EDST 401-002: EDUCATION, SCHOOL, AND SOCIAL INSTITUTIONS

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Meeting Days and Time: Mondays & Wednesdays from 9am-10:30am in PCOH 1002

Dear Student,

Welcome to EDST 401, I am glad you are here! My name is Addyson Frattura (she/her) and I will be your instructor for the course. As I write this letter to you I am full of anticipation. Perhaps you are too. Together we will read, discuss, listen, question, struggle, and learn collaboratively. Mostly, we will think. Perhaps we might think again or think anew. As students entering the teacher education program, this course will offer you opportunities to contend with the social, historical, and philosophical foundations of education. Such foundations will help us to question what is education? But actually, what is it? What is education as an idea, a practice, or an aspiration?

Within our questions and meanderings, we will remember that the human person is at the core of all teaching and learning. We will recall that we too, as teachers, are forever learning. To help orient you to our content of study, the course will be organized around various themes: (1) purposes of education and schooling; (2) equity, diversity, and education; (3) conceptions of social justice; (4) education, policy, and teaching; (5) punishment and the student; (6) thinking, teaching, and acting; (7) media representations and identity in education; and 8) love and education.

Importantly, in this class we will carry each theme through the foundational questions: Who am I to teach? What does it mean to teach within systems of education and schooling? For whom do I teach? Let these questions guide you. But also let them startle you. It may be the case that we never sufficiently answer these foundational questions of teaching. Perhaps they are here simply to remind us again and again that we must contend with their unanswerability every day we decide to teach. The syllabus that follows is a living document that may shift and change in relation to the needs of the class. Such is the nature of teaching.

