“As a classroom community, our capacity to generate excitement is deeply affected by our interest in one another, in hearing one another’s voices, in recognizing one another’s presence.”
— bell hooks, *Teaching to Transgress: Education as the Practice of Freedom*

<table>
<thead>
<tr>
<th>Welcome to Education, School, and Social Institutions</th>
<th>Instructor: Stephanie Glick, PhD Candidate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course number:</strong> EDST 401/004, Secondary Cohort</td>
<td><strong>Office hours:</strong> Let’s talk! If you have any questions or would like to discuss any aspect of the course, please contact me through Canvas to setup an appointment.</td>
</tr>
<tr>
<td><strong>Dates:</strong> M/W September 7 - Dec 15, 2021</td>
<td><strong>This course requires in-person attendance.</strong></td>
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<tr>
<td><strong>Times:</strong> 10:30 am – 12:00 pm</td>
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<td><strong>Location:</strong> Neville Scarfe 207</td>
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**UBC LAND ACKNOWLEDGEMENT**¹

Let us acknowledge that UBC’s Point Grey Campus (in what is currently called Vancouver) is located on the traditional, ancestral, and unceded territory of the *xwməθkwəy̓əm (Musqueam)* people. The land that UBC is situated on has always been a place of learning for the Musqueam, whom for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.

Please learn about the land you are on and the Indigenous peoples who inhabit(ed) the land [here](https://blogs.ubc.ca/campusenvironments/land-acknowledgments/).

**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.

¹ For further resources and to learn more about land acknowledgements see: [https://blogs.ubc.ca/campusenvironments/land-acknowledgments/](https://blogs.ubc.ca/campusenvironments/land-acknowledgments/)
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 their implications for teachers;
3. Identify and critically assess key assumptions underpinning discussions of diversity and the different conceptions and practice of social justice in schools;
4. Understand the connections between politics and policy and the competing interests involved in the educational policymaking arena;
5. Explore relevant and current educational policy debates;
6. Develop an understanding of media literacy and media education and the implications for teaching and learning;
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.

**TRUTH AND RECONCILIATION**

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

**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 STRUCTURE: IN PERSON (UNLESS OTHERWISE NOTIFIED)**

This course is being held in person. Simultaneously, due to COVID-19, we may need to make changes along the way to make teaching and learning more accessible. As such, the course schedule is subject to change as needed, with proper communication between instructor and students.

All course readings/videos are available through the UBC Canvas and the UBC library catalogue at [http://www.library.ubc.ca](http://www.library.ubc.ca).

Should we need to make a shift to an online platform, please consider the following:

- **Quick Tips for Preparing to Learn Online:** [https://keeplearning.ubc.ca/](https://keeplearning.ubc.ca/)
- **Communicating Online/Netiquette:** [https://distancelearning.ubc.ca/learner-support/communicating-online-netiquette/](https://distancelearning.ubc.ca/learner-support/communicating-online-netiquette/)
- **Virtual Etiquette for Our Class:**
  - Join the session 5 minutes early to test your technology
  - Mute the microphone when you are not speaking
  - Please try and find a quiet area in your space; mute your notifications and silence your phone.

**MASK MANDATE**

**Masks (fully covering the nose and mouth) are required in classrooms.** Provincial Health Orders and UBC policy now mandate masks in all indoor spaces on campus. These spaces include classrooms, residence halls, libraries, and common areas. Students who wish to request an exemption to the indoor mask mandate must do so based on one of the grounds for exemption detailed in [the PHO Order on Face Coverings (COVID-19)](https://www2.gov.bc.ca/docsDefault/En/Ministries/Health/PublicHealth/legislation/Policies/PHO%20Order%20on%20Face%20Coverings%20%28COVID-19%29.pdf).

Exemption requests must be made through the Center for Accessibility ([info.accessibility@ubc.ca](mailto:info.accessibility@ubc.ca)). After review, students that are approved for this accommodation will be provided with a letter of accommodation to share with faculty members teaching courses in which they are registered. In the intervening time, faculty are asked to welcome these students into classes.
Mask wearing protects you as well as others in your environment. Let’s do everything we can as a community to stop the spread of this virus. As always, if you are feeling unwell, please stay home.

**HOW ARE YOU FEELING?**

**Not feeling yourself?** Please stay home if you have even a hint of cold! Remember, vaccines may mitigate symptoms of COVID-19 making us feel “less sick.” Best not to risk the health of others if you have slight symptoms. Use the [Thrive Health](#) self-assessment tool for guidance. Follow the advice from [Public Health](#) and keep up with [COVID-19 Campus Rules](#) and Guidance Documents.

