



EDST 401-006: EDUCATION, SCHOOL, AND SOCIAL INSTITUTIONS

7 September 2021 to 17 December 2021
Mondays & Wednesdays: 1:00-2:30 PM
PCN-1002

Instructor: Dr. Ying Ma

Term: 2021 Winter Term 1 Start Date: September 7th 2021-December 17th 2021

Class Hours: Mon & Wed: 1:00 PM to 2:30 PM

Class Location: PCN-1002

Office Hours: By appointment

E-mail: ying.ma@ubc.ca & anita.maying@gmail.com

“If we take the risk out of education, there is a real chance that we take out education altogether” (p. 1).

Gert J.J. Biesta

The Beautiful Risk of Education (2013)

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 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 Readings

The required course readings are available online via hyperlinks in the course syllabus and on reserve via Canvas. Students need campus-wide login (CWL) username and password to access the readings.

Students are responsible for familiarizing themselves with Canvas. For support, students may contact the Education Library at: <http://guides.library.ubc.ca/moreresearchhelp>. Research-related support for students is also available there.

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 classes to attain a PASS. Students who must miss a class should notify the teacher education office (TEO) as soon as possible.** Please refer to the TEO website for further details <https://teach.educ.ubc.ca/students/forms/absence/>

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.

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.

Late Assignments



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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: <http://www.students.ubc.ca/access/disability-services/>. 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.



COURSE SCHEDULE

INTRODUCTION

Week 1

Guiding Questions:

Who are we? Why do we want to teach? What makes teaching and learning meaningful?

Sept. 8

- Overview of course syllabus
- Get to know each other

THEME 1: PURPOSES OF EDUCATION AND SCHOOLING

Week 2

Topic:

School and Society, Competing Purposes of Education, Schooling and Citizenship

**Sept. 13 &
Sept. 15**

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 type of citizens do these competing purposes envisage? What are the implications of these competing purposes for teachers?

Readings:

- Osborne, K. (2008). 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. (Chapter 2) E-BOOK URL: <https://ebookcentral.proquest.com/lib/ubc/reader.action?docID=428277&ppg=1>
- Fenstermacher, G. D. (2000, July). What is the difference between the North Star and Northfield? How educational goals and ideals become confused. Invited presentation to the Summer Institute of School Superintendents, Macinak, Michigan.
- Labaree, D.F. (2004). Teacher ed in the present: The peculiar problems of preparing teachers. In D.F. Labaree, *The trouble with ed schools* (pp. 39-61). New Haven, CT: Yale University Press. CALL NUMBER LB1811 .L33 2004 EDUCATION LIBRARY; E-BOOK URL: <https://www-jstor-org.ezproxy.library.ubc.ca/stable/j.ctt1njmnb?pq-origsite=summon>