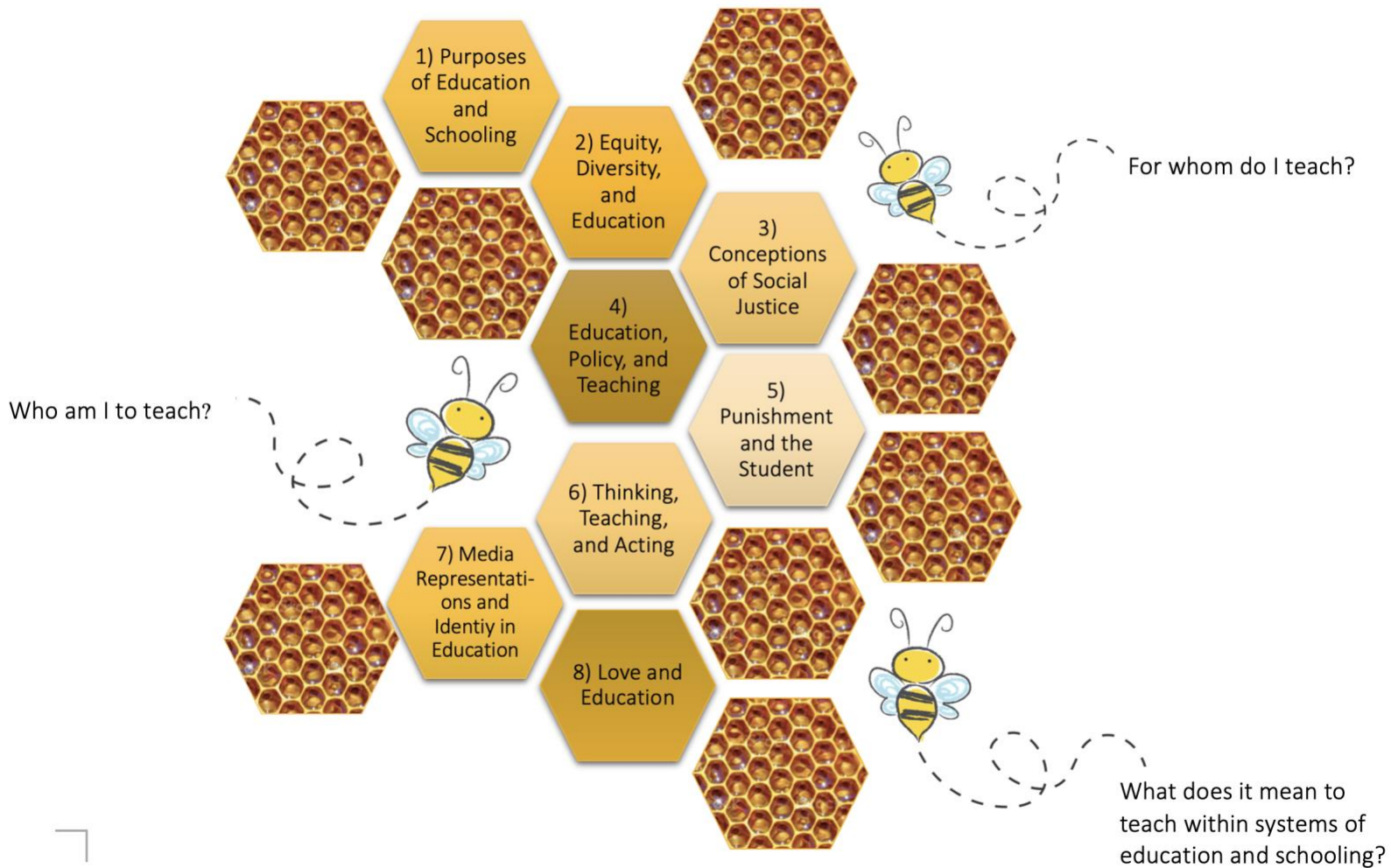*Pedagogically yours,*

Addyson Frattura

Image Description: Abstract image of a yellow and gold beehive with the words in large font above reading: Course Themes Visual Framework: Education, School, and Social Institutions. There are three bees within the hive with corresponding foundational questions that read: Who am I to teach? For whom do I teach? What does it mean to teach within systems of education and schooling? Within the beehive there are honeycomb shapes with text describing each course theme: 1) Purposes of Education and Schooling; 2) Equity, Diversity, and Education; 3) Conceptions of Social Justice; 4) Education, Policy, and Teaching; 5) Punishment and the Student; 6) Thinking, Teaching, and Acting; 7) Media Representations and Identity in Education; 8) Love and Education.

Course Objectives

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

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

Course Structure

Our course will involve a combination of mini-lectures, small group in-class activities, and discussion of assigned readings. Some of the readings may cover unfamiliar material. To participate effectively in class, you will be asked to read your readings, think alongside your readings, and take notes on the readings so that you come to class prepared to participate. Participation may include posing critical questions about the readings that will enhance the class' understanding of course themes. Each class is 1.5 hours. The typical framework will be a 30-minute thematic lecture and a 45-minute layered discussion and engagement activity with a 5-minute break in between sessions.

Course Readings

All the required course readings have been reserved online via canvas Library Course Reserve here: https://courses.library.ubc.ca/c.Jbr5w8

Relation to Standards for Educators in BC (Teacher Regulation Branch)

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 "Education, Policy and Teaching" as well as a

unit on "Thinking, Teaching, and Acting," where teacher candidates have the opportunity to explore the idea of teacher leadership and the role of teachers as scholars and actors.

Course Expectations

Attendance, Participation, and Climate

Essential to the educational experience, students are expected to attend all classes and participate in both group and class discussions and activities. As this course focuses on the differing and, at times, conflicting philosophies and pedagogies of education and schooling, we must respect diverse ideas. As a class, we may not agree on all issues, but we should feel the freedom to express our views that are not oppressive and degrading to others. In accordance with the Faculty of Education's attendance policies, students *must attend all class to attain a PASS*. Students who must miss a class should notify the teacher education office (TEO) as soon as possible. Unexcused absences may result in a "Fail" or being required to withdraw from the course. If students are absent for an assignment or unable to complete an assignment due to illness, they must obtain a statement from a physician or from Student Health Services to be submitted to the Teacher Education Office as soon as possible. Students requiring an academic concession due to illness or extenuating circumstances should contact TEO and the instructor as soon as possible. Please refer to the "Attendance, Assignments and Performance" section of the Bachelor of Education Program Policy Handbook for further details: https://teach.educ.ubc.ca/students/policies-and-guides/teacher-education-program/

Criteria for Class Participation

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

Late Assignments

If deadlines for assignments cannot be met, students are to notify the instructor in advance of the deadline, when possible, and negotiate an appropriate due date. If students submit two late assignments, the instructor will file an Interim Report with the Teacher Education Office. Late presentations will not be accepted and supplemental work may be required.

