



“Pithy quotation.”

– unassailable Educational Stalwart, *Tome of Scholarly Wisdom*

**EDST 401 (Section 108)  
2021W Course Outline**

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| <p><b>Welcome to<br/>Education, School, and Social<br/>Institutions</b></p> <p>Scarfe 201<br/>Fridays, 9:00am – 12:00pm<br/>September 10 – December 17, 2021<br/><i>*Note: Thu. Oct 07 &amp; Nov 18</i></p> | <p><b>Instructor</b><br/>Scott Robertson, PhD Candidate (EDCP)</p> <p><b>Office Hours</b><br/>If you have any questions or would like to discuss an aspect of the course, please contact me through <b>Canvas</b> to setup an appointment.</p> |
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**UBC LAND ACKNOWLEDGEMENT<sup>1</sup>**

We acknowledge that UBC’s Point Grey Campus is located on the traditional, ancestral, and unceded territory of the [xwməθkwəyəm \(Musqueam\)](#) people. The site upon which UBC is set has long been a place of learning for the Musqueam people, who for millennia have passed on generational culture, history, and traditions on this land.

We encourage you to [learn more about the Indigenous peoples](#) who inhabit(ed) the lands where you (will) live and work as an educator.

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**COURSE DESCRIPTION**

EDST 401 provides students entering UBC’s 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. The course builds upon a 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.

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<sup>1</sup> For further resources and to learn more about land acknowledgements see: <https://blogs.ubc.ca/campusenvironments/land-acknowledgments/>

The following themes organize the course:

- the relationship between schooling and society and the competing purposes of schooling
- equity, diversity, and education
- conceptions of social and ecological justice and the applicability of these conceptions to the understanding of contemporary schooling
- connections among teaching, policy, and schooling
- possibilities and limitations of developing teachers as inquirers and activists
- media education and popular media as informal public pedagogies of citizenship and consumer culture
- media representation processes and the constructions of identities through engagements with media

## **COURSE OBJECTIVES**

EDST 401 is designed to provide the following learning opportunities for teacher candidates:

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 their 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 connections between politics and policy and the competing interests involved in the educational policymaking 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;  
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.

Coursework comprises a combination of mini-lectures, small group in-class activities, and discussion of assigned readings as well as assignments. Some readings may cover unfamiliar material. In order to participate meaningfully as a member of the class, teacher candidates (TC) must read assigned selections and be prepared to participate, such as by posing questions about the readings that can enhance the class's understanding of course themes.

## TRUTH and RECONCILIATION

EDST 401 follows the recommendations of Canada's Truth and Reconciliation Commission and Universities Canada's Principles on Indigenous Education. It attempts to engage explicitly with issues of racism and colonialism in the representation of Indigenous people and culture and to address ways that teachers must confront these abuses. For more information see *Honoring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada* (2015) <http://www.trc.ca>

### EDST 401 in relation to STANDARDS for BC EDUCATORS (British Columbia Ministry of Education)

Coursework and assignments will contribute primarily to a TC's attainment of the Ministry's [Standards for BC Educators](#), with specific emphasis on [Standard 6: Educators demonstrate a broad knowledge base and an understanding of areas they teach](#). As this standard indicates...

Educators understand the curriculum and methodologies of areas they teach. Educators teach curricula from Canadian, First Nations, Inuit, Métis, and global perspectives. Educators build upon student capacity for intercultural understanding, empathy, and mutual respect. Educators cultivate the values, beliefs, and knowledge of Canada's democratic and inclusive society.

EDST 401 helps teacher candidates (1) to understand differing views regarding a variety of purposes of education; (2) to enhance their awareness of current policy debates in education; and (3) to explore and understand various historical and contemporary institutional and attitudinal barriers that certain groups in Canadian society have experienced and how such barriers have hindered full and equitable participation in schooling.

The course also contributes to TCs' attainment of [Standard 8: Educators contribute to the profession](#). As this standard indicates...

Educators honour the profession by supporting, mentoring or encouraging other educators and those preparing to enter the profession. Educators contribute their expertise in a variety of ways, including opportunities offered by schools, districts, school authorities, professional organizations, post-secondary institutions and communities. Educators contribute to a culture of collegiality.

The course includes two units, "Educational Policy and Teaching" and "Teacher Inquiry and Action," during which TCs have opportunities to explore the idea of teacher leadership and the role of teachers as "knowledge translators."

## COLLEGIALTY and a RESPECTFUL LEARNING COMMUNITY

As with teaching more broadly, this course is a collaborative effort, involving a combination of learning activities, readings, videos, possible guest speakers, and plenty of discussion. In-depth analysis of assigned materials is central to coursework. To benefit from discussions and activities and to help inform assignments, prior reading and familiarity with assigned texts and media is essential. Nothing has been designed as busywork. Make connections to other courses.

We will discuss some contentious topics and issues that may prompt debate between strong opinions, sometimes more informed, or less, sometimes more popularly held, or not. Sometimes we may detect without fully identifying others' tacit assumptions, and at such times, emotions can stir. This is when we are best to remember how one person's background and experience will not be another's, no matter how similar or different they may have seemed – but we are colleagues, and everybody has earned a place in our classroom and should be made to feel they too belong.

Where EDST 401 focuses on differing and, at times, conflicting philosophies and pedagogies of education and schooling, respect for diverse ideas is a must. We are unlikely to agree fully on every issue, yet even then – perhaps then all the more – we need to offer an encouraging collegial respect to others; first, by listening with willingness in order to understand where and how their viewpoints arise, and second, by expressing our own viewpoint in honest ways that are positive, respectful, and uplifting of our colleagues. All together, we are responsible for meaningful contributions to our learning community, and our respectful listening and sharing of viewpoints is a constructive way to do this. A guiding principle throughout the course can be that *ideas are subject to challenge, and individuals are subject to respect.*

The following policy statements are also ways to consider the standards for participation and interaction between you and your instructors and colleagues: 1) [UBC Statement on Respectful Environment for Students, Faculty and Staff](#); 2) [Communicating Online: Netiquette](#); and 3) [email etiquette](#).

### **Additional Statement of Respect and Inclusion by the Faculty of Education**

The Faculty of Education is committed to creating a respectful workplace and learning environment that supports inclusion based on the principles of equity, diversity, and social justice. Faculty of Education courses occur in learning environments that are inclusive of everyone regardless of their gender identity, gender expression, sex, race, culture, ethnicity, religion, class, sexual orientation, ability, age, etc. Students, instructors, visitors and readings/media in Faculty of Education courses may raise controversial issues. Learners and educators expect to be treated respectfully at all times and in all interactions, such that they feel welcome, included, and able to participate fully. Differences of opinion can occur among course participants without being disagreeable and offensive. Language that is inclusive and not discriminatory or offensive is expected in all class discussions and course assignments.