Similarly, to protect you, if I am *slightly* unwell, we will have class online via Zoom. I will contact the class via Canvas should this be the case.

**COURSE MILIEU**

**This class is meant to be an intellectually collaborative space.** As such, it will involve a combination of discussions, activities, videos, guest speakers, and online a/synchronous online learning if mandated. In-depth analysis of assigned materials will be central to the course. To maximize benefit from discussions and lectures, it is essential that you read assigned texts/media before class and before engaging with the assignments.

Since this course deals with some contentious issues, class discussions may engender strong opinions and debate. As a class, we may not agree on all issues, but students are expected to contribute in positive ways to our classroom community by respectfully sharing their views and listening to the views of others. A guiding principle in the course will be: *Ideas, not individuals, are open to challenge.* All are welcome to express views that are not oppressive, degrading, or otherwise violent to others.

In this course, **we will honor and practice the tenants of cognitive justice.** The goal of cognitive justice is to diversify and broaden who contributes to a “citizenship of knowledge” (Hoppers, 2009, p. 611) by earnestly and respectfully engaging non-dominant voices and worldviews. Cognitive justice is described as “the rights of different forms of knowledge to exist creatively without threat of colonization, subordination, or the oversimplifications of ‘add and mix’ recipes for inclusion of marginalized groups into centered logics” (Taylor, Glick, Peikazadi, 2018, p. 39).

Please review the following policies that state the standards for participation and interactions with your instructor and colleagues: 1) [UBC Statement on Respectful Environment for Students, Faculty and Staff](#); 2) [Professional Standards for BC Educators](#); 3) [Communicating Online: Netiquette](#); and 4) [email etiquette](#)

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

**TEACHER EDUCATION ATTENDANCE POLICY & ASSESSMENT**

**Attendance:** The nature of the Teacher Education Program is highly participatory. Regular attendance (unless you are feeling unwell!) is expected in all classes (including lectures, tutorials, seminars, practicum, field experiences, online learning, etc.) and the timely completion of assignments are essential to success in the Teacher Education Program. This includes attendance and participation in synchronous online classes and asynchronous coursework.

Teacher candidates are expected to follow proper procedure for any absences that occur during the program. This protocol aligns with the responsibilities and expectations of all teaching professionals when reporting absences. For more information on the Attendance & Participation Policy check out: [https://teach.educ.ubc.ca/students/attendance/](https://teach.educ.ubc.ca/students/attendance/)

**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.

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

**Assessment:** The course is worth three credits and is graded on a pass/fail basis. Pass is being equivalent to at least B+ performance (76% in UBC’s standard marking system). Passing the course entails both good academic performance as well as active participation in the class as a whole.

**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](https://students.ubc.ca/about-student-services/centre-for-accessibility), Chandra
Barbour (chandra.barbour@ubc.ca) is a designated advisor for Bed students. Students are to inform their instructors of any specific accommodations that are needed for the class.

### ACADEMIC INTEGRITY

In the academic community—a community of which you are now a part—we deal in ideas. That’s our currency, our way of advancing knowledge. APA style gives us a formal way to indicate where our ideas end and where others’ begin. But academic integrity goes well beyond formal citation. Welcome to the academic community!

Make sure you understand UBC’s definitions of academic misconduct, consequences, and expectation that students must clarify how academic honesty applies for a given assignment. Please ask if you’re not sure. (While you’re checking out the calendar, you might want to check out the “Student Declaration and Responsibility” statement you agreed to when you registered.).

Please note Wikipedia is not an academic resource (so don’t rely on it 😊)! Wikipedia is good for initial searches on a topic, and sometimes it’s helpful for finding additional resources. However, it is not an adequate academic resource alone.

### STATEMENT REGARDING ONLINE LEARNING FOR INTERNATIONAL STUDENTS

In the event that we need to switch back to online learning, it is important to understand the following. During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit [http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0](http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0) for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: [http://academic.ubc.ca/support]-resources/freedom-expression

### COURSE OUTLINE

Please review the syllabus and take the online quiz by Friday, September 24th.

(R) = Required reading; (O) = Optional reading and reading for mini-lesson groups
All readings are available in the provided link, LOCR, or through the UBC library.
<table>
<thead>
<tr>
<th>Date</th>
<th>Subtheme</th>
<th>Prompts</th>
<th>Reading/Activity</th>
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(Presenters, please do not present on this alone. Combine with one from above):

(O) I got 99 problems ... palsy is just one [Video file]. (2017, September 29). Retrieved August 20, 2020, from [https://www.youtube.com/watch?v=LLIB0Z1GcbA](https://www.youtube.com/watch?v=LLIB0Z1GcbA)

NOTE: IBPOC scholars are woven throughout the syllabus and my presentations, not just in the “diversity” unit.)
WEEK 3: TRAUMA, LEARNING, AND EDUCATION

Mon., Sept 20

What is trauma?
How does it impact learning?
How can we understand trauma beyond Western framings?


