry already in mind. For these students, the goal will be to hone the research question. Other students may enter the course with a broad interest in society, culture, and politics as these pertain to the study of education and perhaps a desire to collaborate with classmate/s on a project. For these students, and based on the results of the survey I sent to those enrolled in the class before the first class

meeting, I suggest the following possible nodes where lines of interest may come together (interest clusters) and where I have some expertise with which to support them:

- Children and youth as democratic citizens; governance of, and democratic participation in, educational organizations
- Media education; critical social literacy; public pedagogies
- Social justice in curriculum, pedagogy, and leadership

In this seminar we will pay particular attention to questions about social inequality and theoretical/practical explanations about its origins in the various areas already identified: politics, culture, and society.

SCHEDULE OF TOPICS AND DUE DATES	
Tues. May 12	Introduction; significance of the capstone; interest clusters Social, cultural & political terrain of educational practice
Thurs. May 14	Multiple traditions of practitioner inquiry Finding and honing a research question; positionality ** **Memo on initial research question due** **
Tues. May 19	Inquiry into your own educational practices or experiences (self-study) ** **Memo on SJ &D + first annotated bibliographic entry due** **
Thurs. May 21	Philosophical inquiry; role of the literature review ** **Memo on self-study and revised research question due** **
Tues. May 26	Inquiry into curriculum and pedagogy (evaluation) ** **Memo on rationale & type of inquiry due** **
Thurs. May 28	Curriculum design as inquiry; share readings in your interest cluster groups ** **Annotated bibliography & synthesis assignment due** **
Tues. June 2	Inquiry into popular culture and identity production Mode of address and deconstruction as inquiry tools ** **Memo on inquiry tool & application due** **
Thurs. June 4	Inquiry into educational policy; discourse analysis tools
Tues. June 9	Writing as inquiry; craftwork; audience, style, voice
Thurs. June 11	Student presentations, peer feedback; TBA ** **detailed outline or first part of written inquiry due** **
Tues. June 16	Student presentations, peer feedback; TBA
Thurs. June 18	Student presentations, peer feedback; TBA
Mon. June 22	**Final assignment due by email; for capstones, please cc your 2nd evaluator**

Class Structure

The classes will consist of a mix of seminar discussions centered on assigned readings, mini-lectures, and small group discussions. These will be supplemented occasionally by guest speakers or videos. Activities that promote engagement with the week's topic will be included in most classes, including application of various inquiry tools. During the last few classes, time will be set aside for class members to present the highlights from their inquiry projects. Suggestions and questions emerging during these presentations are meant to inform your final written project due at the end of the term.

Course Requirements & Evaluation

NOTE: You are welcome to work together with one or two other members of the class on an inquiry project. If you elect to do this, please let me know as soon as possible, so we can discuss a group learning contract and evaluation (e.g., individual accountability in terms of the formative assessment and then group marks for the summative evaluation).

Option #1: Inquiry into an Educational Policy and Social Justice

1. Select and describe an educational policy that you think has some relevance to social justice (e.g., a school district's safe schools policy, special education/ inclusion, an Aboriginal Enhancement Agreement, etc.).
2. Examine this policy through the framework of a selected social justice approach. Pay careful attention to what you see as the strengths and weaknesses of this policy relevant to your selected social justice approach.
3. Discuss the implications of your inquiry for an audience of educators or professionals in your field (e.g., the elements of a professional development workshop you might give) or for policy-makers.
4. Questions shaping the inquiry may be drawn from Scott's "reading policy texts" (2000, p. 40), McNeil and Coppola's "official and unofficial stories" of the impact of policy on educational practice (2006, p. 695), or some combination of both.

Option #2: Inquiry into a Curriculum Document or Learning Resource

1. Select and describe a curriculum document (e.g., English 12 First Peoples; BC Social Studies 8 to 11 IRP) or part or all of a learning resource (e.g., the BC Ministry of Education's *Making space: Teaching for diversity and social justice throughout the K-12 curriculum*, Navreme's *Racism: What it is and how to deal with it [A guide to talking about racism]*, Hale's *Learning about homelessness in British Columbia*, Johnson & Blanchard's *Reel diversity: A teacher's sourcebook*, etc.).
2. Critically evaluate the document or resource as it pertains to social justice.