Academic Integrity

Students will follow UBC's policy on plagiarism and academic misconduct and should refer to the "Academic Regulations" of the Bachelor of Education Program Policy Handbook and UBC's calendar online under "Academic Misconduct." Of note are the following policies taken from the latter's website: http://www.calendar.ubc.ca/?tree=3%2C54%2C111%2C959

1. Cheating, which includes but is not limited to falsifying any material subject to academic evaluation and using of or participating in unauthorized collaborative work.
2. Plagiarism, which is intellectual theft, occurs where an individual submits or presents the oral or written work of another person as their 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.

You may also refer to the university's website on scholarly integrity: https://learningcommons.ubc.ca/academic-integrity/. The UBC Centre for Writing and Scholarly Communication also has a useful webpage on plagiarism and how to avoid it: https://writing.library.ubc.ca/writing-resources/academic-integrity/. If you have questions or concerns about any of these policies or conventions in relation to how they apply to the work you do in this course, please discuss them with the instructor.

Students with Disabilities and Other Learning Needs
Students with disabilities and other learning needs should contact the Teacher Education Office Program Coordinator and arrange to meet with an Access and Diversity office advisor to determine for what services they are eligible. Students can find more information at: https://students.ubc.ca/enrolment/academic-learning-resources/academic-accommodations-disabilities. Students should inform their instructors of specific accommodations that are needed for the class.

Office of Indigenous Education
Indigenous students may wish to contact the Office of Indigenous Education. Students can contact Angela Wolfe who is the Director of Indigenous Education.

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

COVID-19
Coronavirus (COVID-19) and UBC's response: "As a result of a Public Health Order, effective August 25, 2021, non-medical masks are required for all indoor public areas at UBC Vancouver and UBC Okanagan, including lobbies, hallways, stairwells, elevators, classrooms and labs. The Order also applies to anyone taking public transportation, in a taxi or ride-sharing vehicle. You can view the announcement here. There is also an additional announcement specific to post-secondary institutions." If you feel sick, please do not come to class. You will need to submit an absence report to the TEO in the case of a missed class. Policies for returning to campus safely will continue to evolve throughout the term.

SEPTEMBER 8: WELCOME TO CLASS

- *Topic: Introductions, Course Overview, and Community Agreements*
- **Before Our First Class Please Read:**
    1. The Course Syllabus: read the syllabus in preparation for the first class
    2. Community Agreements: read the Community Agreements listed under the section "Containers for Your Meetings" created by the AORTA Collective (Anti-Oppression Resource & Training Alliance). Come ready to discuss, mold, and revise the community agreements to suit the needs of our class.
- **Introductions Assignment (Due September 9 at 11:59pm on Canvas)**
    - In your two-part introduction please:
        - Write an introduction for yourself in which you introduce yourself to the class and to me. You may introduce yourself however you wish to do so. Please write between 150-200 words.
        - Below your initial introduction please contend with the foundational questions for this course and for your teaching: *Who am I to teach? What does it mean to teach within systems of education and schooling? For whom do I teach?* Please write between 150-200 words.
    - We will return to your introductions to revise, re-write, and re-imagine them at the end of the term. Note: Your introduction will not be graded. However, it will count towards your overall participation score in the course.

SEPTEMBER 13: PURPOSES OF EDUCATION AND SCHOOLING

- *Topic: Education, Schooling, and Identity Development*
- Questions:
    1. Who am I to teach?
    2. What does it mean to teach within systems of education and schooling?
    3. For whom do I teach?
- Required Readings:
    1. Don't Let the Fear of What is Difficult Paralyze You—Paulo Freire
    2. Teacher as Stranger—Maxine Greene
    3. A Progressive's Style Guide: Towards Harnessing Language in Support of Intersectionality and Cross-sector Power Building—Hanna Thomas and Anna Hirsch
- **To-Do Before Class:** Send Addyson 1 song you would like to hear at the beginning of class that will be added to our class playlist (submit on Canvas).

SEPTEMBER 15: PURPOSES OF EDUCATION AND SCHOOLING

- *Topic: Relationships Between Education, Schooling, and Notions of Citizenship in Canadian Society*
- Questions:
    1. Why do we teach? What are the purposes of education and schooling in Canadian society?
    2. How might you describe the relationship between society, education, and schooling?
    3. In what ways do these competing purposes project a specific form of citizens? What does this mean for teachers?
- Required Readings:
    1. Education and Schooling: A Relationship that Can Never Be Taken for Granted—Ken Osborne
- Recommended Reading:
    1. The Emergence of Educational Structures in Nineteenth-Century British Columbia—Jean Barman and Mona Gleason (eds).