## ATTENDANCE

Participation is essential to the UBC Teacher Education program. In accordance with Faculty of Education [policies](#), students must attend all classes to attain a “Pass” in that course. Full attendance and active participation in all coursework and the timely completion of all assignments are essential to each TC’s success and contribute to every TC’s experience. Attendance will be taken each class, and assignments will remain a TC’s responsibility if they are unable to attend a class. Readings and videos are listed in this document and available via UBC Canvas and/or [UBC Library](#).

TCs who must miss a class or who require academic concession due to illness or extenuating circumstance should notify the Teacher Education Office (TEO) as well as their instructor as early as possible. Unexcused absences may result in a “Fail” or a requirement to withdraw from the course. TCs must follow proper procedures for any absence that occurs during the program. The TEO protocol aligns with the responsibilities and expectations expected of all teaching professionals when reporting absences. The following guidelines are found on the TEO’s Attendance policy webpage (<https://teach.educ.ubc.ca/students/attendance/>).

- If you are ill for two or more consecutive days, please be prepared to provide a doctor’s note.
- If you are requesting approval for an absence for non-medical reasons, you may be required to provide documentation to support your absence (depending on the type of absence).
- For unexcused absences, and in some cases excused absences, you may be required to submit a plan, agreed upon by your instructors, which includes make-up assignments for course times missed.

Also refer to the “Attendance, Assignments and Performance” section in the Bachelor of Education Program Policy Handbook.

We are scheduled to meet on campus throughout the semester, and no on-line class time is planned for now. If changes become necessary during the semester, the course schedule and structure are subject to change as needed.

### **Weather Advisory**

The Faculty of Education follows the UBC directive for all weather advisories. Sign up for UBC Alert via the [Student Service Centre](#), and check for announcements using these sources:

- [ubc.ca](http://ubc.ca)
- [UBC Bulletins](#)
- [@ubcnews](#)

Unless you hear directly from your instructor, classes are in session when the University is “open.” For practicum school sites, check with your SA and their school district website for alerts and possible closures.

### **Religious Observances**

Students are not penalized on account of their religious observances. Whenever possible, students are provided reasonable time to reschedule an assignment missed due to participation in a religious observance. Students are responsible to inform the instructor in advance of any intended absence for a religious observance.

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## ACCOMMODATIONS for STUDENTS WITH DISABILITIES

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UBC has a commitment to accommodate students with special needs in its instructional programs. TCs are responsible to make their needs known to the TEO Program Coordinator and arrange to meet with an Access and Diversity Office advisor to determine the accommodations/services for which they are eligible. TCs can find more information at <https://students.ubc.ca/about-student-services/centre-for-accessibility>. Chandra Barbour ([chandra.barbour@ubc.ca](mailto:chandra.barbour@ubc.ca)) is a designated Accessibility Advisor for BEd students. TCs are to inform their instructor of any specific accommodations that are needed for that class.

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## ACADEMIC INTEGRITY

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The academic community – a community to which TCs belong – trades in ideas. Thinking is our currency, and the foundation for advancing knowledge is the proper crediting of ideas to earlier thinkers. In education, APA style citation is a formal way to indicate where our ideas end and where other thinkers' ideas begin. Even so, academic integrity goes well beyond formal citation.

[UBC Library](#) offers access to many on-line academic databases, e.g. Wikipedia is not an academic resource.

To follow UBC's policy on plagiarism and academic misconduct, refer to the "Academic Regulations" of the Bachelor of Education Program Policy Handbook as well as UBC's calendar online under "Academic Misconduct." Of particular note are the following policies, taken from the UBC website:

1. Cheating... includes but is not limited to falsifying any material subject to academic evaluation and use of or participation 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, is prohibited.

Be sure you understand UBC's definitions for [academic misconduct](#), [consequences](#), and the expectation that students must clarify how [academic honesty](#) applies for a given assignment. *Always ask if you are unsure.* Also note the "[Student Declaration and Responsibility](#)" statement to which UBC students assent upon their registration.

## TENTATIVE COURSE SYLLABUS

\*\*\*Caution: Flexibility Required!\*\*\*

Each week will follow a similar class structure, creating a routine which can then be changed as needed. Stability makes for predictability and facilitates flexibility.

Our general routine will be to arrive each Friday with something prepared from the weekly Readings that enables us to make an informed contribution to the day's activities. The odd time, we won't get something done – we've all been there. Avoid making this a habit. Be respectful by taking a disciplined approach to your professional and collegial obligations.

\*Note: program-wide lectures on **Thu. Oct 07** and **Thu. Nov 18** replace our class for those weeks

### Week 1 (Friday, September 10) COURSE OVERVIEW: INTRODUCTIONS and SELF-ASSESSMENT

#### W1 Guiding Questions

1. From your knowledge and experience...
  - a. what is education?
  - b. what is the purpose of education?
2. Why teach? What vision drives your intentions as a teacher? What experiences and values have contributed to your vision?
3. In what way(s) must you remain committed to your vision / open to re-vision? In what way(s) might others remain obscure to you by your vision?
4. What outcome(s) do you intend to make as a teacher? For whom will it be that you make a difference, and why? How can you know they will be okay with this?

#### W1 Readings

\*Labaree, D. F. (2004). Teacher Ed in the present: The peculiar problems of preparing teachers. In D. F. Labaree (Ed.), *The trouble with ed schools* (pp. 39–61). New Haven, CT: Yale University Press. <https://www.jstor.org/stable/j.ctt1njmnb.6>  
CALL NUMBER LB1811.L33 2004 EDUCATION LIBRARY

\*denotes each Week's required Readings

Barman, J. (2003). The emergence of educational structures in nineteenth-century British Columbia. In J. Barman & M. Gleason (Eds.), *Children, teachers and schools in the history of British Columbia* (2nd ed.) (pp. 13–35). Calgary, AB: Detselig.  
CALL NUMBER LA418.B7 C54 2003 EDUCATION LIBRARY

Barakett, J. & Cleghorn, A. (2008). Theories of schooling and society. In J. Barakett & A. Cleghorn (Eds.), *Sociology of education: An introductory view from Canada* (2nd edition) (pp. 25–45), Toronto, ON: Pearson Prentice Hall.  
CALL NUMBER LC1918.C2 B37 2000 KOERNER LIBRARY

#### W1 Synthesis

**Assignment #1: "Relate a Memory"** (see below)

**Due: 4:00pm, Fri. Sep 24 (Week 3)**

**Week 2 (Friday, September 17)**  
**SOME CONTEXT: EDUCATION and SCHOOLING**

**W2 Guiding Questions**

1. In light of this week's Readings...
  - a. What is education, and what makes it significant?
  - b. What is schooling, and what makes it significant?
2. From your experience, suggest the relationship in Canada / in BC between education, schooling, and society? Whose voices are heard? Whose voices are missing?
3. How can we determine whether various purposes in today's school system are complementary or contentious? What does either or both imply for teachers?