3. Questions shaping the inquiry may be drawn from Aoki's critical evaluation model (2005, p. 145):
    a. What are the perspectives underlying a particular curriculum?
    b. What is the implied view of the student or the teacher held by the curriculum writer?
    c. Whose interests does the particular curriculum serve?
    d. What are the root metaphors that guide the curriculum developer?
    e. What is the basic bias of the publisher/author/developer of the prescribed or recommended resource materials?
    f. What is the curriculum's supporting worldview?

Option #3: Design & Critically Reflect upon a Set of Learning Activities

1. Select a topic that will allow you to demonstrate what you have learned related to the study of society, culture, and politics in education.
2. Create a lesson or unit or professional development workshop that you might like to teach in the future, bearing in mind a particular audience (e.g., a media education unit for middle-school children, a unit on global citizenship for post-secondary students, a workshop on Indigenous education issues for professionals in your field, a talk on the importance of social justice in education for parents).
3. Please (a) name the lesson, unit, or workshop; (b) indicate the learning objectives; (c) provide an overview of, and a rationale for, the content and organization of topics; (d) identify materials and resources you will use; (e) provide a sample list of resources (e.g., readings, websites); and (f) discuss educational activities, assignments (if relevant), and evaluation criteria in light of your learning objectives. If relevant, identify which courses (or learning outcomes within an IRP) that your lesson or unit will fit into, and include suggestions for modifications to your lesson/unit/workshop to include a wide range of learner abilities.
4. Think about how you might incorporate one of the inquiry tools we have discussed in the course into your discussion (e.g., you incorporate it into a planned activity and explain how learners might use it).
5. As part of your response, include your reflections on the pedagogical and curricular choices that you made as you designed the set of learning activities (i.e., why the name, why the objectives, why the topics, why the readings, why the assignments and evaluation criteria).
6. Think about the group of people (present or in the future) you will be teaching. How do their identities (e.g. age, socioeconomic status, race/ethnic background, gender, sexuality, etc.) affect how you create this lesson/unit/workshop—the activities, evaluation, resources, and so on? What knowledge are you expecting the learners to have before you teach this? What kinds of follow-up activities or lessons might be appropriate?

Option #4: Inquiry into Your Educational Practice or Experience (Self-Study)

1. Select an area of your own educational practice or experience to study; this will involve a more explicit noticing of certain things and devising ways to record and analyze your observations systematically. For example, you might focus on possible gender patterns in interactions between the teacher and students or among students during informal and formal class discussions. You might examine your use of film to engage students in a discussion of racial stereotyping. What personal experience(s) brought about some awareness of inequities or interest in social change?

2. Keep a journal for a set period of time. Entries into this journal—where you log or describe key events and record your observations, interpretations, and reflections—will become your data. Consider using story-telling techniques, streamlined for space considerations, to inspire your readers to travel your journey with you, to understand why you've come to feel the way you do. Provide enough narrative detail that people can compare and contrast their experiences with your own.

3. Include a thesis statement: The most provocative way of asserting the single, clear point the reader will take away. Why does your personal story have broad implications at the moment?

4. Reflect on your positionality. This might be in terms of your position within your site of practice, taking into account the roles and relationships within the setting under study. You might also consider your multiple positions related to social class, race, ethnicity, gender, sexual orientation, age, ability or disability, religion, political beliefs, and so on. Which dimensions of your identity are most salient to your inquiry focus? If your self-study narrative is not a common one, you might reflect on why voices like yours may have been afforded fewer opportunities to be heard on this topic or from your perspective.

5. Provide social context through your literature review, relevant facts or statistics, concepts, perspectives. How do these help you to deepen your understanding of your site-based observations, journal writing, descriptive images, or personal stories?

6. Drawing from Bullough and Pinnegar's discussion of Northrop Frye's four heroic modes, you might consider whether your self-study features a story of the romantic, tragic, ironic, or comedic hero.

