



EDST 401: EDUCATION, SCHOOL, AND SOCIAL INSTITUTIONS

This course is held on the UBC Point Grey (Vancouver) campus, which is located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam).

The land it is situated on has always been a place of learning for the Musqueam, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

Class Time: Wednesdays 8:30AM – 11:30AM	Instructor Office Hours: by appointment
Class Location: SCRF 206	Instructor Email: yao.xiao@ubc.ca

Instructor Bio

My name is Yao Xiao 蕭堯. I come from rural Cantonese-Hakka families in the karst mountains north of Pearl River and is an immigrant settler of color on unceded Coast Salish lands, in particular, the Musqueam, Squamish, and Tsleil-Waututh territories. I earned my PhD in Educational Studies, focusing on cultural studies, diversity education, and Chinese Canadian activism. Since 2011, I have worked in collaborative projects related to migrant children education, Asian cultural studies, African cultural studies, critical adult education, and decolonial ways of knowing – with some work published in journals such as *Cultural Studies*, *Critical Arts*, *Citizenship Teaching and Learning*, and *Postcolonial Directions in Education*. While a vital part of my research is associated with the Centre for Culture, Identity and Education at UBC (<https://ccie.educ.ubc.ca>), my extramural work involves bilingual writing and organizing with artists/curators/social workers/community groups, including Laiwan, Lydia Kwa, Henry Tsang, Paul Wong, Youth Collaborative for Chinatown (<http://ycc-yvr.com>), Yarrow Intergenerational Society of Justice (<https://www.yarrowsociety.ca>), and “The Paper Trail to the 1923 Chinese Exclusion Act” research project (<https://1923-chinese-exclusion.ca>). I am hoping to learn with/from all of you and share some of my experiences/perspectives on cultural studies, migration, and community-based education. My pronouns: he/him/his.

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. This course aims to illustrate how schooling is a site for competing politics and philosophies about the role of education in society and the work of teachers. As well, it examines the intersections between education and the social institution of media, where media encompass both transmission technologies and representational content. It builds from the premise that media education is a reflexive process that starts with teachers thinking through how they come to their understanding of what constitutes a good student, a good teacher, and a good education.

The course is organized around various themes: (1) the relationship between schooling and society and the competing purposes of schooling; (2) equity, diversity and education; (3) conceptions of social and ecological justice and the applicability of these conceptions 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.



Course Objectives

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

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

Course Structure

The course will involve a combination of mini-lectures, small group in-class activities, and discussion of assigned readings. Some of the readings may cover unfamiliar material. In order to participate effectively in class, students will be asked to do their readings before class and come to class prepared to participate in various ways including by posing critical questions about the readings that will enhance the class’ understanding of course themes.

Course Schedule & Outline (September 8 to December 17, 2021)

Dates	Main Contents	Notes
September 8	Class (Education & Society)	
September 15	Class (Unpacking Diversity)	
September 22	Class (Indigenous Perspectives)	
September 29	Class (Social Justice Concepts)	After class, sign up/decide group membership for Assignment-1
October 6	Class (Social Justice Practices)	
October 7	TEO Anti-Racist Education Lecture	Time: 11:00-12:20; Location: IRC 2
October 13	Class (Neoliberalism & Race)	
October 20	Class (Group Presentation for Assignment-1)	*Assignment-1 due (group presentation in class & summary)
November 10	Class (Media Education)	
November 17	Class (Media & Representation)	
November 18	TEO Anti-Racist Education Lecture	Time: 11:00-12:20; Location: IRC 2
November 24	Class (Media Education & Identity)	
December 1	Class (Education in the Future Tense)	*Assignment-2 due (media analysis)
December 8	Class (Teacher Activism)	
December 15	No Class. Self-Directed Study	Time for Online Evaluation
December 17	No Class. End of Semester.	*Assignment-3 due (essay)



SEPTEMBER 8: EDUCATION, SCHOOLING, AND SOCIETY

Guiding Questions:

1. What is the relationship between society, education, and schooling?
2. What are the purposes of education and schooling? Why do we teach?
3. What types of citizens do these competing purposes envisage? What are the implications of these competing purposes for teachers?

Pre-Class Readings:

Osborne, K. (2008). Chapter 2: Education and schooling: A relationship that can never be taken for granted. In D. Coulter & J.R. Wiens (Eds.), *Why do we educate? Renewing the conversation* (vol. 1, pp. 21-41). Boston: Blackwell. E-book available via UBC library: <https://ebookcentral.proquest.com/lib/ubc/reader.action?docID=428277&ppg=1>

McIntosh, P. (1989). White privilege: Unpacking the invisible knapsack. *Peace and Freedom, July/August*. Available at: http://www.aretadventures.com/articles/white_privilege_unpacking_the_invisible_napsack.pdf

Video: The International Literacy Institute (1996). Paulo Freire: An incredible conversation. Available at <https://www.youtube.com/watch?v=aFWjnkFypFA> (Paulo Freire's last public interview, given to Literacy.org).