**W2 Readings**

\*Osborne, K. (2008). Education and schooling: A relationship that can never be taken for granted. In D. L. Coulter, J. R. Wiens, & Fenstermacher, G. D. (Eds.), *Why do we educate? Renewing the conversation* (Vol. 1) (pp. 21–41). Boston, MA: Blackwell.  
<https://ebookcentral.proquest.com/lib/ubc/reader.action?docID=428277&ppg=1>

\*British Columbia Ministry of Education. (2015). *Aboriginal Worldviews and Perspectives in the Classroom: Moving Forward*. Retrieved from  
[https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/indigenous-education/awp\\_moving\\_forward.pdf](https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/indigenous-education/awp_moving_forward.pdf)

In the BC Ministry report, read each grey summary box, “Implications for Educational Practice” (pp. 18, 22, 24, 26, 28, 30, 32, 34, 36, 40, 42, 44, 48, 52, 54, and 56).

Also read pp. 62–70 about indicators to measure various types of success.

**W2 Synthesis**

- (i) As you read it, consider the BC Ministry document in concert with Osborne's chapter on education and schooling. Prepare in your own notes something to contribute next class during small group discussion about the following question:

In what way(s) do the Osborne and BC Ministry articles inform each other, if at all, and in what way(s) does each stand apart from the other, if at all?

- (ii) Complete **Assignment #1** for submission next week (4:00pm, Fri. Sep 24)



**Week 3 (Friday, September 24)**  
**SOCIAL and COGNITIVE JUSTICE**

**W3 Guiding Questions**

1. What are some different notions and key features of social justice? of cognitive justice?
2. What are some implications for schooling / for education / for teachers of social and/or cognitive justice?
3. What is equality, and what is equity? How are they the same and different? How does each relate to social and/or cognitive justice?
4. What are some factors that might help teachers determine whether to emphasize equality and equity or inequality and inequity when something pertinent arises while teaching?

**W3 Readings**

- \*Gewirtz, Sharon & Cribb, Alan. (2002). Plural conceptions of social justice: Implications for policy sociology. *Journal of Education Policy*, 17(5), 499–509.  
<https://doi.org/10.1080/02680930210158285>
- \*Leibowitz, Brenda. (2017). Cognitive justice and the higher education curriculum. *Journal of Education*, 68, 93–111. <https://journals.ukzn.ac.za/index.php/joe/article/view/381>
- Note: as offered in the text (pp. 94, 106), Leibowitz writes not as a teacher but as an academic developer (curricular design) from a different context (South Africa). Don't worry too much about theoretical perspectives like “social reproduction theory” and “social realism.” Read for illustration of concept, *decolonizing curriculum*, its nuances and limitations, and we can try to transpose for ourselves here in UBC Teacher Ed.
- \*British Columbia Teachers Federation. (2019). *A social justice lens: A teaching resource guide*. Retrieved from [https://bctf.ca/uploadedFiles/Public/SocialJustice/SJ\\_Lens\\_Booklet-Revised\\_July\\_2019.pdf](https://bctf.ca/uploadedFiles/Public/SocialJustice/SJ_Lens_Booklet-Revised_July_2019.pdf)
- Mitchell, Tania D., Donahue, David M., & Young-Law, Courtney. (2012). Service learning as a pedagogy of whiteness. *Equity & Excellence in Education*, 45(4), 612–629.  
<https://doi.org/10.1080/10665684.2012.715534>
- Cherian, Finney. (2001). Really teaching social justice: [1]. *Orbit*, 31(4), 54–56. Retrieved from <https://www.proquest.com/magazines/really-teaching-social-justice/docview/213733581/se-2?accountid=14656>
- Meekosha, Helen. (2011). Decolonising disability: Thinking and acting globally. *Disability & Society*, 26(6), 667–682. <https://doi.org/10.1080/09687599.2011.602860>

**W3 Synthesis**

- (i) Consider the BCTF teaching resource alongside Gewirtz and Cribb, and as best we can alongside Leibowitz... what do you gather about social justice and/or cognitive justice in BC classrooms?
- (ii) From a perspective of social / cognitive justice, what are some strategies that you're maybe beginning to imagine as a teacher candidate soon to enter a BC classroom? How are you starting to envision the upcoming school orientation visits and practicum experience?
- (iii) **Submit: Assignment #1 “Relate a Memory” (4:00pm, Fri. Sep 24)**

**Week 4 (Friday, October 01)**  
**EQUITY, DIVERSITY, and INCLUSION (EDI) in EDUCATION**

**W4 Guiding Questions**

1. What is implied by EDI in today's school system for what teachers teach students? for how teachers teach students? for what students teach teachers? for how students teach teachers?
2. What is implied about past education / schooling / teachers by which students with various affiliations have been served unequally? What is implied for each in the future? What makes this a question about equity when the specified issue is "unequal" service?
3. From your experience, how does schooling navigate diversity and negotiate dialogue across differences? How do you determine when balance or resolution of difference may be suitable as compared to when difference can or even must remain?
4. How does the passage of time mediate the meaning(s) of diversity / the measure(s) of diversity? In what ways does "diversity" describe numerous contemporary cultures as well as / as compared to numerous historical cultures?

**W4 Readings**

- \*Zack, j., Mannheim, Alexandra, & Alfano, Michael. (2010, Spring). "I didn't know what to say?" Four archetypal responses to homophobic rhetoric in the classroom. *The High School Journal*, 93(3), 98–110. <https://www.jstor.org/stable/40864928>
- \*Kearns, Laura-Lee, Mitton-Kükner, Jennifer, & Tompkins, Joanne. (2017). Transphobia and cisgender privilege: Pre-service teachers recognizing and challenging gender rigidity in schools. *Canadian Journal of Education*, 40(1), 1–27. <https://www.jstor.org/stable/90002337>
- ... plus one of...

- \*Simpson, J. S., James, C. E., & 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>
- "What distinguishes racism from colonialism? How does one's complicity in Canadian racism and colonialism differentially relate to one's positionality or location?" (p. 290)
- \*Ladson-Billings, Gloria. (2006, June). It's not the culture of poverty, it's the poverty of culture: The problem with teacher education. *Anthropology & Education Quarterly*, 37(2), 104–109. <https://www.jstor.org/stable/3805060>

**W4 Synthesis**

- (i) Reflect upon Kearns, Mitton-Kükner, and Tompkins... some concepts they introduce (reinscription, policing, being seen) and strategies they offer (small interruptions, ally work, affirming the child). As a TC, how might you help conduct "advocacy discussions that embody social change" (p. 22)?
- (ii) Consider Simpson, James, and Mack in concert with the Week 2 Readings (Osborne on education and schooling and the BC Ministry on aboriginal worldviews):  

cont.

In what way(s) does each article inform another, if at all, and in what way(s) does each one stand apart from the others, if at all?
- (iii) In concert with Ladson-Billings, reflect upon Assignment #1 and our Week 1 coursework:  

In what way(s) do you recognize yourself as a cultural being (Ladson-Billings, p. 109)?