7. Consider revisiting a lesson or unit or workshop you have taught or given or an educational experience you've had. Upon reflection, what would you do or analyze differently and why? What arenas and possibilities for action and individual (and, possibly, collective) agency do you foresee?

8. What new questions arise from your self-study?

Option #5: Philosophical Inquiry

1. Select one or more of the ten "methods" discussed in Burbules and Warnick (2006) (e.g., analyzing a term or concept with multiple uses and meanings,

developing a thought experiment, questioning a particular educational practice or policy).
2. Apply it to something you care about and that is related to educating for social justice and democracy.
3. Discuss the implications of your inquiry for an audience of educators or professionals in your field (e.g., the elements of a professional development workshop you might give) or for policy-makers. Here, you might want to consider (and partially, or fully, employ) a genre or form congruent with the proposed audience (e.g., an academic paper, a professional journal article, a policy proposal with supporting documentation, the text of a speech).

Option #6: Inquiry into a popular culture product (public pedagogy)

1. Select and describe a popular culture product (e.g., film, TV series, comic book, video game, pop song, Internet meme).
2. Critically analyze the product as it pertains to social justice or democracy. Note that for cultural products, it may be relevant to comment on the content as well as the aesthetic form, the audience reception, and the political economy of the product's distribution.
3. Reflect on course readings and concepts and discuss how these relate to the product as "public pedagogy."

Proposed Marking Criteria for Inquiry Projects:

All assignments handed in on time; almost no errors of diction, grammar, spelling or punctuation; ideas are shaped into an organized, intelligent statement; all material is pertinent to an understanding of the inquiry question; writing is concise yet comprehensive and provides specific examples, details, and explanations; makes connections between findings and the literature reviewed; shows evidence of a systematic exploration of the "data" using concepts from the class and program overall; discusses implications for practice, poses further questions arising from the inquiry, or both; includes your insights and conclusions.

Inquiry projects will typically be 15-20 typed pages. Please follow APA style. This means that all matters of technical detail are guided by the 6th edition of the *Publication Manual of the American Psychological Association*. This includes paper size (8.5 x 11 in. or 22 x 28 cm), typeface (12 point Times New Roman or Courier), double-spacing, and margins (1 in. or 2.54 cm on each edge). Number all pages, beginning with the title page.

Please note: SCPE M.Ed. students' final written projects will be evaluated by me and one other faculty member. This is part of the capstone requirements. All things equal, the second evaluator is your program advisor. We will also invite any second evaluators to attend your oral presentation to give you feedback that you can then take into consideration as you complete your written assignment.

Students other than SCPE M.Ed. students who wish to invite one outside faculty member to their presentation may do so, but it is not required.

Participation:

Everyone should come to class prepared to discuss the assigned readings and their unfolding inquiry projects. During the last few weeks of the course, students will also present to the class a draft of their inquiry project for feedback and revision before turning in final drafts.

Assessment:

In a course focused on the theme of *teaching for social justice and democracy*, the topic of assessment is particularly challenging. On one hand, as the instructor for the course, I acknowledge my ultimate responsibility for assigning marks. On the other, I think it is important to have an open dialogue about how students demonstrate their learning and about what constitutes equitable assessment. In addition, in a graduate course that focuses on the process of critical inquiry in one's own field of practice, it is vital that my assessment practices allow for and acknowledge growth.

Given the nature of the cumulative tasks in the course and the steep learning curve, I emphasize *formative assessment.* It would be unfair to give students marks in the earlier stages and assignments. At the same time, it is important to have close review of students' work as you start to articulate the direction and focus of your inquiry. The primary tool that I will use is *the memo*. The memos and my written responses will provide feedback on your work to date and should inform your next steps in the evolving inquiry project. Based on that feedback, please seek clarification when necessary, or make clear your rationale for ignoring the advice and proceeding in a different manner.