SEPTEMBER 15: EXAMINING THE ASSUMPTIONS UNDERPINNING DIVERSITY

Guiding Questions:

1. What does it mean to assert that Canadian society is diverse? How is "diversity" defined?
2. Why do stories of diversity need to be told? In what ways?
3. What does the language of "diversity" do in classrooms, schools and educational institutions?
4. How do we conceptualize and enact critical anti-racist and multicultural education?

Pre-Class Readings:

Zuberi, D. (2015). Chapter 2 - Diversity in the classroom: Opportunities and challenges". In *Schooling the next generation: Creating success in urban elementary schools* (pp.24-60). University of Toronto Press. E-book available via UBC library: <https://books-scholarsportal-info.eu1.proxy.openathens.net/en/read?id=/ebooks/ebooks3/utpress/2015-08-11/1/9781442620391#page=33>

Orlowski, P. (2012). Teaching about race and racism in our past and present. In *Teaching about hegemony: Race, class and democracy in the 21st century* (pp.77-97). New York: Springer. Available via UBC library: https://link.springer.com/chapter/10.1007%2F978-94-007-1418-2_5

Videos: Government of British Columbia (2015). *Fraser Corridor Heritage Landscape Project*. Available at: <https://www.youtube.com/watch?v=DMmRy9zYzg&t=94s>; Friedman, M. [Producer/Director]. (2014). *Secret Vancouver: Return to Hogan's Alley*. Available at: <https://www.youtube.com/watch?v=B-8lgpvj0Hg&t=102s>



SEPTEMBER 22: INDIGENOUS PERSPECTIVES AND PEDAGOGIES

Guiding Questions

1. What historical, political, social, economic factors have shaped and continue to shape experiences of Indigenous peoples in Canada?
2. How do Indigenous worldviews differ from Western worldviews and what are the implications for teaching and learning in the K-12 system?
3. What is the significance of decolonizing our pedagogies?
4. How can education be delivered in a manner that is relevant and that meets the learning needs and styles of Indigenous learners?

Pre-Class Readings:

- 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. *Canadian Issues*, 31-36.
- Restoule, J.-P. and Chaw-win-is (2017). *Old ways are the new way forward. How Indigenous pedagogy can benefit everyone*. Ottawa: Canadian Commission for UNESCO. Available at https://www.sfu.ca/content/sfu/education/newsevents/foe-news/2021/april-2021/earth-day-faculty-of-education/_jcr_content/main_content/download_520499438/file.res/Old%20Ways%20Are%20The%20New%20Way%20Forward.pdf
- Documentary: Kinew, W. [Host] & Hunka, R. [Producer/Director] (2012). *8th Fire: Indigenous in the City*. Toronto: CBC Learning. Available at: https://www.youtube.com/watch?v=ELUs4pM_xUY
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SEPTEMBER 29: SOCIAL JUSTICE IN EDUCATION

Guiding Questions:

1. What are the key features of different conceptions of social justice?
2. What are the implications for schooling as anti-oppression work and a way of achieving equity in Canadian society?
3. In what ways does social justice complement and contradict the aims of ecological justice? What are the ramifications for schooling?

Pre-Class Readings:

- Furman, G. C. and Gruenewald, D.A. (2004). Expanding the landscape of social justice: A critical ecological analysis. *Educational Administration Quarterly*, 40(1), 47-76.
- Kelly, D. (2012). Teaching for social justice: Translating an anti-oppression approach into practice. *Our Schools / Our Selves*, 21(2), 135-154.
- Video: The New School (2014). bell hooks & Gloria Steinem at Eugene Lang College. Available at: <https://www.youtube.com/watch?v=tkzOFvfWRn4>
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OCTOBER 6: DIFFERENT WAYS IN WHICH TEACHERS HAVE APPROACHED SOCIAL JUSTICE ISSUES

Guiding Questions:

1. How have teachers attempted to teach about issues of inequality and inequity?
2. What can social justice look like in the classroom? What conceptions of social justice are evident in the classroom examples discussed?

Pre-Class Readings:

In pre-selected groups, each student selects **ONE** of the following for an in-class jigsaw activity (*please sign up the week before).

- Cummins, J., Bismilla, V., Cohen, S., Giampapa, F., and Leoni, L. (2006). Timelines and lifelines: Rethinking literacy instruction in multilingual classrooms. *Orbit*, 36(1), 22-26. <https://www.proquest.com/docview/213736843?accountid=14656&pq-origsite=summon>
- Gelson, C. (2011, September 25). *A plea for help from a Vancouver inner-city teacher*. *Vancouver Sun, BC Education Report* p. 1. <http://vancouver.sun.com/news/staff-blogs/a-plea-for-help-from-a-vancouver-inner-city-teacher> (click on the link to the letter from the teacher - <http://wpmedia.vancouver.sun.com/2011/09/tothepeopleofvancouver.pdf>)
- Meyer, E. J., Quantz, M., Taylor, C., and Peter, T. (2019). Elementary teachers' experiences with LGBTQ-inclusive education: Addressing fears with knowledge to improve confidence and practices. *Theory into Practice*, 58(1), 6-17. <https://www.tandfonline.com.ezproxy.library.ubc.ca/doi/pdf/10.1080/00405841.2018.1536922?needAccess=true>
- Myhill, D. and Jones, S. (2006). 'She doesn't shout at no girls': Pupils' perceptions of gender equity in the classroom. *Cambridge Journal of Education*, 36(1), 99-113. <https://www.tandfonline.com/doi/pdf/10.1080/03057640500491054?needAccess=true>
- Sleeter, C. (2013). Teaching for social justice in multicultural classrooms. *Multicultural Education Review*, 5(2), 1-19. <https://www.tandfonline.com/doi/abs/10.1080/2005615X.2013.11102900>
- Storey, K. (2007). Combating ableism in schools. *Preventing School Failure: Alternative Education for Children and Youth*, 52(1), 56-58. <https://www.tandfonline.com/doi/pdf/10.3200/PSFL.52.1.56-58?needAccess=true>
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OCTOBER 7: TEACHER EDUCATION OFFICE ANTI-RACIST EDUCATION LECTURE