**Week 5 (Thursday, October 07)**  
**ANTI-RACIST EDUCATION I: Program-Wide Lecture Series**

- Dr. Daniel Shiu (Assistant Director, Professional and Social Issues Division, BCTF)
- Dr. Lynn Daniels (Director of Instruction Aboriginal Learning, Surrey School District)

**Week 6 (Friday, October 15)**  
**INDIGENOUS PERSPECTIVES and PEDAGOGIES**

**W6 Guiding Questions**

1. Which historical / political / social / economic factors have shaped and continue to shape Indigenous peoples' experiences in BC and across Canada?
2. How might Indigenous worldviews inform / transform Western worldviews? What are some implications of this for teachers and learners in BC's K–12 system?
3. How do we / how can we think about education in relation to Canada's colonial history?
4. What is the goal of Indigenous resurgence and what might education and truth and reconciliation look like from this perspective?

**W6 Readings**

\*British Columbia Ministry of Education. (2021). "First Peoples principles of learning."

Retrieved from

[https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teaching-tools/aboriginal-education/principles\\_of\\_learning.pdf](https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teaching-tools/aboriginal-education/principles_of_learning.pdf)

\*British Columbia Ministry of Education. (2021). "Indigenous education in British Columbia."

Retrieved from

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/indigenous-education?keyword=indigenous&keyword=education>

\*Neeganagwedgin, E. (2014). "There Needs to Be Full Recognition of Who We Are Beyond Symbolic Gestures": Indigenous People's Stories About Their Education and Experiences. *Journal of American Indian Education*, 58(1–2), 39–61.

<https://doi.org/10.5749/jamerindieduc.58.1-2.0039>

Barman, J. (1995). "Schooled for inequality: The education of British Columbia Aboriginal Children," in J. Barman, N.S. Sutherland, & J.D. Wilson (Eds.), *Children, teachers and schools in the history of British Columbia* (pp. 57–80). Calgary, AB: Detselig.

Haraway, Donna J. (2008). *When species meet*. Minneapolis, MN: University of Minnesota Press. ProQuest Ebook Central,

<https://ebookcentral.proquest.com/lib/ubc/detail.action?docID=328400>

Sayed, Yusuf, Motala, Shireen, & Hoffman, Nimi. (2017). Decolonising initial teacher education in South African universities: More than an event. *Journal of Education*, 68, 59–91.

<https://journals.ukzn.ac.za/index.php/joe/article/view/380>

cont.

## W6 Synthesis

- (i) Consider Neeganagwedgin's closing reference to remarks by Battiste (p. 57): in classrooms you know, has anything like this situation existed for students and their families?
- (ii) Taken in concert with the two BC Ministry documents, how might Neeganagwedgin's article offer some strategies or guidance for your practice as a teacher?

Check out [Decolonizing Teaching, Indigenizing Learning](#) for other cross-curricular teacher resources related to Indigenous perspectives and First Peoples Principles of Learning

### Week 7 (Friday, October 22) BC Ministry of Education Professional Day

No class October 22

### Week 8 / Week 9 (Friday, October 29 / Friday, November 05) EDUC 315: School Orientation Visit

No class October 29 / November 05

### Week 10 (Friday, November 12) SOCIAL and ECOLOGICAL JUSTICE

Week 10 offers a chance to unpack some school visit experiences, and to check in on things and connect a little. Then, in addition to some routine work with the weekly Readings, we'll also look ahead to make plans for Week 14.

## W10 Guiding Questions

1. In what way(s) do the aims of social justice overlap / remain distinct from ecological justice? What are some implications of all this for teachers? schooling? education?
2. What are some ready examples around a school by which students can appreciate equity?
3. What are some meaningful criteria for spotting equity – how do you know when you see it? Likewise, how do you know when it's missing? How might teachers help students learn to assess such criteria in order to identify the source(s) of the criteria's veracity?
4. What are some implications that schooling – as distinct from education – is a way, first, to reify and, second, to propagate equity on behalf of Canadian society?

cont.

## W10 Readings

Choose one of...

\*Ladson-Billings, Gloria. (2006, October 1). From the Achievement Gap to the Education Debt: Understanding achievement in U.S. schools. *Educational Researcher*, 35(7), 3–12.  
<https://doi.org/10.3102/0013189X035007003>

\*Counts, George S. (2004). Dare the school build a new social order? In David J. Flinders and Stephen J. Thornton (Eds.), *The curriculum studies reader* (2nd ed.) (pp. 29–35). New York, NY: RoutledgeFarmer.  
<https://doi-org.ezproxy.library.ubc.ca/10.4324/9780203017609>

... and one of...

\*Pacini-Ketchabaw, Veronica & Taylor, Affrica. (2015). Unsettling pedagogies through Common World encounters: Grappling with (post-)colonial legacies in Canadian forests and Australian bushlands. In Veronica Pacini-Ketchabaw & Affrica Taylor (Eds.), *Unsettling the colonial places and spaces of Early Childhood Education* (1st ed.) (pp. 43–62). New York, NY: Routledge. <https://doi.org/10.4324/9781315771342>

\*Rowan, Mary Caroline. (2015). Thinking with land, water, ice, and snow: A proposal for Inuit Nunangat pedagogy in the Canadian Arctic. In Veronica Pacini-Ketchabaw & Affrica Taylor (Eds.), *Unsettling the colonial places and spaces of Early Childhood Education* (1st ed.) (pp. 198–218). New York, NY: Routledge. <https://doi.org/10.4324/9781315771342>

Bettie, Julie. (2003). How working-class chicanas get working-class lives (pp. 57–94). *Women without class: Girls, race, and identity*. Berkeley, CA: University of California Press.  
<https://search.ebscohost.com/login.aspx?direct=true&AuthType=shib&db=nlebk&AN=835037&site=ehost-live&scope=site>

## W10 Synthesis

Think back again to Osborne’s distinction between schooling and education. As a teacher, how do you settle representing society more broadly while being only one member of it, yourself?

### Week 11 (Thursday, November 18) ANTI-RACIST EDUCATION II: Program-Wide Lecture Series

- Beth Applewhite and team (District Principal Equity, Burnaby School District)

**Week 12 (Friday, November 25)**  
**POPULAR MEDIA as INFORMAL PUBLIC PEDAGOGY**  
**LOOKING BACK and LOOKING AHEAD**

**W12 Guiding Questions**

1. What is pedagogy? How might we consider film and media to be public pedagogies?
2. How do representations by media influence [somebody's] construction of teacher identity? How do they influence expectation placed [by somebody] upon teachers?
3. What assumptions about individuals and/or about communities might lie beneath the common claim that Canada is a diverse society? What kind of education / what kind of schooling might one expect to find in a society that proclaims diversity?
4. What (if any) overlap might you suggest between broader media and education policy?

