



ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the hən̓q̓əmiñəm speaking xʷməθkʷəy̓əm (Musqueam) people. The land it is situated on has always been a place of learning for the xʷməθkʷəy̓əm people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.¹

COURSE INFORMATION

Course Title	Course Code	Credit Value
Education, School, and Social Institutions	EDST 401 – 005	3 credits

PRE/CO-REQUISITES

Successful completion of EDST 401 is a required component of the Bachelor of Education (BEd) program.

CONTACTS

Course Instructor	Contact Details	Office Location	Office Hours
Lisa Brunner <i>pronouns: she/her</i> blogs.ubc.ca/lisarbrunner	Please message me via Canvas	ubc.zoom.us/my/lisabrunner Passcode: 314159	By appointment (in Zoom room)

COURSE INSTRUCTOR BIOGRAPHICAL STATEMENT

I have a BA in English Literature and Political Science (University of Pittsburgh) and an MA in Geography (Simon Fraser University). I am currently a PhD Candidate in Educational Studies (UBC). I am also a Regulated Canadian Immigration Consultant and International Student Advisor (UBC).

I consider teaching and advising a privilege. I am happy to discuss any questions about this course, UBC, or your career more generally, as well as how I could better support your learning. I prefer office hours via Zoom/Canvas this term; however, I can also be available for outdoor walks after class on Mondays.

You and your classmates also bring a tremendous wealth of knowledge and lived experience. I look forward to learning from you, too. Please share generously with, and listen sincerely to, your peers.

¹ Please take time to learn about xʷməθkʷəy̓əm (e.g. <https://www.musqueam.bc.ca/our-story>), territorial acknowledgements more generally (e.g. https://ctlt-inclusiveteaching.sites.olt.ubc.ca/files/2019/08/land-acknowledgement-wiki-resource_v2.pdf), and their limits (e.g. <https://apihtawikosisan.com/2016/09/beyond-territorial-acknowledgments>).

COURSE STRUCTURE

Year/Term	Schedule	Location
Winter Term 1 (Sep 7 – Dec 17, 2021)	Monday and Wednesday 10:30am – 12:00pm	Ponderosa Commons North Oak/Cedar House, Room 1002

COURSE DESCRIPTION

This course provides students entering the teacher education program opportunities to inquire into the context and nature of schooling as a key institution in a pluralist and democratic society. It 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. It also examines the intersections between education and the social institution of media, where media encompass both transmission technologies and representational content. It builds from the premise that media education is a reflexive process that starts with teachers thinking through how they come to their understanding of what constitutes a good student, a good teacher, and a good education.

The course is organized around the following modules:

1. The relationship between schooling and society and the competing purposes of schooling
2. Equity, diversity and education
3. Conceptions of social and ecological justice and their applicability to the understanding of contemporary schooling
4. The connections among teaching, policy, and schooling
5. The possibilities and limitations to develop teachers as inquirers and activists
6. Media education and popular media as informal public pedagogies of citizenship and consumer culture
7. Media representation processes and the constructions of identities through engagements with media

LEARNING OUTCOMES

COURSE OBJECTIVES

1. Explore the relationship between society, education, schooling, and media
2. Develop an understanding of the competing purposes that public schools serve in Canadian society and the implications for teachers
3. Identify and critically assess key assumptions underpinning discussions of diversity and the different conceptions and practice of social justice in schools
4. Understand the connection between politics and policy and the competing interests involved in the educational policy arena
5. Explore relevant and current educational policy debates

6. Develop an understanding of media literacy and media education and the implications for teaching and learning
7. Explore how identities are constructed and negotiated through engagement with media
8. Examine why and how popular media might be used as a pedagogical resource

RELATION TO PROFESSIONAL STANDARDS FOR BC EDUCATORS

The readings, class discussions, and assignments in this course primarily contribute to teacher candidates' attainment of:

Standard 6: Educators demonstrate a broad knowledge base and an understanding of areas they teach. This standard indicates that “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.” The course thus helps teacher candidates to: 1) understand the differing views regarding the purposes of education; 2) enhance their awareness of current policy debates in education; and 3) explore and understand the types of institutional and attitudinal barriers that certain groups in Canadian society have experienced and how these barriers have hindered full and equitable participation in schooling.