Formative assessment steps with due dates:
1. Come to class prepared to discuss readings, your progress, and inquiry
2. Submit all memos on the due dates:
    a. Formulate an initial research question that relates to the course theme and, if applicable, one of the three interest clusters. Please write a paragraph or so telling me how your question links to one of the six inquiry project options (**May 14**)
    b. Submit first annotated bibliographic entry and explain how your research question relates to the social justice or democracy theme (**May 19**)
    c. Reflect on your own educational practices or experiences (self-study) and revise your initial research question (**May 21**)
    d. Draft the rationale (why you want to do the inquiry you propose and what you hope to accomplish); identify the type of inquiry you will undertake (e.g., policy analysis, philosophical, etc.) (**May 26**)
    e. Describe at least one inquiry tool you plan to use (e.g., mode of address) and apply it to some of your "data" (e.g., a policy or curriculum text,

journal entries on your own practice, your design of learning activities) (**June 2**)
3. Submit detailed outline or first part of written inquiry (**June 11**)
4. Prepare a poster or slide show and present a summary of your work orally in class or at an appropriate forum (**to be scheduled toward the end of the term**)

Summative assessment:
1. Complete **annotated bibliography & synthesis assignment** (minimum 5 entries; these could include courses readings if related to your research question).
   Consider selecting a variety of genres and sources to annotate (e.g., report on a research project, literature review, policy analysis, practitioner inquiry, theoretical framework; book chapter, journal article, video, podcast, etc.).
   Be sure to take notes on quotations that seem especially pertinent to your inquiry project (definitions of key concepts, important findings, etc.).
   Address the following for each piece:
     a. Full bibliographic details (authors, complete title, date of publication, publisher and place, name of journal, page numbers, url or doi) in APA format.
     b. Is it an original study or a report of other studies?
     c. What research methods were used? (interview, questionnaire, experiments, discourse analysis, conceptual analysis, etc.)
     d. What are the authors' conclusions? (What did they find out? Prove? Argue?)
     e. How is this reading related to teaching for social justice and democracy and the specific interest cluster?
     f. How is this reading related to your research question? Does it support or challenge what you expect to find? Does it provide background to, or help build a case for, your inquiry? How, if at all, is it relevant to your emerging ideas for your capstone project?
   NOTE: questions (e) and (f) are the most important.
   Conclude with a synthesis of the five annotations (1-2 pages), which may include responses to the following questions:
     i. What, if any, key concepts pertaining to your research question recur across the readings you have done? Focusing on one concept, which definition helps you to hone your research question?
     ii. Which, if any, of the methods or inquiry tools that you have read about might you use? How and why?
     iii. What have you learned, and what new questions arise?
     iv. Thinking of your own research question, how might your eventual findings contribute to scholarly and practitioner conversations you have encountered in your readings?
   Due on: **May 28**

2. Complete a **written inquiry project** (**June 22**).

3. Complete one-page **self-assessment memo**; questions to guide reflection:
    a. What were significant moments of learning in the course?
    b. Did you read the assigned material and come to class having attempted to synthesize the readings, to identify concepts you didn't understand, to pinpoint where the author(s) seemed confused?
    c. Did you attempt to contribute to class discussions in a way that enhanced our understanding of teacher inquiry?
    d. Did you use class discussion (regardless of whether you spoke) as an opportunity to expand your understanding of the topics at hand?
    e. Are you prepared for the next steps in your inquiry?
    f. What mark do you propose you have earned in this course?

    Due on: **June 23**

Course Readings

The readings are available free of charge as e-journal articles or e-book chapters through UBC library. I have included DOIs for readings, where available. Some book chapters will <u>only</u> be available through the Library Course Reserve section of the course shell in Connect; available at: <u>http://elearning.ubc.ca/connect/</u>

Detailed Schedule of Topics, Readings, & Activities

<u>May 12</u>:   **Introduction. Significance of the capstone. Interest clusters.**
                       Social, cultural & political terrain of educational practice

Apple, Michael W. (2006). Producing inequalities: Neo-liberalism, neo-conservatism, and the politics of educational reform. In H. Lauder, P. Brown, J.-A. Dillabough & A. H. Halsey (Eds.), *Education, globalization and social change* (pp. 468-489). Oxford: Oxford University Press.