**W12 Readings**

- \*Hamilton, David. (2009). Blurred in translation: Reflections on pedagogy in public education. *Pedagogy, Culture & Society*, 17(1), 5–16. <http://dx.doi.org/10.1080/14681360902742829>
- \*Kohl, Herbert. (1994). I won't learn from you. In *"I won't learn from you" and other thoughts on creative maladjustment* (pp. 1–32). New York, NY: New Press.
- \*St. Denis, Verna. (2011). Silencing Aboriginal curricular content and perspectives through multiculturalism: "There Are Other Children Here." *Review of Education, Pedagogy, and Cultural Studies*, 33(4), 285–305. Retrieved from <https://doi.org/10.1080/10714413.2011.597638>
- Kohl, Herbert. (2021/1994). Creative maladjustment. *EducationWeek*. Retrieved from <https://www.edweek.org/education/opinion-creative-maladjustment/1994/04>
- Ahn, Claire & Leggo, Carl. (2019). Teachers in film: Always in process. *Canadian Journal of Education*, 42(1), 117–137. <https://www.proquest.com/scholarly-journals/teachers-film-always-process/docview/2202743786/se-2?accountid=14656>
- James, Carl E., Marin, Lea, & Kassam, Shelina. (2011). Looking through the cinematic mirror: Film as an educational tool. *Review of Education, Pedagogy, and Cultural Studies*, 33(4), 354–364. <https://doi.org/10.1080/10714413.2011.597647>
- Simpson, Jennifer S. & Yun, Erin. (2011). Anti-racism and anti-colonialism in Canada: Identifying key components of critical pedagogy in film. *Review of Education, Pedagogy, and Cultural Studies*, 33(4), 365–376. <https://doi.org/10.1080/10714413.2011.597649>
- Kelly, D. M. (2010). Media representation and the case for critical media education. In M. C. Courtland & T. Gambell (Eds.), *Literature, media, and multiliteracies in adolescent language arts* (pp. 277–303). Vancouver, BC: Pacific Education Press.  
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**W12 Synthesis**

At first glance, yeah... Guiding Question #4 is maybe reaching a little – but is it?

**Week 13 (Friday, December 03)**  
**EDUCATION, POLICY, and TEACHING**

**W13 Guiding Questions**

1. What are some specific take-aways from the past two weeks while visiting your school that relate back to our coursework thus far? Was anything particularly detectable? useful?
2. What is policy? In education, by whom is it constructed? For whom is it constructed? What are some implications for policy and for teachers and learners across BC's K–12 system?
3. Looking back to Week 5 at what distinguishes Indigenous perspectives, what are some implications for education policy and its eventual realization by teachers and learners?

**W13 Readings**

\*Reid, Alan. (2002). Public education and democracy: A changing relationship in a globalizing world. *Journal of Education Policy*, 17(5), 571–585.  
<https://doi.org/10.1080/02680930210158320>

\*Gale, Trevor, and Densmore, Kathleen. (2003). Policy: The authoritative allocation of values. In Ebook: *Engaging Teachers: Towards a radical democratic agenda for schooling* (pp. 36–53). McGraw-Hill Education. ProQuest Ebook Central,  
<http://ebookcentral.proquest.com/lib/ubc/detail.action?docID=287818>

\*British Columbia Ministry of Education. (2021). “What is policy?” Retrieved from  
<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/what-is-policy>

George, Rhonda C., Maier, Reana, & Robson, Karen. (2020). Ignoring race: A comparative analysis of education policy in British Columbia and Ontario. *Race Ethnicity and Education*, 23(2), 159–179. <https://doi.org/10.1080/13613324.2019.1679754>

Pinar, William F. (1999). Not Burdens – Breakthroughs. *Curriculum Inquiry*, 29(3), 365–367.  
<https://doi.org/10.1111/0362-6784.00133>

**W13 Synthesis**

- (i) Bring an item or share a story that symbolizes or captures a moment of your school visit.
- (ii) Reread this passage from Reid (p. 583)...

“... concepts and language of public education should be kept open to critical scrutiny, no matter how iconic the concept. Thus, established understandings of the ‘public good’ need to be problematized in the light of the importance of diversity to a pluralist moral democracy.”

Would problematizing up-and-coming understandings be efficient or prudent, i.e. trying to identify potential issues before they can take deeper root? Would this be consistent with Reid's assertion of the “need” to problematize in light of diversity, or is problematizing reserved only for established understandings? If the latter, then which criteria are the ones to determine “established” understandings as opposed to unestablished ones?

cont.

- (iii) Read this passage from another chapter by Gale and Densmore (p. 113), about community and the role of teachers...

“... while teachers can easily feel overwhelmed by the enormity of the problems they face, they can still have a positive influence on the present and future lives of their students.

“This positive influence, we believe, should be broadly informed by viewing education as a public issue, not simply a private matter. We must reconnect school and society in ways other than those intended by the market and neoliberalism so that social division is undermined and social justice is promoted. Two ways in which this can be achieved at the school and classroom level are by: (1) positioning communities as integral to the curricula (not redundant or even antagonistic to it), and by (2) recognizing community members as knowledgeable about their communities, as valid bearers of knowledge about their world and as needed representatives of diverse groups with responsibilities to both schools as well as their constituencies.

“This repositioning of community means a different kind of role for teachers as political activists in communities, not as powerless bystanders. In dialogue with diverse community members, teachers would explore different ways in which they can be a part of their schools’ communities. This would include learning what ‘high expectations’, ‘self-respect’, ‘achievement’, and ‘leadership’ mean for different cultures and how these values could be supported in classrooms. As teachers learn about the textures of their students’ lives, they will better know how to expand democracy by promoting respect for diverse cultures, including those both within and outside their schools. To end where we began this book, teachers clearly have valuable skills and knowledge that schools and their communities need, but they do not have all that is needed. Working with and amongst communities, learning from them, teachers are better placed to make valuable contributions to the education of students and to a radical democratic agenda for western societies.” (Gale & Densmore, 2000, p. 113)

Thinking about the classrooms you know, how might you go about this, undertaking this community role that Gale and Densmore suggest? What would need to happen, what would it look like, in order for you to make this role a teacher reality in your community?

Where in the BC Ministry details on “What is policy?” do you spot overlap or obstacles?

- (iv) One final passage to consider, from Pinar. For now, take it for what it’s worth... we may revisit this in Week 12.