Wed., Sept. 22

Residential Schools and the Assimilation Policy

What historical, political, social, economic factors have shaped and continue to shape experiences of Indigenous peoples in Canada?
In what ways can we think about education in relation to Canada’s colonial history?
How is colonialism still ongoing in Canada?


(R) Murray Sinclair: Education is key to reconciliation. (2016, June 9). KAIROS Canada. [https://www.kairoscanada.org/murray-sinclair-education-key-reconciliation](https://www.kairoscanada.org/murray-sinclair-education-key-reconciliation)  
| TUES., SEPT. 28, (11 - 12:30) | Anti-racism Lecture (1 of 2) - ATTENDANCE REQUIRED! NO Wednesday class this week. Dr. Ray Johal, Director of Instruction, Richmond School District & Carolyn Roberts, Indigenous Scholar & Lecturer, SFU | Location: Woodward Instructional Resources Centre, (IRC)-2, 2194 Health Sciences Mall |

**WEEK 4: MODELS OF MEDIA EDUCATION & POPULAR MEDIA AS INFORMAL PUBLIC PEDAGOGIES**

| Mon., Oct. 4 | What is “public pedagogy”?  
How does public pedagogy influence our beliefs?  
| Wed., Oct. 6 | What is the responsibility of teachers in educating about media?  
(O) MediaSmarts: Lessons and resources. Available at: [http://mediasmarts.ca/teacher-resources/find-lesson](http://mediasmarts.ca/teacher-resources/find-lesson) | Please sign up for jigsaw reading in CANVAS by TODAY. Please choose one short and one medium length |
### WEEK 5: MIDTERM PRESENTATIONS ON MEDIA

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tr>
<td>Mon., Oct. 11</td>
<td>HOLIDAY BREAK, NO CLASSES</td>
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<tr>
<td>Wed., Oct. 13</td>
<td>Midterm Assignment: Media Presentations, GROUPS 1 &amp; 2</td>
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<td>Mon., Oct. 18</td>
<td>Midterm Assignment: Media Presentations, GROUPS 3 &amp; 4</td>
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<tr>
<td>Wed., Oct. 20</td>
<td>Midterm Assignment: Media Presentations, GROUPS 5 &amp; 6</td>
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### WEEK 6: POLICY PRESENTATIONS & ANTI-RACISM (CONTINUED)

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<tr>
<th>Date</th>
<th>Event Description</th>
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<tr>
<td>Mon., Nov. 8</td>
<td>Midterm Assignment: Media Presentations, GROUPS 7 &amp; 8</td>
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<tr>
<td>TUES, Nov. 9</td>
<td>Anti-racism Lecture (2 of 2) - ATTENDANCE REQUIRED! NO Wednesday class this week. Beth Applewhite &amp; Team – District Vice-Principal of Equity, Diversity &amp; Inclusion, Burnaby School District</td>
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<td>Location: Woodward Instructional Resources Centre, (IRC)-2, 2194 Health Sciences Mall</td>
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### WEEK 7: CONCEPTIONS OF SOCIAL JUSTICE

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<th>Date</th>
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## WEEK 8: EDUCATIONAL POLICY AND TEACHING

**Mon., Nov. 29**
**What is policy? How does it complement or impede educational endeavours?**


**Wed., Dec. 1**
**Educational policy trends in BC and beyond: Corporate involvement in schools**
**What are the arguments for and against corporate involvement in schools?**

**READING JIGSAW ACTIVITY!** Please come to class having read your short and medium length articles that you signed up for in Canvas.

Please prepare your thoughts on this week’s prompts before coming to class.

## WEEK 9: LGBTQ+, GENDER, DISABILITY, AND SCHOOLING

**Mon., Dec. 6**
**What are “safe” vs. “brave” spaces?**

What is the role of teachers in fostering uncomfortable dialogues?