This course also contributes to teacher candidates' attainment of:

Standard 8: Educators contribute to the profession. It includes a unit on “Educational policy and teaching” as well as a unit on “Teacher inquiry and action,” where teacher candidates have the opportunity to explore the idea of teacher leadership and the role of teachers as “knowledge translators.”

See the complete Professional Standards for BC Educators here:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/standards-for-educators/standards-case-studies#standards>.

LEARNING ACTIVITIES

This course involves a combination of mini-lectures, guest speakers, small group in-class activities, and discussions of assigned learning materials. In order to participate effectively in class, please engage with the assigned learning materials (e.g. readings, media items) in advance and come to class prepared to participate.

LEARNING MATERIALS

Required learning materials (including readings and media items) are listed in the syllabus below.

This course utilizes the online learning management system Canvas (<https://canvas.ubc.ca>). If you are new to Canvas, see <https://students.canvas.ubc.ca>.

All learning materials are available on Canvas via the Library Online Course Reserves. Please **always use Canvas to (1) contact me, and (2) submit all assignments.**

ASSESSMENTS OF LEARNING

GENERAL COURSE REQUIREMENTS

This is a pass/fail course. Students are expected to meet all criteria and standards equivalent to a minimum of B+ (76%) to pass. In a professional and academic faculty, passing a course entails both good academic performance as well as active participation in learning activities.

Pass: The student (1) completes all assignments on time and according to the minimum expectations; (2) submits prose is readable and well-constructed (i.e., organized, concise, proofread for grammar, spelling, and punctuation errors) and/or forms other than prose are understandable and skilled within their own medium of expression; (3) attends classes and has read the assigned material; (4) is not regularly distracted or inattentive during class and participates in a constructive and respectful way.

Fail: The student (1) misses assignments completely or completes them in a haphazard way; (2) submits prose contains recurring errors of grammar, spelling, and punctuation and/or forms other than prose skilled within their own medium of expression; (3) misses classes repeatedly and/or is often late for no good reason and is regularly distracted or inattentive during class; (4) demonstrates disrespectful behavior towards others.

In cases where students fail to meet expected standards, they will have the opportunity to revise and resubmit written assignments. In such cases, I will ask students to attach the first draft of their assignment and highlight the changes they have made to it in response to my comments. If students have two assignments that do not meet expectations, or they continue not to meet expectations in participation or attendance, I am 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.

ASSIGNMENTS

Assignment One: Essay response

Due: **Fri. Oct. 22 on Canvas**

Weight: 35%

Drawing on the discussions in class during this course and ideas in readings, write an essay response to any ONE of the following:

- How well do public schools serve different and competing interests?
- What might be some of the possibilities and problems in enacting social justice within a school setting?

- Politics is an important aspect of schooling. Discuss.

Your essay must take a position and include a clear and concrete thesis statement (e.g. “In this essay, I will argue...” or “My argument is...”). You must make direct reference to appropriate readings from the course. You may also do additional research, but this is not required.

Length, style, and presentation: 1500 words (excluding references). Include references in Chicago, APA, or MLA format and a bibliography (see the UBC Library’s “How to Cite” guide: <https://guides.library.ubc.ca/c.php?g=707463&p=5035495>). Attach a title page with your name and your thesis statement (i.e. copy it from the body of your essay).

Assessment criteria (assignment one):

Pass: (1) well written (logically organized, good paragraphing; concise; proofread for grammar and spelling; (2) clear argument or thesis statement; (3) supports claims with citations from the readings and examples and claims are appropriately referenced (e.g. footnotes or parenthetical references); all works referenced are listed in the bibliography; (4) demonstrates a synthesis of course concepts and makes connections to pertinent course readings and class discussions; (5) highlights insights and conclusions; (6) respects the requirements for length, title page, reference citations, etc.

Fail: (1) poorly written (recurring errors of grammar, spelling; lacks paragraphs; verbose or wordy); (2) No argument/thesis statement, or argument not clear; (3) lacks supporting claims, or claims not properly cited; (4) fails to demonstrate comprehension or application of course content, including class discussions and appropriate readings; (5) does not provide insights, conclusions; (6) does not respect the requirements for length, title page, reference citations, etc.