The curriculum – especially the secondary school curriculum – had been settled, more or less, in its official senses; it would be directed toward and articulated with postsecondary destinations, key among them the university and the workplace. What remained of the progressive dream – education for democratization that meant schooling for psychological and social as well as intellectual development – was... over. We found ourselves... invited to be, in a word, bureaucrats, to assist curriculum to be the means to those ends specified by politicians and corporatists and our well-meaning if narrowly and vocationally focused arts and sciences colleagues in the university. We were to help teachers forget their historical calling to practice academic freedom, to be authentic individuals, not automata. We were to help them become skillful implementers of others’ objectives, something like an academic version of the postal service, delivering other people’s mail. We were not to author what we delivered to the children, nor permitted to modify it... our job was to see that the mail – the curriculum – was delivered, opened, read, then learned. “Accountability” was – remains – the watchword of the day. (Pinar, 1999, p. 365)



**Week 14 (Friday, December 10)**  
**ACTUALLY DOING STUFF in SCHOOLS and CLASSROOMS**

**W14 Guiding Questions**

1. What are some implications that a teacher's role includes negotiating education policy, as in accommodating it or, as the case may be, mitigating / amending / communicating it, etc.?
2. To what extent is a teacher an enactor of policy? an activist (... for or against?) policy?
3. What are some benefits and drawbacks to teachers participating in alternative sites of learning, i.e. someplace beyond their classroom or the school campus?

**W14 Readings / Videos**

- \*Picower, Bree. (2012). Teacher activism: Enacting a vision for social justice. *Equity & Excellence in Education*, 45(4), 561–574. <https://doi.org/10.1080/10665684.2012.717848>
- \*Storms, Stephanie Burrell. (2012). Preparing students for social action in a social justice education course: What works? *Equity & Excellence in Education*, 45(4), 547–560. <https://doi.org/10.1080/10665684.2012.719424>
- \*Hyslop, K. (2012, December 24). Idea #4: Teach teachers how to be advocates. *The Tyee*, 1–6. <http://thetyee.ca/News/2012/12/24/Big-Idea-Advocates/>
- Stacy, M. (2013). Teacher-led professional development: Empowering teachers as self-advocates. *The Georgia Social Studies Journal*, 3(1), 40–49. <https://coe.uga.edu/assets/files/misc/gssj/Stacy-2013.pdf>
- Surette, Tanya. (2019). Too scared to teach: Secondary students' insights into educators silencing and stigmatization of gender and sexual diversity in public schools in Alberta, Canada. *Journal of Contemporary Issues in Education*, 14(2), 33–49. <https://journals.library.ualberta.ca/jcie/index.php/JCIE/article/view/29367/21389>
- Taylor, A. (Director). (2013, July 08). *Examined Life: Judith Butler & Sunaura Taylor* [Videofile]. Retrieved from <http://www.critical-theory.com/watch-judith-butler-the-examined-life/>

**W14 Synthesis**

From the “ministry spokesperson” quoted by Hyslop...

“Teachers enjoy a unique position of trust. As a result, their advocacy must rise above partisan political views held by groups and individuals.”

Two things, from my perspective... first, this unique position of trust is hardly always something that teachers “enjoy.” To be fair, I suspect this was just a colloquial remark, but it could be construed as a passive-aggressive assertion by a ministry spokesperson to a *Tyee* reporter about teachers.

Second, while I'd say there's general agreement among the teachers I know for what these words express, there's not general agreement when these words get lived out. So the teachers I know are hypocrites? Or this statement is just prescriptive idealism, “must” as a synonym for “should”? A case of *keep your non-certified opinions to yourself and leave BC's teaching to BC's teachers*.

If it's a possibility, describe non-partisan teaching – what might it look like? How could this description be squared with this week's other articles, Picower, Storms, Stacy, Surette, and Taylor?

**Week 15 (Friday, December 17)**  
**EDUCATION as an ACT of LOVE**

♪ 🎵 **CELEBRATE GOOD TIMES, C'MON** 🎵 ♪

### **Guiding Questions**

1. What is the purpose of education? Who gets to say? Who doesn't?
2. What changes, out of who currently gets to say and who doesn't, can you suggest that might be – from your perspective – constructive changes?
3. What beliefs, intentions, and actions make education an act of love?

### **W15 Readings**

\*Leggo, Carl. (2019). Living love: Confessions of a fearful teacher. In Rita L. Irwin, Erika Hasebe-Ludt, & Anita Sinner (Eds.), *Storying the world: The contributions of Carl Leggo on language and poetry* (pp. 50–66). New York, NY: Routledge.  
<https://doi.org/10.4324/9780429025600>

\*hooks, bell. (1994). Engaged pedagogy. In *Teaching to transgress: Education as the practice of freedom* (1st ed.) (pp. 13–22). New York, NY: Routledge.  
<https://doi.org/10.4324/9780203700280>

\*Georgeson, Rosemary & Hallenbeck, Jessica. (2018). We have stories: Five generations of indigenous women in water. *Decolonization: Indigeneity, Education & Society*, 7(1), 20–38. <https://jps.library.utoronto.ca/index.php/des/article/view/30390/23052>

### **W15 Synthesis**

Explain how this week's Readings, taken together, help illustrate this week's theme, *Education as an Act of Love*. What light do they help shed upon your own beliefs, intentions, and actions?

### **W15 Wrap-Up**

Closing our time together in the course... reflect and appreciate, looking back; regard and anticipate, looking ahead.

Course Evaluations

## Some Policy- and Media-Related Sites and Sources

### Truth and Reconciliation Commission of Canada

<https://web.archive.org/web/20200513112354/https://trc.ca/index-main.html>

- original TRC Website (via the Wayback Machine)

<https://www.rcaanc-cirnac.gc.ca/eng/1450124405592/1529106060525>

- Government of Canada website

[https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/indigenous-people/aboriginal-peoples-documents/calls\\_to\\_action\\_english2.pdf](https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/indigenous-people/aboriginal-peoples-documents/calls_to_action_english2.pdf)

- TRC Calls to Action

### Province of British Columbia

[www.bclaws.ca/civix/document/id/complete/statreg/96412\\_00](http://www.bclaws.ca/civix/document/id/complete/statreg/96412_00)

- School Act: Provincial statute that governs primary and secondary education in BC, outlining the roles, rights, and responsibilities of students, parents, teachers, trustees, and various other proponents of BC's education system

[https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/00\\_11019\\_01](https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/00_11019_01)

- Teachers Act: “sets out the discipline process for educators and creates a system where reports and complaints can be received by the Commissioner for Teacher Regulation concerning the conduct or competence of those holding Ministry-issued teaching certificates or letters of permission”

<https://www2.gov.bc.ca/gov/content/education-training/k-12/teach>

- Teaching in British Columbia: general homepage / landing site for teacher regulation, certification, standards, and other profession-related government information

<https://www2.gov.bc.ca/gov/content/governments/organizational-structure/ministries-organizations/boards-commissions-tribunals/bctc>

- BC Teachers' Council: Setting standards for applicants and educators in B.C., including education, competence and professional conduct requirements

[https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teacher-regulation/standards-for-educators/edu\\_standards.pdf](https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teacher-regulation/standards-for-educators/edu_standards.pdf)

- Professional Standards for BC Educators: standards that guide the practice, conduct and competence of B.C. teachers

### British Columbia Teachers Federation

<http://www.bctf.bc.ca/>

- “union of professionals representing school teachers in the province of British Columbia”

### The Fraser Institute

<http://www.fraserinstitute.ca/>

- “think-tank... producing research about government actions in areas that deeply affect Canadians' quality of life”

### Canadian Centre for Policy Alternatives

<https://www.policyalternatives.ca>

- “independent, non-partisan research institute concerned with issues of social, economic and environmental justice”

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## ASSIGNMENTS

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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.