AND


**Wed., Dec 8**
**What is able-ism?**

**What is disability?**

**What is impairment?**

**What does it mean to decolonize disability?**


| What are your expectations around disability and impairment? | proquest-com.ezproxy.library.ubc.ca/docview/1933652826?account id=14656 AND I'm not your inspiration, thank you very much | Stella Young [Video file]. (2014, June 9). Retrieved September 6, 2020, from https://www.youtube.com/watch?v=8K9Gg164Bsw |

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<thead>
<tr>
<th><strong>WEEK 10: STUDENTS’ CHOICE</strong></th>
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<tr>
<td><strong>Mon., Dec 13</strong></td>
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<th><strong>WEEK 11: REFLECTIONS</strong></th>
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<td><strong>Wed., 15</strong></td>
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<th><strong>ASSIGNMENTS</strong></th>
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1) **Attendance and Participation**

Regular attendance, completing class readings, and being prepared for discussions and activities are critical to understanding the themes and issues discussed in class. Class attendance and participation are mandatory—unless you are unwell—as per the requirements of the University Calendar and of the Teacher Education Handbook. Please see “Teacher Education Attendance Policy” above for more detailed information on the attendance policy. **Please note that in order to pass this class, all assignments must be submitted and receive a “pass.”**

**Assessment Criteria - Pass:** (1) Undertaking all the required readings, (2) Showing evidence of active listening in a constructive manner, (3) contributing meaningfully to online (and virtual if necessary) classroom discussions and activities including the wellness exercises, (4) respecting class-set discussion guidelines.

2) **Mini Lesson/Activity (Two parts)**

Due: Throughout the term

**PART 1.** Students will work in groups to facilitate a mini lesson by presenting a brief summary of one reading (you may include other media/resources as you deem necessary), in addition to an activity, followed by questions for discussion. Your role is to assist your colleagues in understanding the subject area AND to present a secondary level activity that is relevant to one of your teachable areas (mathematics, sciences, art/music, phys. ed. etc). This exercise is an opportunity to explore different creative pedagogical approaches and hone your teaching skills. Each group will have 20 - 30 minutes (maximum) for their delivery. A signup sheet will be shared in Canvas at the beginning of the term. Be sure to include an APA citation slide.
Minimum of two course readings/media required and a third one of your choice.

Suggested time plan:
- 10 minutes mini-review/presentation to illustrate some of the author's main concepts/arguments.
- 10 minutes facilitated activity/experiment on the topic
- 5 minutes for class questions/discussion

Questions to consider for your discussion:
- What are the concepts/arguments presented?
- What implications/connections/relevance are there to current educators and the education system?
- How can this information be turned into a secondary level activity/lesson that is relevant to one of our teachable areas?

Presentation materials including slides/notes (or whatever format you use) is to be submitted to the instructor via Canvas on presentation day.

PART 2. By the Friday following your presentation, as a group, please submit a 250-500 word (max.) reflection on the exercise. Include strengths, weaknesses, and challenges of the activity. Reflect also on opportunities for strengthening the activity moving forward. BE FORTHRIGHT in what you could do differently! Reflection is an important part of strengthening our teaching skills.

Assessment Criteria - Pass: Discussion is relevant to the reading and properly cites all materials; reflects the significance of the concepts/arguments made by the authors; and addresses implications for educators/current education system; activities are relevant to secondary learners; cites proper course reading; all group members actively engaged; lesson is presented within the maximum time limit; group reflection report is comprehensive and submitted on time.

3) Group Presentation Cultural Analysis of the Media (Two parts)
Due: Oct. 11, 13, 18, 20, & Nov. 8

PART 1. 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. Be sure to include an APA citation slide. Minimum of two course readings/media required and a third one of your choice. Present an analysis based on questions such as:
   a) For what cultural (demographic) audience is the piece created? Consider race/ethnicity, gender, class, sexual orientation & gender identity, among others.
   b) What cultural information does the piece include? What assumptions are made about culture?
   c) Who are the characters? What implicit and explicit assumptions are likely made about them by viewers? Why are these assumptions made? Do these assumptions seem to come from the perspective of a cultural insider or outsider?
   d) Who is present? Who is absent? Who is treated as other in this piece?
e) What media education concepts are helpful for analyzing the piece?
f) What does the piece tell us about the worldview of its author/s?
g) What assumptions are made about viewers/audience members including children and adults?
h) What assumptions are made about the meaning of education?

Presentation materials including slides/notes (or whatever format you use) is to be submitted to the instructor via Canvas on presentation day.

PART 2. By the Friday following your presentation, as a group, please submit a 250-500 word (max.) reflection on the exercise. Include strengths, weaknesses, and challenges of the activity. Reflect also on opportunities for strengthening the activity moving forward. BE FORTHRIGHT in what you could do differently! Reflection is an important part of strengthening our teaching skills.