Lecture Speakers:

Dr. Daniel Shiu (Assistant Director, Professional and Social Issues Division BCTF)

Dr. Lynn Daniels (Director of Instruction Aboriginal Learning, Surrey School District)

Lecture Time: 11:00AM – 12:20PM

Lecture Location: IRC 2 (<https://learningspaces.ubc.ca/classrooms/irc-2>)

Anti-racist education is a normal and expected part of K-12 education in BC's 60 districts and its independent (private) schools. Attendance at the lecture is a requirement of the B.Ed. program, just as classroom attendance is.



OCTOBER 13: NEOLIBERALISM, RACE, AND EDUCATION POLICY

Guiding Questions:

1. How to identify and analyze elements of neoliberalism and racialization in education policies?
2. What are the implications for social justice and equity?
3. How do teachers become shaped by, and shape, various policy processes and practices?

Pre-Class Readings:

Government of British Columbia. (2021). “What is policy?”

(<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/what-is-policy>), and “How to read policy”

(<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/how-to-read-policy>).

Connell, R. (2013). The neoliberal cascade and education: An essay on the market agenda and its consequences. *Critical Studies in Education*, 54(2), 99-112.

George, R. C., Maier, R., & Robson, K. (2020). Ignoring race: A comparative analysis of education policy in British Columbia and Ontario. *Race, Ethnicity and Education*, 23(2), 159-179.

OCTOBER 20: ASSIGNMENT 1 DUE– PRESENTATION OF GROUP INQUIRY INTO SOCIAL JUSTICE AND EDUCATIONAL POLICY IN BC

Guiding Questions for Group Inquiry (In-Class Group Presentation):

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 education policy?

*A list of BC public school policies is available at:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools>

* A list of BC independent school policies is available at:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/independent-schools>

NOVEMBER 10: MODELS OF MEDIA EDUCATION & POPULAR MEDIA AS INFORMAL PUBLIC PEDAGOGIES

Guiding Questions:

1. What is critical media education? What are the strengths and limitations of this approach?
2. What are the implications of the new media landscape for children and youth?
3. What roles might teachers play in supporting all children and youth to learn and become critical thinkers as well as ethical participants in society?



Pre-Class Readings:

- Gainer, J. S. (2010). Critical media literacy in middle school: Exploring the politics of representation. *Journal of Adolescent & Adult Literacy*, 53(5), 364-73.
- Garcia, A., Seglem, R., & Share, J. (2013). Transforming teaching and learning through critical media literacy pedagogy. *Learning landscapes*, 6(2), 109-124. Available at: <https://www.learninglandscapes.ca/index.php/learnland/article/view/Transforming-Teaching-and-Learning-Through-Critical-Media-Literacy-Pedagogy/608>
- Documentary: Su, C. F. and Picker, M. (2001). *Mickey mouse monopoly: Disney, childhood & corporate power*. Northampton, MA: Media Education Foundation. Available at Kanopy through UBC library: <https://ubc.kanopy.com/video/mickey-mouse-monopoly-0>
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NOVEMBER 17: DIMENSIONS OF MEDIA REPRESENTATION

Guiding Questions:

1. Who created a particular media representation?
2. Within which social, political, historical, economic, and institutional context? Why?
3. How do we take media production and media products as texts to analyze?

Pre-Class Readings:

- Erigha, M. (2015). Race, gender, Hollywood: Representation in cultural production and digital media's potential for change. *Sociology Compass*, 9(1), 78-89.
- Hall, S. (2000). Chapter 9: Heroes or villains? Stereotyping as a signifying practice. In J. M. Iseke-Barnes & N. N. Wane (Eds.), *Equity in schools and society* (pp. 97-109). Toronto: Canadian Scholars' Press. E-Book available via UBC library: <https://www-deslibris-ca.eu1.proxy.openathens.net/ID/412297>
- Watt, D. (2012). The urgency of visual media literacy in our post-9/11 world: Reading images of Muslim women in the print news media. *The National Association for Media Literacy Education's Journal of Media Literacy Education*, 4(1), 32-43. <http://digitalcommons.uri.edu/cgi/viewcontent.cgi?article=1081&context=jmle>
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**NOVEMBER 18: TEACHER EDUCATION OFFICE
ANTI-RACIST EDUCATION LECTURE**

Lecture Speakers:

Beth Applewhite & Team (District Principal Equity, Burnaby School District)

Lecture Time: 11:00AM – 12:20PM

Lecture Location: IRC 2 (<https://learningspaces.ubc.ca/classrooms/irc-2>)

Anti-racist education is a normal and expected part of K-12 education in BC's 60 districts and its independent (private) schools. Attendance at the lecture is a requirement of the B.Ed. program, just as classroom attendance is.