Assignment Two: Group inquiry into social justice and educational policy in BC

Learning artifact due: **Sun. Nov. 28 on Canvas**

Group presentations: **Mon. Nov. 29 and Weds. Dec. 1**

Peer/self-evaluation due: **Weds. Dec. 1 on Canvas**

Weight: 20% (presentation), 10% (learning artifact), 5% (peer/self-evaluation)

Teachers are required to translate changes in educational policy and practice for a variety of audiences, including other teachers, parents, and community groups. In small groups, you will select a BC public school policy, available at <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools>. Recommendations:

- Alternate education program
- Career development policy
- CommunityLINK
- Diversity in B.C. Schools
- English Language Learning Students
- K-12 Funding (general and associated policies)
- Online Learning (general and associated policies)
- Safe and Caring School Communities

- Special Education
- Students Who are Refugees

As group, respond to this policy in two ways:

- Create one **group learning artifact** (due Nov. 29 for all groups) that:
 - Applies your group's learning about social justice and educational policy in a creative way
 - Engages in an imaginative, productive space beyond critique (e.g. how things could be otherwise; alternate futures)
 - Can be uploaded and shared electronically with the class on Canvas

Otherwise, this assignment is intentionally open-ended; possibilities include:

- A podcast episode
- A short story
- A zine, comic, pamphlet, infographic, or chapbook
- A new or significantly revised policy
- A funding proposal
- A lesson or unit plan
- A game
- Deliver a **15-minute group presentation (plus 10 minutes for audience questions)** that:
 - Describes and explains the policy concisely in plain, non-technical language
 - Evaluates the policy from a social justice standpoint (i.e. develop an evaluation statement and make it explicitly clear during the presentation)
 - Facilitates an engaging question and answer period with the audience

The group learning artifact should *complement*, rather than be the focus of, the presentation.

After your presentation:

- Individually complete a short peer/self-evaluation (due Dec. 1 for all groups; worksheet will be provided).

Assessment criteria for (assignment two):

Pass: (1) examines a BC-related educational policy and with reference to social justice; (2) information is engaging and easy to follow (concisely describes the policy, develops and makes explicit an evaluation statement, utilizes transitions between thoughts/concepts); (3) provides examples and explanations based on course readings; (4) provides evidence of productive and equitable group work.

Fail: (1) does not examine BC policy and/or neglects social justice mention; (2) concepts are disorganized and difficult to follow (does not concisely describe the policy, does not develop and present an evaluation statement, lacks coherence); (3) lacks examples based on course reading; (4) provides evidence of unproductive and inequitable group work.

Assignment Three: Cultural analysis of the media

Due: **Fri. Dec. 17 on Canvas**

Weight: 30%

Choose a media item to analyze, e.g. a TV show, movie, video game, popular website, app, etc. The piece must have something to do with children/youth/educators, and preferably schools as well. For example, it can be something you hope to incorporate into your future teaching practice, something that influenced you (positively or negatively) growing up, something that inspired you to become a teacher, or something currently popular that you find problematic.

Write an analysis, reflecting on questions such as:

- What cultural information does the piece include?
- What assumptions are made? Who are the assumptions made about? Why are these assumptions made? Do these assumptions seem to come from the perspective of a cultural insider or outsider?
- What media education concepts are helpful to analyze the piece?
- What does the piece tell us about the worldview of its author(s)?
- What assumptions are made about children? Adults?
- What assumptions are made about the meaning of education?
- What assumptions are made about culture?
- Who is present? Who is absent? Who is treated as other? Who is treated as the norm?

A media analysis is not a *summary* or *description*. Assume I am already familiar with the media item.

Your analysis must take a position and include a clear and concrete thesis statement (e.g. “In this essay, I will argue...” or “My argument is...”). You must make direct reference to appropriate readings from the course. You may also do additional research, but this is not required.

Length, style, and presentation: 750 words (excluding references). Include references in Chicago, APA, or MLA format and a bibliography. Attach a title page with your name, your thesis statement (i.e. copy it from the body of your essay), and the media item you are analyzing.