SEPTEMBER 20: EQUITY, DIVERSITY, & EDUCATION

- *Topic: Questioning the Concept and Meaning of Diversity in Canada*
- Questions:
    1. How is "diversity" defined in Canadian schooling and education? What does it mean to assert that Canadian society is diverse?
    2. What are some of the assumptions about individuals and groups that constitute a claim of diversity?
    3. What constitutes an anti-racist education?
- Required Readings:
    1. It's Not the Culture of Poverty, it's the Poverty of Culture: The Problem with Teacher Education—Gloria Ladson-Billings
    2. We Must Tackle and Dismantle Systemic Racism and White Supremacy—Bathseba Opini
- Recommended:
    1. White Privilege: Unpacking the Invisible Knapsack—Peggy McIntosh

SEPTEMBER 22: EQUITY, DIVERSITY, & EDUCATION

- *Topic: Indigenous Perspectives and Pedagogies*
- **Assignment #1 Draft Topic Due on Canvas on September 22 at 11:59pm:** Please submit the title of your paper and 3 sentences max describing your concept and intended analysis.
- Questions:
    1. What does it mean to decolonize pedagogy?

2. How can educators teach for all learners? How might Indigenous ways of knowing and Indigenous pedagogies help us to do so?
3. What historical, political, social, ecological, and economic factors have shaped and continue to shape experiences of Indigenous peoples in Canada?

- Required Readings:
    1. Silencing Aboriginal Curricular Content and Perspectives through Multiculturalism: "There are other children here"—Verna St. Denis
    2. Old Ways are the New Way Forward: How Indigenous Pedagogy Can Benefit Everyone—Jean-Paul Restoule and Chaw-win-is
- Recommended:
    1. Truth and Reconciliation Commission of Canada (2015). Honoring the truth, reconciling for the future report.
    https://web.archive.org/web/20200505161532/http://trc.ca/about-us/trc-findings.html.
    2. The Land Since Time Immemorial: A Review of the Assimilation Policies on Indigenous Peoples through Canada's Indian Act—Erica Neeganagwedgin

SEPTEMBER 28 (TUESDAY): ANTI-RACIST EDUCATION LECTURE
- First of two Anti-Racist Education Lectures (in place of class on September 29)
    o Time: 11am-12:30pm
    o Location: IRC 2 Lec.
- Presenters: Dr. Rav Johal (Director of Instruction, Richmond) and Carolyn Roberts (Indigenous Scholar & Lecturer SFU)
- Attendance at both large lectures **is a requirement of the B.Ed. program**, just as your attendance in our class. If you cannot attend the lectures, the procedure is the same to that of a missed class wherein you must submit an absence form to the Teacher Education Office.
- Note: The speakers for the lectures were selected to show that anti-racist education is both a normal and expected reality of K-12 education in all 60 districts of British Columbia and its independent (private) schools. It is important that you become familiar with anti-racist education if you plan to teach in BC schools.

SEPTEMBER 29: NO CLASS
- You must attend the anti-racist education lecture on Tuesday, September 28 in place of class time today. I will see you there.

SEPTEMBER 30: NATIONAL DAY FOR TRUTH AND RECONCILIATION

OCTOBER 4: CONCEPTIONS OF SOCIAL JUSTICE

- *Topic: Justice, Freedom, and Education*
- **Sign-up for October 6 reading activity in class**
- Questions
    1. How might we understand various notions of justice and freedom in relation to education and schooling? What does this mean for teaching?
    2. In what ways does social justice complement and contradict the aims of ecological justice? What are the ramifications for schooling?
- Required Readings:
    1. A Social Justice Lens—BCTF
    2. Video: Abolitionist Teaching and the Future of our Schools with Bettina Love, Dr. Gholnecsar (Gholdy) Muhammad, Dena Simmons, and Brian Jones
    3. Environmental Injustice and Racism in Canada: The First Step is Admitting We Have a Problem—Kaitlyn Mitchell and Zachary D'Onofrio