NOVEMBER 24: IDENTITIES AND PEDAGOGIES THROUGH ENGAGEMENTS WITH MEDIA

Guiding Questions:

1. What popular culture resources do children and youth use to shape their identities?
2. What difference might age, gender, sexuality, class, race, ethnicity, religion, immigrant status, and disability make in terms of how young people negotiate meanings of media texts?
3. What are some considerations and strategies for using pop culture as a pedagogical resource?

Pre-Class Readings:

In pre-selected groups, each student reads **ONE** of the following for an in-class jigsaw activity:

Alper, M., Katz, V.S., and Clark, L. S. (2016). Researching children, intersectionality, and diversity in the digital age. *Journal of Children and Media*, 10(1), 107-114.

Bonilla, Y. and Rosa, J. (2015). # Ferguson: Digital protest, hashtag ethnography, and the racial politics of social media in the United States. *American Ethnologist*, 42(1), 4-17.

Buckingham, D. and Sefton-Green, J. (2003). Gotta catch 'em all: Structure, agency and pedagogy in children's media culture. *Media, Culture & Society*, 25(3), 379-400.

Jackson, S., Vares, T., & Gill, R. (2012). 'The whole playboy mansion image': Girls' fashioning and fashioned selves within a post-feminist culture. *Feminism & Psychology*, 143-162.

Simmons, A. M. (2012). Class on fire: Using the Hunger Games trilogy to encourage social action. *Journal of Adolescent & Adult Literacy*, 56(1), 22-34.

Stevenson, A. (2019). Karen B., and Indigenous girlhood on the prairies: Disrupting the images of Indigenous children in adoption advertising in North America. In *Children's Voices from the Past* (pp. 159-190). Palgrave Macmillan. E-Book available via UBC library: https://link.springer.com/chapter/10.1007/978-3-030-11896-9_7

DECEMBER 1: DEBATING FUTURES OF EDUCATION IN BC AND BEYOND

Guiding Questions:

1. What are the arguments for and against corporate involvement in schools?
2. How to work the linguistic and cultural diversity of children, youth, and their communities at local, provincial, national, and global levels?
3. What is land education?

Pre-Class Readings:

Poole, W. and Fallon, G. (2015). The emerging fourth tier in K-12 education finance in British Columbia, Canada: Increasing privatization and implications for social justice. *Globalisation, Societies and Education*, 13(3), 339-368.

Paris, D. and Alim, H. A. (2014). What are we seeking to sustain through culturally sustaining pedagogy? A loving critique forward. *Harvard Education Review*, 84 (1), 85-100.

Tuck, E., McKenzie, M., and McCoy, K. (2014). Land education: Indigenous, post-colonial, and decolonizing perspectives on place and environmental education research. *Environmental Education Research*, 20(1), 1-23.

<https://www.tandfonline.com/doi/pdf/10.1080/13504622.2013.877708?needAccess=true>



DECEMBER 8: RETHINKING PEDAGOGY, INQUIRY AND ACTION

Guiding Questions:

1. What are the power, potentials, and limitations of critical pedagogy? What are the alternatives?
2. What are the options for teachers to negotiate, accommodate, ameliorate, communicate, and change educational policies and practices? (e.g., teachers as researchers, teachers as public intellectuals, teachers as activists)
3. What are the possibilities for teachers to participate in alternative and extramural sites of learning (outside of schools)? What are the benefits and drawbacks to this participation?

Pre-Class Readings:

Grande, S. (2010). Red Pedagogy. *Counterpoints*, 356 (TEACH BOLDLY! Letters to Teachers about Contemporary Issues in Education), 199-207.

https://www.jstor.org/stable/42980614?pq-origsite=summon&seq=1#metadata_info_tab_contents

Greene, K. (2016). Blogging as virtual resistance: Teachers' critique of educational policy. *English Journal*, 105(5), 88-91.

https://www.jstor.org/stable/26606381?seq=1#metadata_info_tab_contents

Picower, B. (2012). Teacher activism: Enacting a vision for social justice. *Equity & Excellence in Education*, 45(4), 561-574.

DECEMBER 15

No Class.

Time for Completing the UBC Student Evaluation of Teaching.



Content/Trigger Warning



Please note that some learning materials in this course (such as readings and cases) will involve sensitive topics that might be triggering, disturbing, and/or upsetting to different learners at different stages of their learning processes. In particular I am thinking of people who are in the processes of healing from societal/collective/personal traumas and people who have to learn/live/work in insecure, oppressive, and precarious circumstances. I will aim to forewarn the class about potentially disturbing contents, and I sincerely ask each of you to help create an atmosphere of mutual respect and sensitivity. All learning materials are designed/used for the purposes of critical reflection, careful dialogues, and for further collective transformation of the very societal conditions that make such content/trigger warning necessary.