Instructors are responsible to provide students with timely, specific, and helpful feedback to their assignments. The Department of Educational Studies strongly recommends that instructors provide students with written evaluative comments (on a separate sheet when returning assignments, or electronically if on-line). Instructors can retain copies of these written comments in their files, and where a student may later request a letter of recommendation, e.g. when applying to graduate studies, the instructor can draw upon this accumulated record. Instructors are also encouraged to keep such records since a student who excels in all aspects of a particular course can be nominated on the basis of an exemplary record for scholarships and awards.

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### **Assessment and Evaluation**

EDST 401 is worth three credits and evaluated on a “Pass” / “Fail” basis. A passing grade entails active participation and strong academic performance in all coursework and activities, such that passing students have met all necessary criteria for each assessment. Passing students show evidence of having completed required readings; read, listened, and engaged with colleagues in thoughtful discussion; participated respectfully and productively in large and small group work; and completed all assignments on time and to a standard reflective of a beginning professional teacher.

A failing grade means a student has not participated individually and/or collegially during coursework to a standard reflective of the thoroughness of professional practice for developing teachers. Failing students may continually dominate or monopolize discussions, let down group members with little to offer during project work, or neglect their own assignments.

### **Late Assignments**

Whenever possible, TCs must notify the instructor in advance when an assignment deadline will not or cannot be met, and they must negotiate with the instructor an appropriate due date. If a TC submits more than one late assignment, the instructor is required to file an Interim Report with the TEO. Late presentations will not be accepted, and supplemental work may be required.

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## Assignment #1

### Relate a Memory (Short Piece of Writing) (Pass / Fail)

Following the reading and discussion of Labaree, relate a memory: something involving you or somebody else that influenced your decision to become a teacher.

Describe your memory concisely – occasion, setting, other people, inner feelings – if “I had butterflies” means something thrilling, we might say “my stomach dropped” if we felt shocked – with details, the best ones, that resonate as part of your decision to pursue teaching.... How did you feel then, when that memory was happening, and how might that feeling help explain your landing here at UBC in Teacher Ed?

Has the experience held up with time, or has something since cast things in new light? Remember, the bottom line is really how this memory shaped your views about education enough to land you here at UBC.

Finally (and only briefly)... speculate how you expect you’ll move forward in professional teaching practice, with this memory inside you. Down the road, how significant will this remembered incident actually turn out to have been?

Relate all this on one page in ~200 words. Pare down to the essence, relating only what matters, as you now see what was back then. Less is more.

Your audience is us, the people in this class.

### Assessment Criteria for “Passing” Assignment #1

A “Pass” means...

- literate writing (no need to consult Grammarly, but do at least write with some clarity)
- a semblance of organization (whether linear or more artistic)
- concise, clear articulation of the assignment prompt (whether itemized or more holistic)
- respecting the length and formatting details...
  - ~200 words (no more than one page) double-spaced, 12-point font
  - probably no need for References, but APA citation if you do

**Due: 4:00pm, Fri. Sep 24 (Week 3)**

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## Assignment #2 (Pass / Fail)

### Option 1: Analysis of Popular Media

Choose an item produced by popular media to analyse, e.g. news article, webpage, series episode, movie scene, video game, phone app, something else... Both the item and your analysis will reflect something to do with children, youth, schooling, and/or education. Reflect on this item in light of one (or two) Weekly theme(s) from this course.

Bullet-point some of the item's contextual details...

- publisher and/or author information
- pertinent item-related cultural background(s)
- the apparent audience for this item
- evident assumptions that underlie (or belie?) this item, and who may share them
- hidden assumptions that underlie (or belie?) this item, and who may share them

Write one analysis that comprises the following prompts...

#### *I. You and the Item: "Why am I doing this?"*

Explain the significance of the various assumptions you've noted, particularly if they appear to be distinctly insider / outsider cultural perspective(s), and consider how rarely face value describes people, issues, and nuance. What might be inferred about the motives of someone who shares the evident assumptions, and someone who shares the hidden assumptions? What might be inferred about the motives behind creating this item? And what might someone infer about your motives for having chosen this item?

#### *II. The Item and Teaching: "Why are we doing this?"*

With respect to your motives... explain what about this item is worthy of drawing students' awareness and, therefore, the details from the item you plan to highlight for students. Offer at least three such details: how do you suppose students will react to them? Also explain some details you plan to pass over, and imagine students who won't pass them over: how do you suppose they'll react to these details and your decision to pass them over? Ultimately, what is the take-away from this item that you hope to impart to students? Of all the items out there, why this one?

Relate all this on two pages in ~500 words. Consider what from our coursework can inform your analysis. Pare down to the essence, relating only what matters. Less is more.

Your audience is teachers in your subject area – some pre-lesson planning, say, with colleagues. But you'll be missing the Department Meeting, so these two pages have to speak for you.

### Assessment Criteria for "Passing" Assignment #2 (Option 1)

A "Pass" means...

- reasonable inferences, insightful analysis of motives and reactions through a Weekly thematic lens
- coherent explanation of at least three details worth highlighting for students
- concise, clear articulation of the assignment task
- literate writing
- respecting the length and formatting details...
  - ~500 words (no more than two pages) double-spaced, 12-point font
  - probably no need for References, but APA citation if you do

**Due: 4:00pm, Fri. Dec 03 (Week 13)**

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## Assignment 2 (Pass / Fail)

### Option 2: Assessment of a Lesson Plan

Select a lesson plan you know or one from a teaching resource. Reflect on this lesson in light of one (or two) Weekly theme(s) from this course.

Bullet-point some of the lesson's components...

- subject and grade level
- intended learning outcomes
- unintended learning outcomes
- lesson content / substance
- suggested instructional strategies
- suggested texts or resources
- assignments
- assessment

All these are choices that somebody decided upon. Keeping them all in mind, together, what do they suggest about this lesson's broader aim? What else can you infer about this lesson, or the larger unit of study of which it's a part?

Thinking about students in classrooms you know, how would you adjust or revise the particulars of this lesson to better suit your intended context? Offer at least three related changes, with brief justification for each, and therefore remember, changing one component will unavoidably influence the rest, if only slightly. Changing the assignment may (or may not) also mean having to change the assessment and/or the lesson content, as well as the learning outcomes. Again, all these components relate, whether meaningfully (in well-constructed lesson plans) or vaguely (in poorly constructed lesson plans). So let your revisions account for this inherent coherence of the lesson plan's components.

Relate all this on two pages in ~500 words. Besides the Weekly theme that you choose, also consider what else from our coursework can inform your assessment and revisions. Pare down to the essence, relating only what matters. Less is more.