Assessment criteria (assignment three):

Pass: (1) well written (logically organized, good paragraphing; concise; proofread for grammar and spelling; (2) clear argument or thesis statement; (3) supports claims with citations from the readings and examples and claims are appropriately referenced (e.g. footnotes or parenthetical references); all works referenced are listed in the bibliography; (4) demonstrates a synthesis of course concepts and makes connections to pertinent course readings and class discussions; (5) highlights insights and conclusions; (6) respects the requirements for length, title page, reference citations, etc.

Fail: (1) poorly written (recurring errors of grammar, spelling; lacks paragraphs; verbose or wordy); (2) No argument/thesis statement, or argument not clear; (3) lacks supporting claims, or claims not properly cited; (4) fails to demonstrate comprehension or application of course content, including class discussions and appropriate readings; (5) does not provide insights, conclusions; (6) does not respect the requirements for length, title page, reference citations, etc.

LATE ASSIGNMENTS

If a deadline for an assignment cannot be met, notify me in advance of the deadline (when possible) and we will negotiate an appropriate due date. If you submit two late assignments, I am required to file an Interim Report with the Teacher Education Office.

PARTICIPATION

PARTICIPATION AND CLASSROOM CLIMATE

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

In recognition that students have different learning styles and comfort levels in group/class dynamics, you may submit written summaries and/or reflections of the required article readings on Canvas as an alternative to participating verbally in group/class discussions. If you would prefer this option, let me know.

As this course focuses on differing and, at times, conflicting philosophies and pedagogies of education and schooling, please respect diverse ideas. As a class, we may not agree on all issues, but we should feel the freedom to express our views that are not oppressive and degrading to others.

Try to avoid making assumptions about other people’s background or identities. For example, try to avoid gendered language unless you know how the person identifies (e.g., “I agree with what was just said” instead of “I agree with her”).

ATTENDANCE POLICY

In accordance with the Faculty of Education's attendance policies, you must attend all class to pass this course. Students who must miss a class should notify the Teacher Education Office through the absence report form (<https://teach.educ.ubc.ca/students/forms/absence>) and forward the report form email confirmation to the instructor as soon as possible. Unexcused absences may result in course failure or being required to withdraw from the course.

Students requiring an academic concession due to illness or extenuating circumstances should contact the Teacher Education Office, and the instructor, as soon as possible. Refer to <https://teach.educ.ubc.ca/students/attendance> for further details.

COVID-19

Due to the COVID-19 public health emergency, you may be recommended (or required) to self-isolate during the term – e.g. if you experience COVID-19 symptoms. See <http://www.bccdc.ca/health->

[info/diseases-conditions/covid-19/self-isolation](https://www.health.gov.bc.ca/info/diseases-conditions/covid-19/self-isolation) and <https://covid19.ubc.ca/health-guidance-and-vaccines>. Please follow public health guidelines.

Please also consider the wide range of individual risk factors, as well as risk tolerance/comfort levels, regarding in-person learning. As a class, our first priority is keeping each other safe – both physically and mentally/emotionally. As we work together, I encourage you to extend as much grace as possible and assume the best about your peers. If you have COVID-19 related concerns, let me know. I will make every effort to ensure our learning environment is as safe and productive as possible.

UNIVERSITY POLICIES

UBC provides resources to support student learning and maintain healthy lifestyles, yet recognizes that sometimes crises arise. There are additional resources you can access, including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated, nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on the UBC Senate website (<https://senate.ubc.ca/policies-resources-support-student-success>).

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

UBC has a commitment to accommodate students with special needs in its instructional programs. Students are responsible to make their needs known to the Teacher Education Office Program Coordinator (<https://teach.educ.ubc.ca/students/policies-and-guides/teacher-education-program>) and arrange to meet with a Centre for Accessibility advisor to determine for what accommodations/services they are eligible (<https://students.ubc.ca/about-student-services/centre-for-accessibility>). Please also inform me of any specific accommodations needed for this class.

RELIGIOUS OBSERVANCES

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

ACADEMIC INTEGRITY

Students must follow UBC's policy on plagiarism and academic misconduct. Refer to the Teacher Education Program Policy & Guidelines (<https://teach.educ.ubc.ca/students/policies-and-guides/teacher-education-program>) and "Academic Misconduct" on the UBC calendar online (<http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,54,111,959>). In particular, please familiarize yourself with UBC policies concerning cheating, plagiarism, and submitting the same (or

substantially the same) essay, presentation, or assignment more than once (whether the earlier submission was at this or another institution). If you have doubts as to what constitutes plagiarism or academic misconduct, consult me before submitting any assignments.