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.

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

Students are to complete the following assignments, i.e., Assignments 1, 2, and 3:

Assignment 1: Group Inquiry into Social Justice and Educational Policy in BC

Weighting: 20%

Group Presentation Date: In class, October 20, 2021

Individual Witten Summary Due: 11:59PM, October 20, 2021 (via Canvas or Email)



Following your group presentation (15 minutes -18 minutes), submit a 1000-word summary of your analysis. You need to include references to course readings. Fifty percent of the summary can be group authored (but this must be clearly footnoted).

Guiding questions for this assignment (including the presentation and summary):

1. What are the dominant and/or pressing social justice issues in BC schooling?
2. In what ways are social justice issues evident (or not) in a selected BC educational policy?

Assessment Criteria for Assignment 1:

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.

Assignment 2: Cultural Analysis of the Media

Weighting: 30%

Assignment 2 Due: 11:59PM, December 1, 2021 (Submission via Canvas or Email)

Choose a media item to analyze. It might be a newspaper article, TV show, movie, videogame, or popular website etc. Select at least one episode, article, etc. The piece should have something to do with children/youth/educators and preferably with schools as well.

Write a 5-page (typed, double-spaced) analysis, based on reflecting on such questions as:

- a) What cultural information does the piece include?
- b) 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?
- c) What media education concepts are helpful to analyzing the piece?
- d) What does the piece tell us about the worldview of its author/s?
- e) What assumptions are made about children? Adults?
- f) What assumptions are made about the meaning of education?
- g) What assumptions are made about culture?
- h) Who is present? Who is absent? Who is treated as other? Who is treated as the norm?

Assessment Criteria for Assignment 2:

Pass: (1) readable (well organized; concise, proofread for grammar, spelling, and punctuation errors); (2) provides examples; (3) makes a clear argument (e.g., supports claims, makes clear transitions); (4) highlights an important educational issue; and (5) includes your insights and conclusions.

Fail: (1) contains recurring errors of grammar, spelling, and punctuation; (2) lacks examples; (3) lacks transitions between thoughts or fails to make an argument; and (4) fails to address an important educational issue.



Assignment 3: Choose one of the following options

Weighting: 50%

Due: 11:59PM, December 17, 2021 (Submission via Canvas or Email)

Option 1: Essay option - Social justice, schools and teachers

Drawing on the discussions you have had in class during this course and ideas in readings, construct an essay in response to any ONE of the following questions or statements:

- i. What might be some of the possibilities and problems in enacting social justice within a school setting?
- ii. Politics is an important aspect of schooling. Discuss.
- iii. Teachers should refrain from taking a position on social issues. Discuss.

Your summary should be 1500 words with a reference list attached.

Option 2: Summary option - Teachers as knowledge translators

Increasingly teachers are required to translate changes in educational policy and practice for a variety of audiences, including parents and community groups. For this assignment choose a topic from one of the units in the course and provide a summary that would be accessible for a chosen audience (e.g., parents, community groups). Draw on course readings and at least two other academic and non-academic sources, such as media articles and policy documents. Your summary should be 1500 words with a reference list attached.

Assessment Criteria for Assignment 3:

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 your insights and conclusions.

Fail: (1) contains recurring errors of grammar, spelling, diction, and/or organization; (2) lacks examples; (3) fails to demonstrate comprehension or application of course content; (4) lacks meaningful connections between theory and personal experience (relies on anecdote).

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 "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."



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, and treating others with respect. Conversely, a "fail" can result when students dominate or monopolize discussions and/or treating others disrespectfully, or when students make little or no contribution to discussions due to lack of preparedness.

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

Class Discussion Guidelines

Here are some guidelines I would like to suggest in supporting our shared learning time and space for discussions/dialogues:

- Listen respectfully. Comments that you make (whether asking for clarification, sharing critiques, or expanding on a point) should reflect that you have paid attention to the previous speakers' comments.
- Understand that your words have effects on others. If you learn that something you've said was experienced as disrespectful or marginalizing, listen carefully and try to understand that perspective. Learn how you can do better in the future.
- Be open to changing your perspectives based on what you learn from others. Seriously consider points-of-view that differ from your current thinking.
- Take pair work or small group work seriously. Remember that your peers' learning is partly dependent upon your engagement.



- Strive for intellectual humility. Be willing to grapple with challenging ideas.
- Differentiate between opinion - which everyone has - and informed knowledge, which comes from sustained experience, study, and practice. Hold your opinions with humility.
- Recognize personal anecdotal evidence but also look at broader group-level, structural patterns.
- Notice your own defensive reactions. Try to use these reactions as entry points for gaining deeper knowledge, rather than as a rationale for closing off.
- Recognize how your own social positionality (e.g., race, class, gender, sexuality, ability, language) informs your perspectives and reactions to your co-learners and those whose work you study in the course.
- Differentiate between safety and comfort. Accept discomfort as necessary for social justice growth.
- Identify where your learning edge is and push it. For example, whenever you think, "I already know this", ask yourself, "How can I take this deeper?" Or, "How am I applying in practice what I already know?"
- Understand that others will come to these discussions with different experiences from yours. Be careful about assumptions and generalizations you make based only on your own experience. Be open to hearing and learning from other perspectives.
- Understand that we are bound to make mistakes in this space, as anyone does in the complex process of learning. Strive to see your mistakes and others' as valuable elements of the learning process.