OCTOBER 6: CONCEPTIONS OF SOCIAL JUSTICE

- *Topic: Social justice and Teaching*
- **Organize Assignment #2 Presentation Groups**
- Questions:
    1. What are the various layers of social justice within education and schooling? (think personally, communally, pedagogically, systemically, policy, etc.)
    2. How do teachers contend with social justice beyond the implementation of curriculum in the classroom?
- Readings for Jigsaw Activity – Select **ONE** of the following for a jigsaw activity (students will sign up in class on October 4):
    1. Really Teaching Social Justice—Finney Cherian
    2. The Danger of a Single Story—Linda Christensen
    3. Timelines and Lifelines: Rethinking Literacy Instruction in Multilingual Classrooms—Jim Cummins, Frances Giampapa, Sarah Cohen, Vicki Bismilla, and Lisa Leona
    4. Elementary Teachers' Experiences with LGBTQ-Inclusive Education: Addressing Fears with Knowledge to Improve Confidence and Practices—Elizabeth Meyer, Mary Quantz, Catherine Taylor, and Tracey Peter
    5. "She doesn't shout at no girls": Pupils' Perceptions of Gender Equity in the Classroom—Debra Myhill and Susan Jones
    6. Teaching for Social Justice in Multicultural Classrooms—Christine Sleeter
    7. Addressing Homophobic Bullying in the Elementary Classroom—Vanessa Russell and Steven Solomon
    8. Combating Ableism in Schools—Keith Storey
    9. Too Scared to Teach: Secondary Students' Insights into Educators Silencing and Stigmatization of Gender and Sexual Diversity in Public Schools in Alberta, Canada—Tanya Surette

10. Poverty and Education Survey: A Teacher's Perspective: Overview of the Findings—Margaret White

OCTOBER 11: NO CLASS

OCTOBER 13: EDUCATION, POLICY, AND TEACHING
- *Topic: Policy, Values, and Teacher Roles*
- **Assignment #2 Draft Topic Due on Canvas on October 13 at 11:59pm:** Please submit the title of your presentation and 5 sentences max describing how your group will present your topic. One person per group must submit your draft topic. Please include the names of your group members in the submission.
- Questions:
    1. What is policy? How does educational policy function to influence educational values in the school?
    2. How do teachers become shaped by, and shape, policy processes and practices?
- Required Readings:
    1. What is Policy? and How to Read Policy—BC Manual of School Law K-12
    2. Ignoring Race: A Comparative Analysis of Education Policy in British Columbia and Ontario—Rhonda George, Reana Maier & Karen Robson
    3. BC School Act

OCTOBER 18: EDUCATION, POLICY, AND TEACHING
- **Assignment #1 Due at 11:59pm on Canvas**
- *Topic: Neoliberalism and Education Policy*
- Questions:
    1. What is neoliberalism and what does it have to do with educational policy?
    2. How does neoliberalism influence teaching?
- Required Readings:
    1. From Alternative Schools to School Choice in the Vancouver School District, 1960s to the Neoliberal Present—Jason Ellis and Ee-Seul Yoon
    2. The Neoliberal Cascade and Education: An Essay on the Market Agenda and Its Consequences—Raewyn Connell

OCTOBER 20: EDUCATION, POLICY, AND TEACHING

- *Topic: Educational Policy Trends in BC (and Beyond): Assessment*
- **Community Course Feedback (Rose, Bud, Thorn): Due October 20 at 11:59pm on Canvas** (This will not influence your overall grade. Your feedback will contribute to possible improvements to support the success of the class and our engagement with the content.)
- Questions:
    1. What are the various ways in which assessment (ranking, marking, testing, disciplining, etc.) is used in schools and what happens to students as a result?
    2. Who does assessment help and who does it hurt?
- Required Readings:
    1. Ending the Reign of the Fraser Institute's School Rankings—Helen Raptis
    2. Accountable to Whom? Teacher Reflections on the Relationship Between Creativity and Standardized Testing in Ontario—Catharine Dishke-Hondzel

OCTOBER 25 — NOVEMBER 5: PRACTICUM

- Good luck and enjoy your practicum! We do not have class during this time. You might consider a teaching journal as you learn and grow in your practicum and for future teaching.

NOVEMBER 8: NO CLASS

- You must attend the anti-racist education lecture on Tuesday, November 9 in place of class time today. I will see you there.

NOVEMBER 9 (TUESDAY): ANTI-RACIST EDUCATION LECTURE

- Second of two Anti-Racist Education Lectures (in place of class on Nov. 8)
    - Time: 11am-12:30pm
    - Location: IRC 2 Lec.
- Presenters: Beth Applewhite & team – District Principal Equity, Burnaby School District
- Attendance at both large lectures **is a requirement of the B.Ed. program**, just as your attendance in our class. If you cannot attend the lectures, the procedure is the same to that of a missed class wherein you must submit an absence form to the Teacher Education Office.
- Note: The speakers were selected for the lectures to show that anti-racist education is both a normal and expected reality of K-12 education in all 60 districts of British Columbia and its independent (private) schools. It is important that you become familiar with anti-racist education if you plan to teach in BC schools.