THEME 2: EQUITY, DIVERSITY & EDUCATION

<p>Week 3</p> <p>Sept. 20 & Sept. 22</p>	<p>Topic: Examining the Assumptions Underpinning Diversity in Canada</p> <p>Guiding Questions:</p> <ol style="list-style-type: none"> 1. What does it mean to assert that Canadian society is diverse? How is "diversity" defined? 2. What are some of the assumptions about individuals and groups that constitute a claim of diversity? 3. How do we conceptualize and enact critical anti-racist and multicultural education in policy and practice? <p>Readings:</p> <p>Carr, P. R. (2017). Whiteness and white privilege: Problematizing race and racism in a “color-blind” world and in education. <i>International Journal of Critical Pedagogy</i>, 7(1), 51-73 http://libjournal.uncg.edu/ijcp/article/viewFile/975/910</p> <p>DiAngelo, R. & Sensoy, Ö. (2010). “OK, I get it! Now tell me how to do it!”: Why we can’t just tell you how to do critical multicultural education. <i>Multicultural Perspective</i>, 12(2), 97–102. https://www-tandfonline-com.ezproxy.library.ubc.ca/doi/full/10.1080/15210960.2010.481199</p> <p>Ladson-Billings, G. (2006). It's not the culture of poverty, it's the poverty of culture: The problem with teacher education. <i>Anthropology & Education Quarterly</i>, 37(2), 104-109. http://www.jstor.org.ezproxy.library.ubc.ca/stable/pdf/3805060.pdf</p>
<p>Week 4</p> <p>Tuesday</p> <p>Sept. 28</p> <p>11:00 a.m.-12:20 p.m.</p>	<p>Required Lecture</p> <p>September 28, 2021 11- 12.20. IRC 2 Lec. - Dr. Rav Johal (Director of Instruction, Richmond); Carolyn Roberts (Indigenous Scholar & Lecturer, SFU)</p> <p>Location: https://learningspaces.ubc.ca/classrooms/irc-2</p> <p>Room: P.A. Woodward Instructional Resources Center (IRC)-2</p> <p>Address: 2194 Health Sciences Mall, Vancouver BC, V6T1Z3</p>
<p>Week 4</p> <p>Wednesday</p> <p>Sept. 29</p>	<p>Topic: Indigenous Perspectives and Pedagogies</p> <p>Guiding Questions</p> <ol style="list-style-type: none"> 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?

Readings:

Simpson, L. B. (2014). Land as pedagogy: Nishnaabeg intelligence and rebellious transformation. *Decolonization: Indigeneity, Education & Society*, 3(3), pp. 1-25.

St. Denis, V. (2011). Silencing Aboriginal curricular content and perspectives through multiculturalism: "There are other children here". *Review of Education, Pedagogy, and Cultural Studies*, 33(4), 306-317. <https://www.tandfonline-com.ezproxy.library.ubc.ca/doi/full/10.1080/10714413.2011.597638>

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. *Canadian Issues*, 31-36

THEME 3: CONCEPTIONS OF SOCIAL JUSTICE

Week 5

Oct. 4
&
Oct. 6

Topic:
Social Justice in Education, Tensions with Ecological Justice

Guiding Questions:

1. What are the key features of different notions of social justice (e.g., distributive, recognitive)? What are the implications for schooling as a way of achieving equity in Canadian society?
2. In what ways does social justice complement and contradict the aims of ecological justice? What are the ramifications for schooling?

Readings:

BCTF: A social justice lens. Available at <https://bctf.ca/uploadedFiles/Public/SocialJustice/SJ%20Lens%20Booklet-Revised%20July%202019.pdf>

Fallon, G., Van Wynsberghe, R., & Robertson, P. (2017). Conceptions of sustainability within the redesigned K-12 curriculum in British Columbia, Canada: Mapping a disputed terrain. *Journal of Sustainability Education*, 16. <http://www.susted.com/wordpress/wp-content/uploads/2018/01/Fallon-et-al-JSE-Fall-2017-General-PDF.pdf>

Furman, G.C. & Gruenewald, D.A. (2004). Expanding the landscape of social justice: A critical ecological analysis. *Educational Administration Quarterly*, 40(1), 47-76. Available at: <https://journals-sagepub-com.ezproxy.library.ubc.ca/doi/abs/10.1177/0013161X03259142>

Power, S. (2012). From redistribution to recognition to representation: Social injustice and the changing politics of education.



Globalisation, Societies and Education, 10(4), 473-492. <https://www-tandfonline-com.ezproxy.library.ubc.ca/doi/full/10.1080/14767724.2012.735154>

Assignment 1 Due Oct 11 2021

Assignment 1 Due Topic-Focused Discussion Post (Choose Two, 800 words in total/ 400 words for each topic) Due Oct. 11, 2021, Submit via Canvas

Week 6

**Topic:
Different Ways in Which Teachers Have Approached Social Justice Issues**

Oct.13

Guiding Questions:

(Oct. 11 Thanks Giving Day No Class)

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? (See reading activity below)

Readings:

Select **ONE** of the following for a jigsaw activity: (students will sign up in class)