(*Guidelines are based on community wisdoms as well as selected materials from Sensoy, Ö., & DiAngelo, A. (2014). Respect differences? Challenging the common guidelines in social justice education. *Democracy and Education*, 22(2), Article 1. & The University of Michigan Centre for Research on Teaching and Learning).

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.students.ubc.ca/calendar/index.cfm?tree=3,54,111,959>

1. Cheating, which includes but is not limited to falsifying any material subject to academic evaluation and using of or participating in unauthorized collaborative work.
2. Plagiarism, which is intellectual theft, occurs where an individual submits or presents the oral or written work of another person as his or her own. Authorship of excerpts used must be acknowledged in the text, footnotes, endnotes, or another accepted form of academic citation.



Where direct quotations are made, they must be clearly delineated, and failure to provide proper citation is plagiarism as it represents someone else's work as one's own. Students are responsible for ensuring that any work submitted does not constitute plagiarism. Students who are in any doubt as to what constitutes plagiarism should consult their instructor before submitting any assignments.

3. Submitting the same, or substantially the same assignment, presentation, or essay more than once (whether the earlier submission was at this or another institution) unless prior approval has been obtained from the instructor(s) to whom the assignment is to be submitted.

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 and arrange to meet with an Access and Diversity office advisor to determine for what accommodations/services they are eligible. Students can find more information at: <https://students.ubc.ca/about-student-services/centre-for-accessibility>. Students are to inform their instructors of any specific accommodations that are needed for the 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 the instructor of any intended absences for religious observances in advance.

**Reading List**    

(This is a supplementary list of readings to support your learning in/beyond this course. If you have further suggestions/recommendations, you are welcome to let me know and share your thoughts.)

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- Buckingham, D. & Sefton-Green, J. (2003). Gotta catch 'em all: Structure, agency and pedagogy in children's media culture. *Media, Culture & Society*, 25(3), 379-400. <https://journals-sagepub-com.ezproxy.library.ubc.ca/doi/abs/10.1177/0163443703025003005>



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Web Resources    

(This is a list of open educational resources, including multidisciplinary, multimedia and multilingual resources/guides/datasets/tools/reports which could be used for teaching and learning in local, provincial, national, and international contexts. If you have further suggestions/recommendations, you are welcome to let me know and share your thoughts.)

Aboriginal Healing Foundation: <https://www.ahf.ca/publications>

African Storybook (open access to picture storybooks in the languages of Africa): <https://africanstorybook.org> (Links to an external site.)

Amnesty International (human rights education, research and publications): <https://www.amnesty.org/en/latest/education> (Links to an external site.)

Assembly of First Nations (News & Media: Issue Updates). <https://www.afn.ca/issue-updates/>

British Columbia Ministry of Education - Indigenous Education in British Columbia. <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/indigenous-education>

British Columbia Ministry of Education - Indigenous Education Resources <https://curriculum.gov.bc.ca/curriculum/indigenous-education-resources>

British Columbia Ministry of Education - Environmental Learning: <https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/resources-for-teachers/historical-archive/environmental-learning>

British Columbia Ministry of Education (2008). Diversity in BC schools: A framework. Victoria: British Columbia Ministry of Education. Available at: https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teaching-tools/student-safety/diversity_framework.pdf

British Columbia Ministry of Education (2006). Shared learnings: Integrating BC Aboriginal content K-10. Victoria: British Columbia Ministry of Education. Available at: https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teaching-tools/aboriginal-education/shared_learning.pdf

British Columbia Ministry of Education (2007). Environmental learning and experience: An interdisciplinary guide for teachers. Victoria: British Columbia Ministry of Education. Available at: https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teaching-tools/environmental-learning/enviro_n_learning_exper.pdf

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



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

BC Black History Awareness Society. <https://bcblackhistory.ca/learning-centre/education-guides-and-resources/>

BCcampus (B.C. open textbook collection): <https://open.bccampus.ca> (Links to an external site.)

BC Hydro Schools: <https://schools.bchydro.com/activities?grades%5B%5D=4&sortBy=>

Black Film Archive: <https://blackfilmarchive.com>

Bill & Melinda Gates Foundation Resource

Centre: <https://k12education.gatesfoundation.org/resource> (Links to an external site.)

Canadian Centre for Policy Alternatives. <https://www.policyalternatives.ca>

Creative Cultural Collaborations Society (2014). The Black Strathcona Project: <http://blackstrathcona.com/education/>.

Creative Commons: <https://creativecommons.org> (Links to an external site.)

CommonLit: <https://www.commonlit.org> (Links to an external site.)

Codecademy (open courses in computer programming languages): <https://www.codecademy.com> (Links to an external site.)

Coursera: <https://www.coursera.org/> (Links to an external site.)

Curriki: <https://www.curriki.org/> (Links to an external site.)