Shor, Ira, & Freire, Paulo. (1987). What is the "dialogical method" of teaching? *Journal of Education, 169*(3), 11-31. Available: <u>http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=5672898&site=ehost-live</u>

Greene, Maxine. (1998). Introduction: Teaching for social justice. In W. Ayers, J. A. Hunt & T. Quinn (Eds.), *Teaching for social justice* (pp. xxvii-xlvi). New York: The New Press.

<u>May 14</u>:   **Multiple traditions of practitioner inquiry**
                       Finding and honing a research question
                       Positionality in relation to framing a research question

Appadurai, Arjun. (2006). The right to research. *Globalisation, Societies & Education, 4*(2), 167-177. doi: 10.1080/14767720600750696

Anderson, Gary L., Herr, Kathryn, & Nihlen, Ann S. (2007). The research question. In *Studying your own school: An educator's guide to practitioner action research* (2nd ed., pp. 123-133). Thousand Oaks, CA: Corwin Press.

Tripp, David H. (1990). Socially critical action research. *Theory Into Practice, 29*(3), 158-166. Available: http://www.jstor.org/stable/1476918

Gay, Roxane. (2011, June). I once was Miss America. *Bookslut.* Retrieved from: http://www.bookslut.com/features/2011_06_017759.php

Optional background reading:
Herr, Kathryn, & Anderson, Gary L. (2005). Action research traditions and knowledge interests. In *The action research dissertation: A guide for students and faculty* (pp. 8-28). Thousand Oaks: Sage.

Agee, Jane. (2009). Developing qualitative research questions: A reflective process. *International Journal of Qualitative Studies in Education, 22*(4), 431-447. doi: 10.1080/09518390902736512

May 19: **Inquiry into your own educational practices (self-study)**

Bullough, Robert V., Jr., & Pinnegar, Stefinee. (2001). Guidelines for quality in autobiographical forms of self-study research. *Educational Researcher, 30*(3), 13-21. Available: http://dx.doi.org/10.3102/0013189X030003013

Placier, Margaret. (1995). "But I have to have an *A*": Probing the cultural meanings and ethical dilemmas of grades in teacher education. *Teacher Education Quarterly, 22*(3), 45-63.

Jenkins, Henry. (2007). Chap. 3: Death-defying heroes. In *The wow climax: Tracing the emotional impact of popular culture* (pp. 65-74). New York: New York University Press. <e-book at UBC>

May 21: **Philosophical inquiry; role of the literature review**

Burbules, Nicholas C., & Warnick, Bryan R. (2006). Philosophical inquiry. In G. Camilli, P. Elmore, & J. Green (Eds.), *Handbook of complementary methods in education research* (pp. 489-501). Washington, DC: American Educational Research Association.

Jaggar, Alison M. (1989). Love and knowledge: Emotion in feminist epistemology. *Inquiry, 32*, 151-176. doi: 10.1080/00201748908602185

Revisit Greene, 1998 (May 12 reading) as another example of philosophical inquiry using literature.

Optional; look at web resources on literature reviews, such as:

Taylor, Dena, & Procter, Margaret. The literature review: A few tips on conducting it. Retrieved from: http://www.writing.utoronto.ca/advice/specific-types-of-writing/literature-review

May 26: **Inquiry into curriculum & pedagogy**

Aoki, Ted. (2005). Interests, knowledge and evaluation: Alternative approaches to curriculum evaluation. In R. Irwin & W. Pinar (Eds.). *Curriculum in a new key: The collected works of Ted T. Aoki* (pp. 137-150). Mahwah, NJ: Lawrence Erlbaum Associates.

Gorski, Paul C. (2009). What we're teaching teachers: An analysis of multicultural teacher education coursework syllabi. *Teaching and Teacher Education, 25*(2), 309-318. doi: 10.1016/j.tate.2008.07.008

Hsu, Ray, & Paek, Julia. (2012). "Way too Asian!" The classroom as a site of protest, personal growth, and teachable moments. In R. Gilmour, D. Bhandar, J. Heer, & M. C. K. Ma (Eds.), *"Too Asian?" Racism, privilege, and post-secondary education* (pp. 95-103, 155). Toronto: Between the Lines.