1. Cherian, F. (2001). Really teaching social justice. *Orbit*, 31(4), 54-58. Available at: <https://search-proquest-com.ezproxy.library.ubc.ca/docview/213733581?pq-origsite=summon&accountid=14656>
2. Christensen, L. (2012). The danger of a single story. *Rethinking Schools*, 26 (4), 19-25 <https://www.rethinkingschools.org/articles/the-danger-of-a-single-story-writing-essays-about-our-lives>
3. Myhill, D., & 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. <http://www-tandfonline-com.ezproxy.library.ubc.ca/doi/abs/10.1080/03057640500491054>
4. Hong, J. S., & Garbarino, J. (2012). Risk and Protective Factors for Homophobic Bullying in Schools: An Application of the Social–Ecological Framework. *Educational Psychology Review*, 24(2), 271–285. <https://doi.org/10.1007/s10648-012-9194-y>
5. Storey, K. (2007). Combating ableism in schools. *Preventing School Failure: Alternative Education for Children and Youth*, 52(1), 56-58. <http://www-tandfonline-com.ezproxy.library.ubc.ca/doi/pdf/10.3200/PSFL.52.1.56-58?needAccess=true>
6. Surette, T. (2019). Too scared to teach: Secondary students’ insights into educators silencing and stigmatization of gender and sexual diversity in public schools in Alberta, Canada. *Journal of Contemporary Issues in Education*, 14(2), 33-49. <https://journals.library.ualberta.ca/jcie/index.php/JCIE/article/view/29367>



THEME 4: EDUCATIONAL POLICY AND TEACHING	
<p><u>Week 7</u> <u>Pre-</u> <u>practicum</u> <u>Oct. 18 &</u> <u>Oct. 21</u></p>	<p>Topic: Policy, Values, and Teacher Roles</p> <p>Guiding Questions:</p> <ol style="list-style-type: none"> 1. What is policy? Why are values important to understanding which policies become accepted in school settings? 2. How do teachers become shaped by, and shape, policy processes and practices? <p>Readings:</p> <p>BC School Act http://www.bclaws.ca/civix/document/id/complete/statreg/96412_00.</p> <p>Manual of school law K-12. <i>What is policy? and How to read policy</i>. https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/what-is-policy/ https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/how-to-read-policy</p> <p>Silova, I., Rappleye, J., & Auld, E. (2020). Beyond the Western Horizon: Rethinking Education, Values, and Policy Transfer. In G. Fan & T. S. Popkewitz (Eds.), <i>Handbook of Education Policy Studies</i> (pp. 3–29). Springer Singapore. https://doi.org/10.1007/978-981-13-8347-2_1</p> <p>Mockler, N. (2011). Beyond ‘what works’: Understanding teacher identity as a practical and political tool. <i>Teachers and Teaching</i>, 17(5), 517–528. https://doi.org/10.1080/13540602.2011.602059</p>
<p><u>Week 8-9</u> <u>Oct. 25-</u> <u>Nov. 5</u></p>	<p>School-Based Orientation Practicum (Two Weeks)</p> <p>No Class</p>
<p><u>Week 10</u></p>	<p>Required Lecture</p>