Chinese Character Database (with word-formations, phonologically disambiguated according to the Cantonese language): <https://humanum.arts.cuhk.edu.hk/Lexis/lexi-can> (Links to an external site.)

EducAR (Argentina's national repositories of digital resources for K-12 education in Spanish language): <https://www.educ.ar/recursos> (Links to an external site.)

First Nation Education Steering Committee (FNESC). Learning First Peoples Classroom Resources. <http://www.fnesc.ca/learningfirstpeoples> (Links to an external site.).

Food and Agriculture Organization (FAO) data and infographics on food-related topics including food security, nutrition, food prices, poverty, natural resources, etc.: <http://www.fao.org/statistics/en> (Links to an external site.)

Global Storybooks (a free multilingual literacy resource for children and youth worldwide): <https://globalstorybooks.net/> (Links to an external site.)



Google Earth educational

resources: https://www.google.com/intl/en_ca/earth/education/resources (Links to an external site.)

Government of British Columbia Multiculturalism and Anti-Racism:

<https://www2.gov.bc.ca/gov/content/governments/multiculturalism-anti-racism>

Government of Canada Anti-Racism Resources: <https://www.canada.ca/en/canadian-heritage/campaigns/anti-racism-engagement/resources.html>

Greenpeace tools for teachers: <https://www.greenpeace.org/international/campaign/tools-for-teachers> (Links to an external site.)

Indigenous Storybooks (text, images, and audio of stories available in Indigenous languages as well as English, French, and the most widely spoken immigrant and refugee languages of Canada): <https://indigenoustorybooks.ca> (Links to an external site.)

Indigenous AI (Indigenous Protocol and Artificial Intelligence Working Group): <https://www.indigenous-ai.net> (Links to an external site.)

International Telecommunication Union (ITU) resources: <https://www.itu.int/en/ITU-D/Pages/Resources.aspx> (Links to an external site.)

International Labour Organization (ILO) statistics and databases: <https://www.ilo.org/global/statistics-and-databases/lang--en/index.htm> (Links to an external site.)

International Organization for Migration (IOM) global migration data portal: <https://gmdac.iom.int/global-migration-data-portal> (Links to an external site.)

International Monetary Fund (IMF) data: <https://www.imf.org/en/Data> (Links to an external site.)

International Committee of the Red Cross (ICRC) resource centre with publications and data related to humanitarian protection and assistance for victims of armed conflict and other situations of violence: <https://www.icrc.org/en/resource-centre> (Links to an external site.)

iversity (Germany-based open courses in English and German languages): <https://iversity.org> (Links to an external site.)

Media Smarts: <http://mediasmarts.ca>

Multicultural Canada Archive (A digitized archive of newspapers published in Canada in multiple languages): <https://www.lib.sfu.ca/about/initiatives/collaborations/multicultural-canada> (Links to an external site.)



Multimedia Mathematics/Matemática Multimídia (M³) is a collection of multimedia educational resources on learning and teaching mathematics, developed in Brazil: <https://m3.ime.unicamp.br> (Links to an external site.)

Museum of Anthropology (MOA) online archive: <https://atom.moa.ubc.ca/index.php>

National Aeronautics and Space Administration (NASA) STEM Engagement: <https://www.nasa.gov/education/materials> (Links to an external site.)

National Centre for Truth and Reconciliation (NCTR). Reconciliation Through Education. <https://nctr.ca/education> (Links to an external site.)

National Film Board of Canada – Education: <https://www.nfb.ca/education/>

National Geographic Society classroom resources: <https://www.nationalgeographic.org/education/classroom-resources> (Links to an external site.)

Olympics learning resources related to sports, physical education, athletic career, and wellbeing: <https://www.olympic.org/athlete365/learning> (Links to an external site.)

Open Society Foundations Publications: <https://www.opensocietyfoundations.org/publications> (Links to an external site.)

Openup Ed: <https://openuped.eu> (Links to an external site.)

Open Culture: <http://www.openculture.com> (Links to an external site.)

OER Commons: <https://www.oercommons.org> (Links to an external site.)

OER World Map: <https://oerworldmap.org/resource> (Links to an external site.)

OER Africa: <https://www.oerafrica.org> (Links to an external site.)

Open School BC: <https://www.openschool.bc.ca/k12/> (Links to an external site.)

Open Textbook Library: <https://open.umn.edu/opentextbooks> (Links to an external site.)

Open Textbooks for Hong Kong: http://www.opentextbooks.org.hk/about_open_textbooks (Links to an external site.)

Open163 (a popular website of online open courses in Mainland China): <https://open.163.com> (Links to an external site.)

Open Universities Australia: <https://www.open.edu.au> (Links to an external site.)



Rethinking Schools: <http://www.rethinkingschools.org/>

Schoo (a popular website of online open courses in Japan): <https://schoo.jp> (Links to an external site.)

Statistics Canada (School's in: Resources for educators and students):
<https://www.statcan.gc.ca/eng/school>

Statistics Canada (Education, training and learning):
https://www150.statcan.gc.ca/n1/en/subjects/education_training_and_learning

Storybooks Canada (an open educational resource that promotes literacy and language learning in homes, schools, and communities): <https://storybookscanada.ca> (Links to an external site.)