Optional further reading for those thinking of this type of inquiry:

Bickmore, Kathy. (2006). Democratic social cohesion (assimilation)? Representations of social conflict in Canadian public school curriculum. *Canadian Journal of Education, 29*(2), 359-386. Available: http://www.csse-scee.ca/CJE/Articles/FullText/CJE29-2/CJE29-2-Bickmore.pdf

May 28: **Curriculum design as inquiry**

Kress, Gunther. (2000). A curriculum for the future. *Cambridge Journal of Education, 30*(1), 133-145. Available: http://dx.doi.org/10.1080/03057640050005825

Padva, Gilad. (2008). Educating *The Simpsons*: Teaching queer representations in contemporary visual media. *Journal of LGBT Youth, 5*(3), 57-73. doi: 10.1080/19361650802162227

Optional further reading for those considering this type of inquiry:

MediaSmarts. Canada's Centre for Digital and Media Literacy. http://mediasmarts.ca/teacher-resources/find-lesson

Note: Plan to share readings and annotations from your expanding literature review within your interest cluster group ("critical friends").

June 2: **Inquiry into popular culture and identity production**
Mode of address and deconstruction as inquiry tools

Sensoy, Özlem. (2007). Social education and critical media literacy: Can Mr. Potato Head help challenge binaries, essentialism, and Orientalism? In D. Macedo & S. R. Steinberg (Eds.), *Media literacy: A reader* (pp. 593-602). New York: Peter Lang.

Ellsworth, Elizabeth. (1997). Mode of address: It's a film thing. In *Teaching positions: Difference, pedagogy, and the power of address* (pp. 21-36). New York: Teachers College Press.

Gainer, Jesse S. (2010). Critical media literacy in middle school: Exploring the politics of representation. *Journal of Adolescent & Adult Literacy, 53*(5), 364-373. doi: 10.1598/JAAL.53.5.2

June 4:   **Inquiry into educational policy**
                        Discourse analysis tools

McNeil, Linda M., & Coppola, Eileen M. (2006). Official and unofficial stories: Getting at the impact of policy on educational practice. In J. L. Green, G. Camilli, P. B. Elmore, A. Skukauskaite & E. Grace (Eds.), *Handbook of complementary methods in education research* (pp. 681-699). Mahwah, NJ: Lawrence Erlbaum Associates.

McCaskell, Tim. (2012). The politics of *common cause*: Using "values framing" to understand the battle over bullying in our schools. *Our Schools/Our Selves, 21*(4), 45-78.

Gee, James P. (2014). The topics and themes tool; The politics building tool; Sign systems and knowledge building tool. In *How to do discourse analysis: A toolkit* (2nd ed., pp. 71-75, 124-129, 141-148). New York: Routledge. Available: http://www.ubc.eblib.com.ezproxy.library.ubc.ca/patron/FullRecord.aspx?p=1600495

In class, we will use discourse analysis tools to examine an official policy, for example:
UBC. (2013). *Policy No. 3: Discrimination and Harassment*. Available: http://universitycounsel.ubc.ca/files/2013/08/policy3.pdf

Optional further reading for those considering this type of inquiry:
Scott, David. (2000). Chapter 2: Reading policy texts. In *Reading educational research and policy* (pp. 18-42). New York: Routledge.

June 9:   **Writing as a method of inquiry; craftwork;**
                        communicating to diverse audiences

Peterson, Bob. (2007). La Escuela Fratney: A journey toward democracy. In M. W. Apple & J. A. Beane (Eds.), *Democratic schools: Lessons in powerful education* (2nd ed., pp. 30-61). Portsmouth, NH: Heinemann.

In the further reading list toward the back of this course outline, I have cited a variety of published and unpublished inquiries by practitioners into their own educational practices. Pick one to read that seems to relate to your own project in some way and come prepared to discuss it with classmates.