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<p><u>Required Lecture</u></p> <p>Nov 9th 2021</p> <p>11 a.m. to 12.20 p.m.</p>	<p>November 9, 2021 - 11 to 12.20. IRC 2 Lec. - Beth Applewhite & team - District Principal Equity, Burnaby School District</p> <p>Location: https://learningspaces.ubc.ca/classrooms/irc-2</p> <p>Room: P.A. Woodward Instructional Resources Center (IRC)-2</p> <p>Address: 2194 Health Sciences Mall, Vancouver BC, V6T1Z3</p>
<p><u>Week 10</u></p> <p><u>Nov. 10th</u></p>	<p>Topic: Neoliberalism and Education Policy</p> <p>Readings:</p> <p>Connell, R. (2013). The neoliberal cascade and education: An essay on the market agenda and its consequences. <i>Critical Studies in Education</i>, 54(2), 99-112. https://www-tandfonline-com.ezproxy.library.ubc.ca/doi/pdf/10.1080/17508487.2013.776990?needAccess=true</p> <p>Yoon, E.-S. (2016). Neoliberal imaginary, school choice, and “new elites” in public secondary schools. <i>Curriculum Inquiry</i>, 46(4), 369-387.</p>
<p><u>Week 11</u></p> <p><u>Nov. 15 & Nov. 17</u></p>	<p>Topic: Educational Policy Trends in BC (and Beyond): Assessment and Corporate involvement in schools</p> <p>Guiding Questions:</p> <ol style="list-style-type: none">1. What are the various ways in which assessment can be used as a political tool?2. How could you argue for and against assessment as a social justice measure?3. What are the arguments for and against corporate involvement in schools? <p>Readings:</p> <p>Hondzel, C. D. (2014). Accountable to whom? Teacher reflections on the relationship between creativity and standardized testing in Ontario. <i>Critical Education</i>, 5(3), 1-15. http://ices.library.ubc.ca/index.php/criticaled/article/view/183265/184388</p> <p>Hyslop, K. (2015, January 31). <i>Education experts dish on best learning practices: Five takeaways from a BC forum on learning.</i> https://theyee.ca/News/2015/01/31/Education_Experts_On_Best_Learning_Practices/</p> <p>Giroux, H. A. (2016). When schools become dead zones of the imagination: A critical pedagogy manifesto. <i>The High School Journal</i>, 99(4), 351-359. https://muse-jhu-edu.ezproxy.library.ubc.ca/content/crossref/journals/high_school_journal/v099/99.4.giroux.html</p> <p>Poole, W., & Fallon, G. (2015). The emerging fourth tier in K-12 education finance in British Columbia, Canada: Increasing privatization and implications for social justice. <i>Globalisation, Societies and Education</i>, 13(3), 339-368. http://www-</p>



tandfonline-com.ezproxy.library.ubc.ca/doi/abs/10.1080/14767724.2014.996857

THEME 5: TEACHER INQUIRY AND ACTION

Week 12

Topic: Teacher Inquiry

**Nov. 22
&
Nov.24**

Guiding Questions:

What are the possibilities for teachers to participate in alternative sites of learning (outside of schools)? What are the benefits and drawbacks to this participation?

Readings:

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

<http://www.ncte.org.ezproxy.library.ubc.ca/library/NCTEFiles/Resources/Journals/EJ/1055-may2016/EJ1055Speaking.pdf>

Meijer, M.-J., Geijsel, F., Kuijpers, M., Boei, F., & Vrieling, E. (2016). Exploring teachers' inquiry-based attitude. *Teaching in Higher Education*, 21(1), 64–78. <https://doi.org/10.1080/13562517.2015.1115970>

**Assignment
2 Due:**

Assignment 2 Due: Essay Writing (Choose One, 1500 words) Due date: Nov 27th, 2021 Submit via Canvas

**Nov 27th
2021**

Week 13

Topic: Teachers as Researchers, Teachers as Activists

**Nov. 29
&
Dec. 1**

Guiding Questions:

What are the options for teachers to negotiate, accommodate, ameliorate, and communicate educational policies and practices? (e.g., teacher as researcher, teacher as activist)

Readings:

Montaño, T., López-Torres, L., DeLissovoy, N., Pacheco, M. & Stillman, J. (2002).



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Teachers as activists: Teacher development and alternate sites of learning. *Equity & Excellence in Education*, 35(3), 265-275. Available at: <http://www.tandfonline.com/doi/pdf/10.1080/713845315>

Sachs, J. (2001). Teacher professional identity: Competing discourses, competing outcomes. *Journal of Education Policy*, 16(2), 149-161. Available at: <http://www.tandfonline.com/doi/pdf/10.1080/02680930116819>

Stacy, M. (2013). Teacher-led professional development: Empowering teachers as self-advocates. *The Georgia Social Studies Journal*, 3(1), 40-49. <https://coe.uga.edu/assets/files/misc/gssj/Stacy-2013.pdf>

THEME 6: MODELS OF MEDIA EDUCATION & POPULAR MEDIA AS INFORMAL PUBLIC PEDAGOGIES

Week 14

**Dec. 6
&
Dec. 8**

Topic:
**Principles of media education and critical media education
Media, Democratic Citizenship, and the Role of the Teacher**

Guiding Questions:

1. What is critical media education?
2. What are the strengths and limitations of this approach?
3. How might you use critical media education in your classroom?
4. 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?