SCHEDULE OF TOPICS

Introduction	
	Weds. Sept. 8
Topic	Getting started
Guiding questions	Who are we? Why are we here (in this country, at this university, in this program, in this class, on this land)? What do words like “education,” “school,” and “social institutions” mean? What do we expect or hope to get from this semester together?
MODULE 1: Purposes of education and schooling	
	Mon. Sept. 13
Topic	The preparation of teachers
Guiding questions	What does it mean to learn to teach school? What kinds of values and assumptions are embedded in teaching? How do people perceive it as a job? How do YOU think of it, as a job? Why?
Learning materials	<ul style="list-style-type: none"> Labaree, D.F. Teacher Ed in the Present: The Peculiar Problems of Preparing Teachers. In D.F. Labaree, <i>The Trouble with Ed Schools</i> (pp. 39-61). New Haven, CT: Yale University Press, 2004.
	Weds. Sept. 15
Topic	The origins of schooling: the way it was, the way it had to be?
Guiding questions	Why do we have the schools we do today? How could things be different? What is the purpose of mass schooling? What competing purposes did public schools serve in Canadian society in the past? What interests do they serve today? Whose purposes are served well, whose purposes are not?
Learning materials	<ul style="list-style-type: none"> Osborne, K. (2008). Education and schooling: A relationship that can never be taken for granted. In D. Coulter & J.R. Wiens (Eds.), <i>Why do we educate? Renewing the conversation</i> (Vol. 1, pp. 21-41). Boston: Blackwell.
	Mon. Sept. 20
Topic	The origins of schooling: competing purposes

Guiding questions	Is schooling liberating? How has schooling been used by the state in different ways with different populations? What does it mean for teachers that the Canadian government, when looking for a way to eliminate Indigenous ways of living, turned to mass schooling?
Learning materials	<p>Read BOTH:</p> <ul style="list-style-type: none"> • Barakett, J., & Cleghorn, A. (2008). Theories of schooling and society. In <i>Sociology of education: An introductory view from Canada</i> (2nd edition) (pp.25-45), Toronto: Pearson Prentice Hall. • Neeganagwedgin, E. (2014). "They can't take our ancestors out of us": A brief historical account of Canada's residential school system, incarceration, institutionalized policies and legislations against Indigenous Peoples. <i>Canadian Issues</i>, Spring, 31-36.
MODULE 2: Equity, diversity, and education	
	Weds. Sept. 22
Topic	Diversity in Canadian society and education
Guiding questions	When we claim that Canadian society is diverse, what assumptions about individuals and groups of people are we making? What kind of education does a diverse society require?
Learning materials	<ul style="list-style-type: none"> • Ghosh, R. & Abdi, A.A. (2004). Multicultural Policy and Multicultural Education: A Canadian Case Study (pp. 91-139). In R. Ghosh and A.A. Abdi, <i>Education and the politics of difference: Canadian perspectives</i>. Toronto: Canadian Scholar's Press.
	Mon. Sept. 27
Topic	Race as disadvantage and race as privilege in education
Guiding questions	What are some of the different ways of talking about race and racism? What is the difference between institutional and individual racism? How is racism and racial privilege reproduced in the schooling context?
Learning materials	<p>Read BOTH:</p> <ul style="list-style-type: none"> • McIntosh, P. (1989). "White Privilege: Unpacking the Invisible Knapsack," <i>Peace and Freedom</i> (July-August), n.p. (5 pages). Available at: https://nationalseedproject.org/Key-SEED-Texts/white-privilege-unpacking-the-invisible-knapsack • Solomona, R. P., Portelli, J. P., Daniel, B. J., & Campbell, A. (2005). The discourse of denial: How white teacher candidates construct race, racism and 'white privilege'. <i>Race ethnicity and education</i>, 8(2), 147-169.