NOVEMBER 10: EDUCATION, POLICY, AND TEACHING

- *Topic: Educational Policy Trends in BC and Beyond: Corporate involvement in schools*
- Questions:
    1. What are arguments for and against corporate involvement in schools? Why does this matter for education?
- Required Readings:
    1. The Emerging Fourth Tier in K-12 Education Finance in British Columbia—Wendy Poole and Gerald Fallon
    2. Grammars of Privatization, Schooling, and the "Network State"—André Mazawi

NOVEMBER 15: ASSIGNMENT #2 PRACTICE PRESENTATIONS & PEER FEEDBACK

- *Topic: Group Inquiry into Social Justice and Educational Policy in BC (See Assignments breakdown in syllabus).*
- Questions:
    1. What are the dominant and/or pressing social justice issues in BC schooling?
    2. In what ways are these social justice issues evident (or not) in a selected BC educational policy?
- Practice Presentations & Peer Feedback: 20-minute practice presentations in roundtables consisting of 3 groups with 5-minute peer feedback after each session. Five-minute break after 2 out of 3 practice presentations.
    1. Pink Roundtable: Groups 1-3
    2. Yellow Roundtable: Groups 4-6
    3. Green Roundtable: Groups 7-9
    4. Blue Roundtable: Groups 10-12

NOVEMBER 17: ASSIGNMENT #2 FINAL PRESENTATIONS

- Final Presentations Format: 20-minute final presentations in roundtables consisting of 3 groups with 5-minute peer feedback after each session. Five-minute break after 2 out of 3 practice presentations.
    - Lime Roundtable: Groups 1, 11, & 7
    - Grapefruit Roundtable: Groups 2, 12, & 8
    - Lemon Roundtable: Groups 3, 6, & 9
    - Orange Roundtable: Groups 10, 4, & 5

NOVEMBER 22: PUNISHMENT AND THE STUDENT

- *Topic: Questioning Educational Punishment and What Happens to the Student Who is Punished*
- Questions:
    1. What is the purpose of punishment in education and schooling?
    2. How does punishment influence the learning, life, and spirit of the student?
- Required Readings:
    1. Existentially Expelled: School Expulsion and the Student—Addyson Frattura
    2. Discipline, Punishment, and the Moral Community of Schools— Bryan Warnick and Campbell Scribner
- Recommended:
    1. Paternalistic Aims and (Mis)attributions of Agency: What the Over-Punishment of Black Girls in US Classrooms Teaches Us about Just School Discipline—Lily Lamboy, Ashley Taylor, and Winston Thompson

NOVEMEBR 24: THINKING, TEACHING, AND ACTING

- **Assignment #3 Draft Topic Due on Canvas on November 24 at 11:59pm:** Please submit the title of your paper and 3 sentences max describing your intended critical assessment of an educational resource.
- *Topic: Teacher as Scholar; Teacher as Activist*
- Questions:
    1. What does it mean to be a teacher scholar? What does it mean to be a teacher activist?
    2. What are the possibilities and avenues for teachers to study, negotiate, ameliorate, and communicate educational policies and practices? (e.g., teacher as scholar, teacher as activist)
    3. What are the opportunities for teachers to participate in alternative sites of learning (outside of schools)? What are the benefits and drawbacks to this participation?
- Required Readings:
    1. Thought and Study: The Rigor of Having an Idea—Sam Rocha & Daniel Clegg
    2. Teacher Activism: Enacting a Vision for Social Justice—Bree Picower
- Recommended:
    1. Teaching Through the Performance of Study: The *maître à étudier*—Claudia Ruitenberg

NOVEMBER 29: POPULAR MEDIA AS INFORMAL PUBLIC PEDAGOGIES

- *Topic: Principles of Media Education and Critical Media Education*
- Questions:
    1. What is critical thinking?
    2. What is critical media education? What is its' relevance to education?
    3. What are the strengths and limitations of this approach?
- Required Readings:
    1. Re/Thinking Critical Thinking: The Seductions of Everyday Life—Kal Alston
    2. Transforming Teaching and Learning through Critical Media Literacy Pedagogy—Antero Garcia, Robyn Seglem, and Jeff Share