Assessment Criteria - Pass: Analysis is comprehensive (not topical) and relevant to the material examined; draws on appropriate course readings as mentioned in description; reflects the significance of the concepts/arguments made by the authors cited; and addresses implications for children/youth/educators (and schools if relevant); all group members actively engaged; lesson is presented within the maximum time limit; group reflection report is comprehensive and submitted on time.

4) Autobiography of a Teacher Short Essay: Memory, Schooling and Teaching (Three parts)
Due: December 15 by midnight via Canvas.

Throughout the term we have learned about different social positionalities in relation to education, schooling, and other social institutions. Specifically, we have interrogated any combination of the roles of racism, sexism, homophobia, transphobia, and classism in schooling and educational policy (residential schools), government (residential schools, film/media, policy), psychology (trauma discourses that pathologize BIPOC), the film and media industries, and more. As we have learned, schooling as an institution is complicit in promoting historic and ongoing systemic oppressions. At the same time, it is charged with the potential of educating for an anti-racist, anti-oppressive, decolonial reality.

Critical self-reflection is an important aspect in the development of an educator. Autobiographical writing is one way to investigate one’s own positionality, influences, beliefs, and goals as an educator. To be “critical” in self-reflection is to examine yourself in relation to history, inequality, social stratification, and many intersecting aspects of diversity (i.e. race, gender, religion, ability, socioeconomic status, etc.). You are encouraged to write in the first person (“My school memory … I remember… I felt … etc.).

PART 1. In the first part of your paper, articulate your social positionality. How would you describe your ethnic and/or racial background? What are the co-cultures (religion, class, gender, sexual orientation, dis/ability, age) that most strongly influence your sense of identity? Please also consider any of the following prompts that apply or some of your own making:
1. What events, situations, moments, or processes have led to a greater awareness of your ethnic/racial background?
2. When is the first time you had a teacher that looked like you or otherwise represented your identity/ies?
3. Where do you have privilege and where do you not? What role does privilege play in your actions?

**PART 2. In the second part of your paper,** recall a school* memory that fostered your goal to become a teacher. The experience may include events that occurred to you or to somebody else you know. Please, describe your memory in as much detail as you remember including specifics about who was involved, what the event was about, where, and when it occurred, and any embodied responses you recall (e.g., I had butterflies in my stomach; I remember the soothing scent of lunch that wafted from the cafeteria; I laughed uncontrollably out of nervousness), and what those embodied responses offer in the way of personal education (e.g. a “flutter in the chest” can alert us to unacknowledged biases as we will have discussed). Discuss what your memory reveals about:
   1. Why you decided to become a teacher;
   2. How the memory shaped your views regarding education and your teaching practice.
   These are deliberately broad areas of focus – you may wish to be more specific in how you explore the consequences of your memory.

*The memory can even have taken place off school grounds (e.g., home, gymnastics, little league, etc.) as long as you can relate it back to your desire to become a teacher.

**PART 3. In the third part of your paper,** bring your positionality and your school memory into conversation with each other. When you reflect on that school memory now, how was your experience influenced by your identity or the identities of people present or not present in the event? It may not have been obvious at the time, so you are encouraged to reflect on this retrospectively if necessary. Please consider at least 3 prompts:
   1. What positionalities/privileges/oppressions did or didn’t you realize were operational at the time of the incident? How can you imagine social positions in relation to the memory now?
   2. How might your own positionality and memory affect how you value education, as well as influence the development of your own teacher identity?
   3. How might your (new) knowledge of the relationship between the event and your positionality inform your teaching and the development of your teacher identity? In what ways might it hinder it?
   4. How will your (new) knowledge help you better create a classroom milieu that is both inclusive and responsive to the varying needs of students from different backgrounds?
   5. What roadblocks to this goal might you need to watch out for?

You decide how much of your life you feel comfortable sharing but providing details will help you (and eventually others with whom you may share your autobiography) to understand where your ideas about education originate.
**Parameters for Autobiography**
Length: 4 - 5 pages, double-spaced, 12-point font. Please include an introduction and conclusion. Use headings and subheadings to organize your paper. In your essay, refer to at least three resources: a minimum of two resources must be from our course syllabus; one resource can be from outside of class. Be sure to include a reference page and APA citation in addition to the main text of 4-5 pages.

**Assessment Criteria for Autobiography - Pass:** (1) well written (logically organized, good paragraphing, includes headings/sub-headings where necessary; concise; proofread for grammar and spelling); (2) clear articulation of main points; (3) makes connections to pertinent course readings and class discussions; (4) supports claims with citations from the readings; all works referenced are listed in the bibliography; paper is formatted according to APA academic formatting; (5) respects the requirements for length, etc.

**SYLLABUS CITATIONS**