<i>No class Sept. 29; replaced by mandatory lecture on anti-racist education:</i>	
September 28, 2021, 11:00am – 12:20pm in Woodward Instructional Resources Centre (IRC) – 2 with Dr. Ravinder Johal (Director of Instruction, Richmond School District) and Carolyn Roberts (Indigenous Scholar & Lecturer, Simon Fraser University)	
	Mon. Oct. 4
Topic	Guest speaker: Rohene Bouajram , Associate Director, Strategic Indigenous, Black and People of Colour (IBPOC) Initiatives, UBC
Guiding questions	How does equity, diversity, and inclusion (EDI) relate to education? What is the difference between equity and equality? How can educators support the success of students from an equity, rather than an equality, perspective? What does it mean that racialized educators “carry an unbalanced burden of embodying lived experience” when “creating space for others in their unlearning and learning journey of equity, diversity and inclusion, and delicately finding ways to critique the unintended outcomes of [education] policies, statements and actions from precarious, disempowered positions” (Bouajram, 2021)?
Learning materials	<ul style="list-style-type: none"> Kubota, R. (2015). Race and language learning in multicultural Canada: Towards critical antiracism. <i>Journal of Multilingual and Multicultural Development</i>, 36(1), 3-12.
MODULE 3: Conceptions of social justice	
	Weds. Oct. 6
Topic	Theories of social justice in education
Guiding questions	What are the key features of different notions of social justice today? What are the implications of these notions of social justice for schooling as a way of achieving equity in Canadian society?
Learning materials	<ul style="list-style-type: none"> Power, S. (2012). From redistribution to recognition to representation: Social injustice and the changing politics of education. <i>Globalisation, Societies and Education</i>, 10(4), 473-492.
<i>No class Mon. Oct. 11 (university closed for Thanksgiving Day)</i>	
	Weds. Oct. 13
Topic	Guest speaker: Linda Fong , Early Childhood Educator, UBC
Guiding questions	How do teachers attempt to teach about issues of inequality and inequity? What can social justice look like in the classroom? What is your social justice approach? What is the content? What is the pedagogy? Why?

Learning materials	<ul style="list-style-type: none"> Surette, T. (2019). Too scared to teach: Secondary students' insights into educators silencing and stigmatization of gender and sexual diversity in public schools in Alberta, Canada. <i>Journal of Contemporary Issues in Education</i>, 14(2), 33-49.
	Mon. Oct. 18
Topic	Decolonization and Indigenization
Guiding questions	What does it mean to 'decolonize' and 'Indigenize' pedagogies? Whose responsibility is it? Is it possible? What are some ethical considerations? How does/should our positionality impact the way we teach?
Learning materials	<p>Read BOTH:</p> <ul style="list-style-type: none"> Restoule, Jean-Paul and Chaw-win-is. (2017). <i>Old ways are the new way forward: How Indigenous pedagogy can benefit everyone</i>. The Canadian Commission for UNESCO's IdeaLab. Available at https://en.ccunesco.ca/-/media/Files/Unesco/OurThemes/EncouragingInnovation/20171026_Old-ways-are-the-new-way-forward_How-Indigenous-pedagogy-can-benefit-everyone_FINAL.pdf Tuck, Eve and Yang, K. Wayne. (2012). Decolonization is not a metaphor. <i>Decolonization: Indigeneity, Education & Society</i>, 1(1), 1-40. <p>OPTIONAL:</p> <ul style="list-style-type: none"> Gesturing Towards Decolonial Futures Collective. <i>Towards Braiding</i>. Available at https://decolonialfutures.net/towardsbraiding/ Gesturing Towards Decolonial Futures Collective. <i>Towards Braiding Handouts (1 and 2)</i>. Available at https://decolonialfutures.net/towardsbraiding/ Gesturing Towards Decolonial Futures Collective. <i>Mapping Indigenous engagement</i>. Available at https://decolonialfutures.net/portfolio/mapping-indigenous-engagements/
	Weds. Oct. 20
Topic	History of progressive, alternative, and social justice education
Guiding questions	What are the elements of the educational philosophy that the author of each piece articulates? Do you see elements of that philosophy in discussions about schooling today?
Learning materials	<p>Read ONE (sign up in class for jigsaw cooperative learning activity):</p> <ul style="list-style-type: none"> Counts, G. (1932). Dare the school build a new social order? In D.J. Flinders and S.J. Thornton, Eds. <i>The curriculum studies reader</i> (pp. 29-35). New York: RoutledgeFarmer.