Taiwan Indigenous People Resource Centre (open access to publications and archives of Indigenous peoples in Taiwan): <https://tiprc.apc.gov.tw/?q=en/node/368> (Links to an external site.)

TeachBC: <https://teachbc.bctf.ca> (Links to an external site.)

Teacher's Portal/Portal do Professor (an initiative to support the teacher training process and to enrich their pedagogical practices, developed by Brazil's Ministry of Education in partnership with the Ministry of Science and

Technology: <http://portaldoprofessor.mec.gov.br/index.html> (Links to an external site.)

The African Union (AU) resources: <https://au.int/en/resources/filter> (Links to an external site.)

The Asia-Pacific Economic Cooperation (APEC)
infographics: <https://www.apec.org/Press/Infographics> (Links to an external site.)

The Association of Caribbean States (ACS) resource library including economic reports and statistics on Latin American and the Caribbean regions: <http://www.acs-aec.org/index.php?q=resources/library> (Links to an external site.)

The City of Vancouver Archives: <https://searcharchives.vancouver.ca/>

The City of Victoria Archives: <https://www.victoria.ca/EN/main/residents/archives.html>

The Commonwealth Education Hub: <https://www.thecommonwealth-educationhub.net/practice-centre/find-tools-and-resources> (Links to an external site.)

The European Union (EU) learning materials for K-12 teachers to prepare lessons or to provide concrete information on European histories, cultures, citizenship, reducing energy consumption, etc.: https://europa.eu/european-union/documents-publications/teachers_en (Links to an external site.)

The Freire Project resources: <http://www.freireproject.org/resources> (Links to an external site.)



The Fraser Institute: <https://www.fraserinstitute.org>

The Massachusetts Institute of Technology (MIT) Open Courseware: <https://ocw.mit.edu/high-school> (Links to an external site.)

The National Programme on Technology Enhanced Learning (NPTEL) (India's largest online course repository in engineering, basic sciences and selected humanities and social sciences subjects: <https://nptel.ac.in>

The Open University open educational resources: <https://www.open.edu/openlearn> (Links to an external site.)

The Organisation for Economic Co-operation and Development (OECD) data including statistics, charts, maps, tables, publications, etc., searchable by country and by topic: <https://data.oecd.org> (Links to an external site.)

The Stanford History Education Group online curriculum: <https://sheg.stanford.edu/history-lessons> (Links to an external site.)

The United Nations Educational, Scientific and Cultural Organization (UNESCO) Open Access resources in Arabic, Chinese, English, French, Russian and Spanish languages: <https://unesdoc.unesco.org/search> (Links to an external site.)

The United Nations Educational, Scientific and Cultural Organization (UNESCO) Futures of Education Initiative resources: <https://en.unesco.org/futuresofeducation/resources> (Links to an external site.)

The United Nations (UN) publications on Indigenous peoples: <https://www.un.org/development/desa/indigenouspeoples/publications/desktop-publications.html> (Links to an external site.)

The United Nations Office of High Commissioner for Human Rights (OHCHR) publications: <https://www.ohchr.org/EN/PublicationsResources/Pages/Publications.aspx> (Links to an external site.)

The United Nations Children's Fund (UNICEF) datasets and publications: <https://data.unicef.org> (Links to an external site.)

The United Nations Industrial Development Organization (UNIDO) resources related to inclusive and sustainable industrial development: <https://www.unido.org/resources> (Links to an external site.)

The United Nations Population Fund data related to sexual and reproductive health: <https://www.unfpa.org/data> (Links to an external site.)



The University of British Columbia (UBC) Open Collections: <https://open.library.ubc.ca> [Links to an external site.](#)

The University of Oxford Open Educational

Resources: <https://open.conted.ox.ac.uk/resources> [\(Links to an external site.\)](#)

The University of Victoria and The Canadian Centre for Policy Alternatives (2021). *Challenging racist “British Columbia”: 150 years and counting.* <https://www.challengeracistbc.ca/>

TED: <https://www.ted.com>

Truth and Reconciliation Commission of Canada – Honoring the Truth, Reconciling for the Future Report.

[http://www.trc.ca/websites/trcinstitution/File/2015/Honouring the Truth Reconciling for the Future July 23 2015.pdf](http://www.trc.ca/websites/trcinstitution/File/2015/Honouring_the_Truth_Reconciling_for_the_Future_July_23_2015.pdf)

Truth and Reconciliation Commission of Canada – TRC Final Report: 6

Volumes. <http://www.trc.ca/about-us/trc-findings.html> [\(Links to an external site.\)](#)

World Health Organization (WHO) reports and factsheets on a broad spectrum of health-related topics: <https://www.who.int/news-room/fact-sheets> [\(Links to an external site.\)](#)

World Bank open data: <https://data.worldbank.org> [\(Links to an external site.\)](#)

World Trade Organization (WTO) documents and

resources: https://www.wto.org/english/res_e/res_e.htm [\(Links to an external site.\)](#)

World Wildlife Fund (WWF) educational resources: <https://www.worldwildlife.org/teaching-resources> [\(Links to an external site.\)](#)