

University
of Regina



COURSE OUTLINE

ECS 311
PEDAGOGY, THEORY AND PRACTICE II

3 CREDITS

PREPARED BY: Mark Connell, Instructor
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APPROVED BY: Dr. Andrew Richardson, Dean Applied Arts
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APPROVED BY SENATE:
RENEWED BY SENATE:



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PEDAGOGY, THEORY AND PRACTICE II

INSTRUCTOR: Mark Connell	OFFICE HOURS: By Appointment
OFFICE LOCATION: TBD	CLASSROOM: Online via Zoom
E-MAIL: mconnell@yukonu.ca	TIME: 5:30 pm- 8:25 pm
TELEPHONE: HEHS office 867.668.8845	DATES: Mon. Sept. 7 th - Tues. Dec. 8 th , 2020 Tuesday Dec. 8 th operates on a Monday schedule

PREAMBLE

“The [Yukon] schools are perhaps the most Canadian aspect of the entire country. They have a strong resemblance to the jails, in that incarceration in them is also involuntary and joyless and the program encourages stupidity and insensitivity”.

- “Together Today for our Children Tomorrow” (1973)

COURSE DESCRIPTION

This course provides guided practice in planning, preparing, implementing, assessing and reflecting upon units of study in elementary classrooms with an emphasis on anti-oppressive education and equitable/culturally responsive practices in curriculum, instruction and assessment.

Teaching is a deeply intellectual, complex undertaking. Across all course aspects, students will inquire into learning and teaching in a complex world. Ongoing emphasis will focus on planning, assessment and understanding connections between instructional approaches, teaching roles, and working in educative and respectful ways alongside children and families of diverse backgrounds and experiences.

YUKON CONTEXT

Extending from the analysis and priorities developed in the landmark document “Together Today for our Children Tomorrow” the course looks to critical pedagogy, constructivist psychology and Indigenous approaches to teaching and learning as key avenues to support the educational aspirations of Yukon First Nations communities

PREREQUISITES

ECS 200- Constructions of the Student, Learner and the School and
ECS 210 - Curriculum as Cultural and Social Practice

RELATED COURSE REQUIREMENTS

It is highly recommended that all students have access to a computer or other device and Internet to do their studies. The minimum specifications for a student device are as follows:

Requirement	Windows-based PC	Apple Mac/macOS-based PC
Operating System	Windows 10	macOS X
Web Browser	Firefox, Edge or Google Chrome	Firefox, Edge or Google Chrome
RAM/Memory	4 GB	4 GB
Storage	5 GB of available space	5 GB of available space

LEARNING OUTCOMES

Upon successful completion of the course, students will be able to:

- Analyze and identify the complexity of teaching and learning in an elementary context, with particular attention to the needs and aspirations of Yukon First Nations communities.
- Know the meaning of equity and diversity
- Plan for ‘inquiry learning’
- Recognize, organize and develop and effective and culturally responsive teaching practices, specifically relating to lesson planning, classroom management and instructional strategies.
- Plan one's own professional growth and development, including reflecting, setting questions, learning goals and soliciting feedback on the teaching and learning process.

Within the course students will explore the following:

- The complexities of Teaching: Understanding the complex nature of learning and teaching within the Yukon context. Focus will be on the social, emotional, physical, economic, historical, political and legal factors that affect learners, teachers and educational institutions.
- Planning and Preparation: Lesson planning; designing learning activities appropriate for children in elementary contexts; designing coherent instruction; planning for the authentic assessment of children’s learning; applying equitable and inclusive teaching practices and planning for culturally responsive teaching.
- Instruction and assessment of learning: Developing skills in a variety of strategies for different kinds of learning (conceptual, skills, processes and affective); using a variety of methods to assess learning; engaging children in learning; creating safe and orderly classrooms.
- Teaching for Diversity and Social Justice: Understanding how inequities are produced and reproduced in schools; examining individual beliefs and practices to better understand ourselves; critiquing unjust educational practices and the role that educators play; working to build caring, respectful communities through School Plus; incorporating Indigenous content in meaningful ways.

COURSE FORMAT

Classes will consist of one weekly 3- hour meeting. Outside of class time, students are required to engage heavily with the course readings and engagement activities found within the course site in Microsoft TEAMS. Students are also required to contribute/inform to the communities learning via the closed TEAMS forum for the course.