	<ul style="list-style-type: none"> • Neill, A.S. (1960). Idea of Summerhill. In A.S. Neill author, and A. Lamb, ed. Summerhill School (pp. 8-15) (and brief accompanying introduction paragraph). New York: St. Martin's Press. • Freire, P. (2000). Chapter 2: The "banking" concept of education as an instrument of oppression. In <i>Pedagogy of the oppressed: 30th anniversary edition</i>. New York, NY: Bloomsbury Academic.
	Assignment one due Fri. Oct. 22 by 23:59 on Canvas
<i>No class Oct. 25 – Nov. 3 (school-based orientation practicum)</i>	
MODULE 4: Educational policy and teaching	
	Mon. Nov. 8
Topic	Policy, values, teacher roles
Guiding questions	What is policy? Why are values important to understanding which policies become accepted in school settings? Do teachers make policy and practice? Only practice? Neither?
Learning materials	<ul style="list-style-type: none"> • Gale, T. & Densmore, T. (2003). Chapter 3: Policy: The authoritative allocation of values. In <i>Engaging teachers: Towards a radical democratic agenda for schooling</i> (pp. 36-53). Philadelphia: Open University Press.
<i>No class Nov. 10; replaced by mandatory lecture on anti-racist education:</i>	
November 9, 2021, 11:00am – 12:20pm in Woodward Instructional Resources Centre (IRC) – 2 with Beth Applewhite (Vice-principal for Equity, Diversity and Inclusion, Burnaby School District)	
	Mon. Nov. 15
Topic	Educational policy trends in BC: fundraising and school assessment
Guiding questions	How is (1) funding for, and (2) assessment of, education determined? What other policies do they relate to? How do they relate to issues of equity or access? How much impact do they have in classrooms? In what ways?
Learning materials	<p>Read ONE (sign up in class for a peer-teaching activity):</p> <ul style="list-style-type: none"> • Poole, W., & Fallon, G. (2015). The emerging fourth tier in K-12 education finance in British Columbia, Canada: Increasing privatization and implications for social justice. <i>Globalisation, Societies and Education</i>, 13(3), 339-368. • Friesen, J., Javdani, M., Smith, J., & Woodcock, S. (2012). How do school 'report cards' affect school choice decisions? <i>Canadian Journal of Economics/Revue Canadienne d'Economie</i>, 45(2), 784-807.

MODULE 5: Teacher inquiry and action	
	Weds. Nov. 17
Topic	Teacher inquiry, teachers as researchers, teachers as activists
Guiding questions	What are the options for teachers to negotiate, accommodate, ameliorate, and communicate educational policies and practices (e.g., teacher as researcher, teacher as activist)?
Learning materials	<p>Read BOTH:</p> <ul style="list-style-type: none"> Sachs, J. (2001). Teacher professional identity: Competing discourses, competing outcomes. <i>Journal of Education Policy</i>, 16(2), 149-161. Hyslop, K. (2012, December 24). Idea #4: Teach teachers how to be advocates. <i>The Tyee</i>. Available at http://thetyee.ca/News/2012/12/24/Big-Idea-Advocates
	Mon. Nov. 22
Topic	Guest speaker: Nigel Deans , MSc student, UBC
Guiding questions	How should teachers approach highly complex topics, or ‘wicked problems,’ such as climate change? Why is it important to understand the range of possible political responses and perspectives, particularly in the community where one works? Should teachers support youth in processing/navigating difficult emotional responses associated with today’s ‘wicked problems’ (e.g. despair, anger, help/hopelessness, fatigue, denial, apathy)? Can they?
Learning materials	<ul style="list-style-type: none"> Watch <i>Fractured Land</i> (2015) – documentary, 1hr. 15 min. (Directed by Damien Gillis & Fiona Rayher)
	Weds. Nov. 24
Topic	Teacher participation in alternate sites of learning
Guiding questions	What are the possibilities for teachers to participate in alternative sites of learning (outside of schools)? What are the benefits and drawbacks to this participation?
Learning materials	<p>Read BOTH:</p> <ul style="list-style-type: none"> Montaño, T., López-Torres, L., DeLissovoy, N., Pacheco, M. & Stillman, J. (2002). Teachers as activists: Teacher development and alternate sites of learning. <i>Equity & Excellence in Education</i>, 35(3), 265-275. Greene, K. (2016). Blogging as virtual resistance: Teachers' critique of educational policy. <i>English Journal</i>, 105(5), 88
Group inquiry presentations	