Your audience is me, and granted I've taught for a while, but I'm also no expert in every subject area. Provide me the necessary information to appreciate your decisions.

### Assessment Criteria for "Passing" Assignment #2 (Option 2)

A "Pass" means...

- reasonable inference of the lesson and its aims through a Weekly thematic lens
- at least three insightful, suitable adjustments or revisions that interrelate
- coherent / convincing justification for these changes
- concise, clear articulation of the assignment task
- literate writing
- respecting the length and formatting details...
  - ~500 words (no more than two pages) double-spaced, 12-point font
  - probably no need for References, but APA citation if you do

**Due: 4:00pm, Fri. Dec 03 (Week 13)**

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### Assignment #3 (Pass / Fail)

#### Mini-lesson

The purpose of this assignment is to practise preparing not just a presentation but a lesson (a mini-one) for fellow classmates. Groups will present during the week that follows their theme.

Each group is responsible for preparing and leading the class through a ~40min mini-lesson. Each mini-lesson topic will derive from a Weekly theme.

- Group selection and dates, i.e. which group presents which theme: TBD Week 2

#### Group Work Tasks (Preparing Your Mini-lesson)

a. *Review your Week's Guiding Questions, Readings, and Synthesis tasks*

For example, during Week 4, the whole class will do the EDI coursework. On Friday (Oct. 01), we'll all review and discuss EDI as a class; then during Week 5, Mini-lesson Group #4 will plan their mini-lesson to present the following Friday (Oct. 08).

b. *Discuss and assess some insights and details from your Week's coursework*

Sometime between Sat. Oct 02 and Thu. Oct. 07, Mini-lesson Group #4 will meet to sort out some worthy take-aways from Friday's (Oct. 01) class. They'll plan a mini-lesson that will help us review / challenge / enhance what we learned about EDI plus make some connection to Week 5's work on Indigenous Perspectives.

Every week, a Mini-lesson Group will be preparing a mini-lesson on that week's theme to present the following week. The first mini-lesson will be the theme for Week 2 (Education and Schooling), to be presented during Week 3 (Sep. 24), so we'll sort out all groups on Friday of Week 2 (Sep. 17). Over an ideal semester, this means time for nine Mini-lessons, with a two-week cushion in December.

[By now, some of you may be realizing that the first presentation, Mini-lesson Group 2, only has one week to prepare ahead of Fri. Sep 24. But this is sort of true every week since each Friday's class discussion will precede that group's preparation.]

c. *Discuss and decide upon some lesson-worthy activities for your group's theme*

Most of Mini-lesson Group #4 is able to meet that Sat. Oct 02, and most of them again at lunch Mon. Oct 04, and finally late afternoon Wed. Oct 06. Over that time, plus individually at home, they happen to discover a connection to current events / local issues, and decide they'll try a couple activities when they present on Fri. Oct 08. No one's quite sure how it will go, and it may even bomb, but hey, we're all new at this and here to learn, and Scott actually seems pretty chill about the whole thing.

d. *Offer a Mini-lesson that would be suitable for Secondary learners*

Success! / Disaster! / Meh.

cont.



- e. *Unpack the entire week's experience with the class; help the next group look ahead*

Our Friday class routine will be something like this... Hour #1: Review the Weekly coursework; Hour #2: Mini-lessons; Hour #3: Unpack / Look Ahead

[By now, some of you may be realizing that Mini-lesson Group 3 gets the least prep and zero peer role-modelling... indeed, they are truly brave.]

- f. *Write a 'Pro-Tip Top Three for Mini-lessons', now that your week is finished*

**Over that weekend** (Oct. 09–10), Mini-lesson Group 4 will pass along their helpful Top Three to Scott and to Group 5, who are on deck for Fri. Oct 15. By December, Scott will have compiled it all into an Everybody List of Wisdom.

[By now, some of you may be realizing that Mini-lesson Group 6 has a three-week break between their Week's coursework and their presentation... indeed, at once both a pro and a con – you'd rather be them?]

**Due: Each Friday throughout the semester, commencing Week 3 (Groups and dates: TBD Week 2)**

### **Assessment Criteria for “Passing” Assignment #3**

A “Pass” means...

- strong understanding of the Weekly thematic issues, details, and take-aways
- sound application of the Weekly theme via selected activities
- suitable activities for Secondary-level students
- obviously prepared and practiced in advance
- positive, collegial tone between Group members, and between Group and the class
- fits inside the ~40min (+/-) time window
- insightful reflection while unpacking following the Mini-lesson
- thoughtful Pro-Tip Top Three list, received the following weekend

\*Hint: point out two things you notice are not being assessed for the Mini-lesson assignment

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### **Assignment #4 (Pass / Fail)**

#### **Ongoing Attendance and Active Participation is an “assignment”?**

Regular attendance, completing class readings, and being prepared for discussions and activities are critical to your understanding of the themes and issues we'll discuss together, which means your regular attendance and active participation are *also* critical to your colleagues' understanding. Don't think of attendance and participation as brushing away the sweat and saying, “Boy! I worked really hard on that.” So no, for me, ongoing attendance and active participation are not assignments as such; but they are baseline expectations to a professional program, and as noted in the University Calendar and the Teacher Education Handbook, each is mandatory. Also see “Teacher Education Attendance Policy” above for more detailed information on class attendance policy.

## Assessment Criteria for “Passing” Attendance and Participation

A “Pass” means...

- Undertaking all required weekly Readings and related Synthesis tasks (each Sat–Thu)
- Evidence of actively listening to class members
- Meaningful contributions to appropriate aspects of all assignments and in-class activities
- Constructive contributions to uphold our learning community
- Space and support for colleagues to do all these same things

| Assignment   | Value | Due                                     |
|--|-------|---|
| “Relate a Memory”  | P / F | 4:00pm, Fri. Sep 24 (Week 3)            |
| Option 1. “Analysis of Popular Media”<br>Option 2. “Assessment of a Lesson Plan” | P / F | 4:00pm, Fri. Dec 03 (Week 13)           |
| “Mini-lesson”  | P / F | ... each Friday throughout the semester |
| “Attendance and Participation”   | P / F | ... throughout the semester             |

### SOME UNIT and LESSON PLANNING RESOURCES

#### UBC Scarfe Sandbox

<https://scarfedigitalsandbox.teach.educ.ubc.ca/>

- “... a virtual and face-to-face space for TCs and faculty to explore technology integration”

#### MediaSmarts

<http://mediasmarts.ca/teacher-resources/find-lesson>

- Canada’s Center for Digital and Media Literacy

#### PBS: *Frontline*

<http://www.pbs.org/wgbh/pages/frontline/teach/cool>

- “The Merchants of Cool”

#### Drowning in the Shallow

<https://drowningintheshallow.wordpress.com/>

- Wordpress Blog: PE, Youth Sport, and Physical Activity