DECEMBER 1: POPULAR MEDIA AS INFORMAL PUBLIC PEDAGOGIES

- *Topic: Media Education and the Role of the Teacher*
- Questions:
    1. What does it mean for popular media to be understood as informal public pedagogies?
    2. 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?
- Required Readings:
    1. Critical Perspectives on Youth Digital Media Production: 'Voice' and Representation in Educational Contexts—Negin Dahya
    2. Website: MediaSmarts—Lessons and resources

DECEMBER 6: MEDIA, REPRESENTATION, AND EDUCATION

- *Topic: Media Products as Texts to Analyze Representation and its Influence in Education and Schooling*
- **Sign-up for December 8 reading activity in class**
- Questions:
    1. What is the significance of representation generated through media? What is it? How does it emerge? What does this mean for education?
    2. Who creates particular manifestations of media representation? (think about the social, political, historical, economic, and institutional context of representations in media).
- Required Readings:
    1. Heroes or Villains?; and Stereotyping as a Signifying Practice—Stuart Hall
    2. Media and the Representation of Others—Elfriede Fürsich
- Recommended:
    1. Race, Gender, Hollywood: Representation in Cultural Production and Digital Media's Potential for Change—Maryann Erigha

DECEMBER 8: CONSTRUCTION OF IDENTITIES THROUGH ENGAGEMENTS WITH MEDIA

- *Topic: Children's and Youth's Engagement with Popular Culture in and Beyond School as Pedagogical Resources*
- Questions:
    1. What popular culture resources do children and youth use to shape their identities?
    2. What difference might age, gender, sexuality, culture, class, religion, and immigrant status make in terms of how young people negotiate meanings of media texts?
- Readings for Jigsaw Activity – Select **ONE** of the following for a Jigsaw Activity (students will sign up in class on December 6):
    1. # Ferguson: Digital protest, hashtag ethnography, and the racial politics of social media in the United States—Yarimar Bonilla and Jonathan Rosa
    2. Gotta Catch 'Em All: Structure, Agency and Pedagogy in Children's Media Culture—David Buckingham and Julian Sefton-Green
    3. Can't Buy Me Love: Teaching About Clothes, Class and Consumption—Linda Christensen and Katherine Streeter
    4. "The Whole Playboy Mansion Image": Girls' Fashioning and Fashioned Selves within a Post-Feminist Culture—Sue Jackson, Tiina Vares, and Rosalind Gill
    5. Why Social Media Must Have a Place in Schools—Daniel Krutka and Jeffrey Carpenter
    6. Class on Fire: Using the Hunger Games Trilogy to Encourage Social Action—Amber Simmons
    7. Karen B., and Indigenous Girlhood on the Prairies: Disrupting the Images of Indigenous Children in Adoption Advertising in North America—Allyson Stevenson
    8. i-Minds: How Cell Phones, Computers, Gaming and Social Media are Changing our Brains, Our Behavior and the Evolution of Our Species—Mari Swingle

DECEMBER 13: CONSTRUCTION OF IDENTITIES THROUGH ENGAGEMENTS WITH MEDIA

- *Topic: Popular Images of Teachers and the Construction of Teaching Identities*
- In Class Writing: Rethink, reimagine, rewrite your introductions from the beginning of the course. Return to your previous writing, but please do not recycle your writing. You should be reflecting and writing a new introduction where you contend with the foundational questions for this course and for your teaching: *Who am I to teach? What does it mean to teach within systems of education and schooling? For whom do I teach?* Please write between 150-200 words. (We will discuss these in class).
- Questions:
    1. What popular images of teachers exist?
    2. How do these representations influence educators' constructions of teacher identity and expectations?
- Required Readings:
    1. Learning about Teachers through Film—Angela Raimo, Roberta Devlin-Scherer, and Debra Zinicola

- ▪ Recommended:
    1. Starting the Wrong Conversations: The Public School Crisis and "Waiting for Superman"—Katy Swalwell and Michael Apple

DECEMBER 15: LOVE AND EDUCATION

- *Topic: The Relation Between Notions of Love and Education*
- **Assignment #3 Due December 15 at 11:59pm on Canvas**
- Questions:
    1. How should I live?
    2. To whom and to what am I responsible?
    3. What is the meaning of love in education?
- Required Readings:
    1. Living Love: Confessions of a Fearful Teacher—Carl Leggo
    2. The Crisis in Education—Hannah Arendt
- Recommended:
    1. The Empty Chair: Education in an Ethic of Hospitality—Claudia Ruitenberg