Optional further reading:
Smiles, Tracy L., & Short, Kathy G. (2006). Transforming teacher voice through writing for publication. *Teacher Education Quarterly, 33*(3), 133-147.

June 11:   **Student presentations (part 1 of 3)**

June 16:   **Student presentations (part 2 of 3)**

June 18:   **Student presentations (part 3 of 3)**

Pertinent UBC, EDST & Course Policies

EDST Graduate Course Grading Policy

Marking Standards. (http://www.edst.educ.ubc.ca/policies_forms/grading.html)

A+ (90-100%)	Reserved for exceptional work that greatly exceeds course expectations. In addition, achievement must satisfy all the conditions below.
A (85-89%)	A mark of this order suggests a very high level of performance on all criteria used for evaluation. Contributions deserving an A are distinguished in virtually every aspect. They show that the individual significantly shows initiative, creativity, insight, and probing analysis where appropriate. Further, the achievement must show careful attention to course requirements as established by the instructor.
A- (80-84%)	An A is awarded for generally high quality of performance, no problems of any significance, and fulfillment of all course requirements. However, the achievement does not demonstrate the level of quality that is clearly distinguished relative to that of peers in class and in related courses.
B (68-79%)	This category of achievement is typified by adequate but unexceptional performance when the criteria of assessment are considered. It is distinguished from A level work by problems such as: one or more significant errors in understanding, superficial representation or analysis of key concepts, absence of any special initiatives, or lack of coherent organization or explication of ideas.
C (60-67%)	C level work is that which exhibits several of the problems mentioned in the description of B grades. The Faculty of Graduate Studies considers 60% as a minimum passing grade for graduate students.

Academic Honesty

The integrity of academic work depends on the honesty of all those who work in this environment and the observance of accepted conventions, such as acknowledging the work of others. Please make sure that you acknowledge and cite the oral and written work of others in all your assignments. Not citing sources is considered plagiarism. You should be aware of the sections of the University Calendar that address policies and regulations related to academic honesty and standards -- http://students.ubc.ca/calendar/ -- and plagiarism -- http://vpacademic.ubc.ca/academic-integrity/. The UBC library also has a useful web-based Plagiarism Resource Centre that explains what plagiarism is and how to avoid it; see www.library.ubc.ca/home/plagiarism/ . If you have questions or concerns about any of these policies or conventions in relation to how they apply to the work you do in this course, please discuss them with me.

Academic Accommodations for Students with Disabilities

To request academic accommodations due to a disability, before or at the start of the term, you should arrange to meet with an Access & Diversity Office advisor to determine what accommodations/services you are eligible for. You can find more information at: http://www.students.ubc.ca/access/disability-services/. If you have a letter from the Access & Diversity Office 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.

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.

Copyright

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

Further Reading

Teaching for Social Justice

Darling-Hammond, L., French, J., & Garcia-Lopez, S. P. (Eds.). (2002). *Learning to teach for social justice*. New York: Teachers College Press.

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Examples of Projects Undertaken by Students in UBC's Faculty of Education:

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Sites and Journals that Publish Practitioner Inquiries:
Brock Education: A Journal of Educational Research and Practice (peer-reviewed Canadian journal that publishes two issues a year) – http://brocked.ed.brocku.ca/
Educational Insights (recurring special issues, "Notes from the Field," feature peer-reviewed teacher inquiry research undertaken by Master's students) – http://www.ccfi.educ.ubc.ca/publication/insights
Our Schools / Our Selves (published quarterly by the Canadian Centre for Policy Alternatives, Ottawa; features topics such as Aboriginal education, anti-racism classroom programs, sex education, peace studies, commercialism, environmental education, child care, and authentic classroom assessment)
Rethinking Schools (magazine published quarterly, Milwaukee; features critical education topics, based on the perspective of classroom teachers, parents, and students) – http://www.rethinkingschools.org
Teacher Inquirer [BCTF] – http://bctf.ca/publications/TeacherInquirer.aspx
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