Readings:

Website: MediaSmarts: Lessons and resources. Available: <http://mediasmarts.ca/teacher-resources/find-lesson>

Robertson, L.& Scheidler-Benns, J. (2016). Critical media literacy as a transformative pedagogy. *Literacy Information and Computer Education Journal (LICEJ)*, 7(1), 2247-2253. <http://infonomics-society.org/wp-content/uploads/licej/published-papers/volume-7-2016/Critical-Media-Literacy-as-a-Transformative-Pedagogy.pdf>

Carpenter, J. P., & Harvey, S. (2019). “There's no referee on social media”: Challenges in educator professional social media use. *Teaching and Teacher Education*, 86, 102904. <https://www.sciencedirect-com.ezproxy.library.ubc.ca/science/article/pii/S0742051X1930455X?via%3Dihub>

Nagle, J. (2018). Twitter, cyber-violence, and the need for a critical social media literacy in teacher education: A review of the literature. *Teaching and Teacher Education*, 76, 86-94. <https://www.sciencedirect->



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com.ezproxy.library.ubc.ca/science/article/pii/S0742051X17316736?via%3Dihub
Fürsich, E. (2010). Media and the representation of Others. *International Social Science Journal*, 61(199), 113-130.
<http://onlinelibrary.wiley.com.ezproxy.library.ubc.ca/doi/10.1111/j.1468-2451.2010.01751.x/abstract>

PRESENTATION AND WRAP-UP WEEK

Week 15

Dec. 13

&

Dec. 15

Assignment 3 Group Inquiry (7 Groups)



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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 an Interim Report, a copy of which is signed by the teacher candidate and the instructor and then filed with the Teacher Education Office and the Department of Educational Studies.

Instructors are responsible to provide students with timely, specific, and helpful 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.

In order to PASS the course, students are to complete the following assignments and get a PASS grade for each assignment.

Assignment 1 Topic-Focused Discussion Post (Choose Two, 800 words in total/ 400 words for each topic) Due Oct. 11, 2021, Submit via Canvas

Please choose at least two topics from the following, and you are expected to write one reflective/response report for each topic. Please build connections between the topics and readings and your lived experiences.

TOPICS:

- The tension between schools and education
- Indigenous worldviews
- Indigenous pedagogies
- Multiculturalism and its critiques
- Different notions of social justice
- Ecological Justice

Suggested 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 your experience, 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.

Assignment 2: Essay Writing (Choose One, 1500 words) Due date: Nov 27th, 2021 Submit via Canvas

Option 1: Justice, schools and teachers

Drawing on the discussions you have had in class during this course and ideas in readings (at least TWO course readings), construct a 1500-word paper 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 and ethics are important aspects of schooling. Discuss.

Option 2: Teacher identity

Drawing on the discussions you have had in class during this course and ideas in readings (at least TWO course readings), construct a 1500-word paper to discuss about teachers' identity (What counts as an excellent teacher? What roles do teachers play? What aspirations do teachers have?) in today's pluralistic and democratic society.

Suggested 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 your experience, 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.

Assignment 3 Group Inquiry (Choose One, 7 Group) Presentation date: December 13 & 15th 2021

Presentation Duration 15 minutes

Presentation Report: 1-2 Page Summary, 1.5 Space, Times New Roman 12 Font (to be submitted on the date of your group presentation).

Option 1: Cultural Analysis of the Media

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.

Please base your report on reflecting on such questions as:



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- 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?