Course Requirements and Evaluation

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

Students are to complete the following assignments:

Assignment 1: Analytical Essay on a Concept of Justice in Relation to Education
Draft Topic Due: September 22 at 11:59pm
Final Paper Due: October 18 at 11:59pm
This assignment is worth 50%

Analytical Essay

Choose one concept related to justice (social, ecological, etc.) and write an analysis of the concept in relation to education and schooling. Consider the course readings, class discussions, and the questions that have pushed you when writing your analysis. Your essay should be between 1,500-2,000 words and it should be double-spaced. In writing your analysis you must:

1. State the concept of your choice related to justice.
2. Offer a discussion on what it means or what it is.
3. Describe and contend with its relation to education [you should be building an argument here].
4. Consider the significance of this concept within the structural reality of education and schooling (i.e., not simply the classroom and within curriculum).
5. Consider the significance of this concept personally, in relation to who you are and how you are in the world and the classroom
6. Cite at least 2 course readings.

Assessment Criteria
Pass: 1) easy to read (well organized; concise; proofread for grammar, spelling, and diction errors); 2) supports claims with citations from the document and examples; 3) demonstrates a synthesis of course concepts and themes and makes connections to pertinent course readings and class discussions; 4) includes a clear concept related to justice and a discussion on what it means or what it is; 5) considers the significance of the concept both structurally and personally 6) appropriately cites at least 2 course readings.

Fail: 1) contains recurring errors of grammar, spelling, diction, and/or organization; 2) lacks support for claims (3) fails to demonstrate comprehension or application of course content; (4) does not a clear concept related to justice and a discussion on what it means or what it is; 5) does not consider the significance of the concept both structurally and personally; 6) lacks the appropriate citation of at least 2 course readings.

Assignment 2: Group Presentation about Educational Policy in BC
Draft Topic Due: October 13 at 11:59pm
Presentations: November 15 and November 17
This assignment is worth 20%

Group Presentation
Within your group, offer a 20-presentation about a BC-related educational policy as it relates or is complicated by conceptions of social justice within systems of schooling and education. In your presentation you must:

1. Contend with the questions: *What are the dominant and/or pressing social justice issues in BC schooling?* **and** *In what ways are these social justice issues evident (or not) in a selected BC educational policy?*
2. Describe an educational policy of your choice and showcase how it relates or is complicated by conceptions of social justice within systems of schooling and education
3. Offer a visual component for your participants (if you choose to use PowerPoint, please limit it to 4 slides max)

Following your group presentation, submit a 1000-word summary of your analysis. You need to include references to course readings. In the summary you should note who contributed to what components of your presentation (this must be clearly footnoted).

Assessment Criteria:
Pass: 1) examines a BC-related educational policy and uses appropriate social justice framework; 2) presentation easy to follow (well organized argument; concise); 3) provides examples and explanations based on course readings; 4) no more than 50% is co-authored work.

Fail: 1) does not examine BC policy and/ or neglects to use relevant social justice framework; 2) lacks examples; 3) lacks transitions between thoughts or fails to make an argument; 4) more than 50% is co-authored work, or unattributed.

<u>Assignment 3: Critical Assessment of an Educational Resource</u>
Draft Topic Due: November 24 at 11:59pm
Final Due: December 15 at 11:59pm
This assignment is worth 30%

Critical Assessment of an Educational Resource

Select an educational resource from your practicum or from your own choosing. Your assessment should be between 750-1,000 words. In your critical assessment you must:

1. Describe the educational resource you are assessing (you must directly reference the source within your description using direct quotes).
2. Contend with the following questions:
   - Who is represented in this resource?
   - Who is it privileging?
   - Who is it excluding?
   - Are there different expectations for different learners (implicit or explicit)?
   - What histories are being represented within this educational resource?
3. A short summary of your critical assessment contending with the significance of using this educational resource with students.

Assessment Criteria:
Pass: (1) readable (well organized; concise, proofread for grammar, spelling, and punctuation errors); (2) describes an educational resource; (3) contends with the critical questions in the assignment description; 4) provides a short summary relating to the significance of using this educational resource with students

Fail: (1) contains recurring errors of grammar, spelling, and punctuation; (2) does not adequately describe the resource; (3) lacks any response to the critical questions (4) does not include a summary in relation to the significance of the educational resource.

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