 Assignment two: group learning artifact due Sun. Nov. 28 by 23:59 on Canvas	
	Mon. Nov. 29
Topic	Group 1, 2, and 3, presentations
Guiding questions	Audience members: Your job is to ask interesting (but not too difficult!) questions to spur presenters to explain gaps in their presentation or dig deeper into their main ideas. This is a situation where you can help each other achieve better results by playing a supportive role. So: pay attention, take notes, and ask thoughtful questions.
	Weds. Dec. 1
Topic	Groups 4, 5, and 6 presentations
Guiding questions	See above!
 Assignment two: individual peer/self-evaluation due Weds. Dec. 1 by 23:59 on Canvas	
MODULE 6: Models of media education and popular media as informal public pedagogies	
	Mon. Dec. 6
Topic	Guest speaker: Don Shafer , radio broadcaster/executive and PhD student, UBC
Guiding questions	What is critical digital/media education and literacy? Why is it important for teachers to know? How might you use it in your classroom?
Learning materials	<p>Read BOTH:</p> <ul style="list-style-type: none"> Robertson, L.& Scheidler-Benns, J. (2016). Critical media literacy as a transformative pedagogy. <i>Literacy Information and Computer Education Journal (LICEJ)</i>, 7(1), 2247-2253. MediaSmarts Digital Literacy Training Program for Canadian Educators Classroom guide. Available at https://mediasmarts.ca/sites/mediasmarts/files/tutorials/digital-literacy-training/7-12/attachments/Classroom_Guide_Digital_Literacy.pdf
	Weds. Dec. 8
Topic	Media, citizenship, and the role of the teacher

Guiding questions	What are media, media representations, and public pedagogies? What are the implications of the new media landscape for young people, and what roles might teachers play in helping all children and youth to learn and become ethical participants in a democracy?
Learning materials	<p>Read/watch ONE:</p> <ul style="list-style-type: none"> Dahya, N. (2016). Critical perspectives on youth digital media production: 'Voice' and representation in educational contexts. <i>Learning, Media and Technology</i>, 1-12. Watch <i>I Am Greta</i> (2020) – documentary, 1hr. 37 min. (Directed by Nathan Grossman)
MODULE 7: Dimensions of the media representation process and construction of identities through engagement with media	
	Mon. Dec. 13
Topic	Media production and media products as texts to analyze
Guiding questions	Who created a particular media representation? Within which social, political, historical, economic, and institutional context? Why?
Learning materials	<p>Read ONE (sign up in class for a peer-teaching activity):</p> <ul style="list-style-type: none"> Fürsich, E. (2010). Media and the representation of Others. <i>International Social Science Journal</i>, 61(199), 113-130. Hall, S. (2000). Heroes or villains?; and Stereotyping as a signifying practice. In J. M. Iseke-Barnes & N. N. Wane (Eds.), <i>Equity in schools and society</i> (pp. 97-109). Toronto: Canadian Scholars' Press.
	Weds. Dec. 15
Topic	Guest speaker: JP Reimer , former secondary school teacher
Guiding questions	How are teachers portrayed in the media? How do teachers portray themselves in/on (social) media? How do these portrayals of teachers relate to the realities of teaching?
Learning materials	<p>Read ONE:</p> <ul style="list-style-type: none"> Brickner, R. (2016). Tweeting Care: Educators' Dissent through Social Media in the US and Canada. <i>Labour / Le Travail</i>, 77, 11-36. Carpenter, J. P., & Harvey, S. (2019). "There's no referee on social media": Challenges in educator professional social media use. <i>Teaching and Teacher Education</i>, 86, 102904.



Assignment three due Fri. Dec. 17 by 23:59 **on Canvas**