Option 2: Critical Analysis of an Educational Policy Document

Choose a piece of education policy to analyze and deconstruct.

Please base your report on reflecting on such questions as:

- a) What is the policy lever—is it legislative, administrative, regulatory, other?
- b) What level of government or institution will implement?
- c) How does the policy work/operate? (e.g., is it mandatory? Will enforcement be necessary? How is it funded? Who is responsible for administering the policy?)
- d) What are the objectives of the policy?
- e) What is the historical context (e.g., has the policy been debated previously)?
- f) What is the value-added of the policy?
- g) What are the expected short, intermediate, and long-term outcomes?
- h) What might be the unintended positive and negative consequences of the policy? What are the current political forces, including political history, environment, and policy debate?
- i) Who are the stakeholders, including supporters and opponents? What are their interests and values?
- j) What are the potential social, educational, and cultural perspectives associated with the policy option (e.g., lack of knowledge, fear of change, force of habit)?
- k) What are the potential impacts of the policy on other sectors and high priority issues (e.g., sustainability, economic impact)?

Covid statements

Covid Safety in the Classroom

Masks: Masks are **required** for all indoor public spaces on campus, including classrooms, as per the BC Public Health Officer orders and UBC policy. For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while



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sharing an indoor space. For the purposes of this order, the term “masks” refers to medical and non-medical masks that cover our noses and mouths. Masks are a primary tool to make it harder for Covid-19 to find a new host. You will need to wear a medical or non-medical mask for the duration of our class meetings, for your own protection, and the safety and comfort of everyone else in the class. You may be asked to remove your mask briefly for an ID check for an exam, but otherwise, your mask should cover your nose and mouth. Please do not eat in class. If you need to drink water/coffee/tea/etc, please keep your mask on between sips.

Students who need 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 \(COVID-19\)](#). Such requests must be made through the Center for Accessibility (info.accessibility@ubc.ca).

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.

Vaccination: If you have not yet had a chance to get vaccinated against Covid-19, vaccines are available to you, free, and on campus <http://www.vch.ca/covid-19/covid-19-vaccine>

The higher the rate of vaccination in our community overall, the lower the chance of spreading this virus. You are an important part of the UBC community. Please arrange to get vaccinated if you have not already done so.

Seating in class: To reduce the risk of Covid transmission, please sit in a consistent area of the classroom each day. This will minimize your contacts and will still allow for the pedagogical methods planned for this class to help your learning.

Your personal health

If you’re sick, it’s important that you stay home – no matter what you think you may be sick with (e.g., cold, flu, other).

- A daily self-health assessment is required before attending campus. Every day, before coming to class, complete the self-assessment for Covid symptoms using this tool: <https://bc.thrive.health/covid19/en>
- Do not come to class if you have Covid symptoms, have recently tested positive for Covid, or are required to quarantine. You can check this website to find out if you should self-isolate or self-monitor: <http://www.bccdc.ca/health-info/diseases-conditions/covid-19/self-isolation#Who>.
- Your precautions will help reduce risk and keep everyone safer. In this class, the marking scheme is intended to provide flexibility so that you can prioritize your health and still be able to succeed

If you do miss class because of illness:

- **Notify the teacher education office (TEO) as soon as possible.** Please refer to the TEO website for further details



<https://teach.educ.ubc.ca/students/forms/absence/>

- Consult the class resources on Canvas

For additional information about academic concessions, see the UBC policy here:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,329,0,0>

Instructor health

If I (the instructor) am sick: I will do my best to stay well, but if I am ill, develop Covid symptoms, or test positive for Covid, then I will not come to class. If that happens, here's what you can expect

- If I am well enough to teach, but am taking precautions to avoid infecting others, we may have a synchronous online session or two. If this happens, you will receive my email and notifications on Canvas telling you how to join the class. You can anticipate that this would very likely be a last minute email. Our classroom will still be available for you to sit and attend an online session, in this (hopefully rare) instance.
- You may receive a message from me with a recording of the lecture material for you to watch on your own time.



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