ASSESSMENTS:

Observations and Conversations (ongoing)

This assessment will be based on student participation in classroom-based learning activities such as discussion, making connections to course reading as well as conversation, critical reflection, insightful questions and participation in the online component of the course (TEAMS, Twitter). Criteria for this assessment will be co-created together and will involve weekly requests for evidence and self-evaluation.

Weekly Reading Assessment (4) / 2 Double Entry Journals (ongoing)

At the beginning of the week, prior to class, students are task based on the preparatory readings.

Mid Term Paper (Due Week 8)

The mid-term is a take home research paper in which you are to evaluate/engage the course texts, Decolonizing Methodologies (Smith), Pedagogy of the Oppressed (Freire) and Experience and Education (Dewey). More details will be provided in class.

LESSON PLAN ACTIVITY

Inquiry Based Learning Project: Constructing a Philosophy of Education (Due last day of class)

EVALUATION:

ECS 311 is a Pass/Fail course.

University of Regina Grading Descriptions apply to all assignments.

To achieve a PASS, a pass must be achieved in the following areas (note that rubrics are provided in the TEAMS site that detail the requirements/criteria for each assignment.

Class Contribution
Journal Response
Mid Term Paper
Practicum Reflection
Practicum Binder

Inquiry Project: Philosophy of Education Attendance & Participation

REQUIRED TEXTBOOKS AND MATERIAL

Dewey, John. *Experience and Education*. 1 edition. New York: Free Press, 1997.

Freire, Paulo. *Pedagogy of the Oppressed: 30th Anniversary Edition*. 3 edition. New York: Bloomsbury Academic, 2000.

People, The Yukon. *Together Today for Our Children Tomorrow: A Statement of Grievances and an Approach to Settlement by the Yukon Indian People*. The Council for Yukon Indians, 1977.

Smith, Linda-Tuhiwai. *Decolonizing Methodologies: Research and Indigenous Peoples*. 2nd Edition. London: Zed Books, 2012.

SUPPLEMENTARY READING AND RESOURCES

Note that these texts will be drawn from during weekly lectures and for weekly readings available on the course TEAMS Site.

Arendt, Hannah, and Amos Elon. *Eichmann in Jerusalem: A Report on the Banality of Evil*. 1 edition. New York, N.Y: Penguin Classics, 2006.

Battiste, Marie. *Reclaiming Indigenous Voice and Vision*. Vancouver: UBC Press, 2000.

Battiste, Marie, and Jean Barman, eds. *First Nations Education in Canada: The Circle Unfolds*. Vancouver: UBC Press, 1995.

Battiste, Marie, and Rita Bouvier. *Decolonizing Education: Nourishing the Learning Spirit*. Reprint edition. Saskatoon: Purich Publishing, 2013.

Bennett, Barrie, and Carol Rolheiser. *Beyond Monet: The Artful Science of Instructional Integration*. Spiral edition. Toronto, Ont.: Barrie Bennett, 2002.

Dewey, John. *Democracy and Education: An Introduction to the Philosophy of Education*. Lexington, Kentucky: Createspace Independent Pub, 2009.

Giroux, Henry A. *Disposable Youth: Racialized Memories, and the Culture of Cruelty*. 1 edition. New York, NY: Routledge, 2012.

hooks, bell. *Teaching Community: A Pedagogy of Hope*. 1 edition. New York: Routledge, 2003.

——— *Teaching Critical Thinking: Practical Wisdom*. 1 edition. New York: Routledge, 2009.

——— *Teaching to Transgress: Education as the Practice of Freedom*. 1 edition. New York: Routledge, 1994.

King, Thomas. *A Short History of Indians In Canada*. 1 edition. Toronto: Harper Perennial, 2006.

——— *The Truth About Stories*. Sixth Printing edition. Toronto, ON: House of Anansi Press, 2003.

- Postman, Neil. *The End of Education: Redefining the Value of School*. Reprint edition. New York: Vintage, 1996.
- Simpson, Leanne, ed. *Lighting the Eighth Fire: The Liberation, Resurgence, and Protection of Indigenous Nations*. 1 edition. Winnipeg: ARP Books, 2008.
- Suzie, Boss, and Jane Krauss. *Reinventing Project-Based Learning: Your Field Guide to Real-World Projects in the Digital Age*. 2 edition. Eugene, Oregon: International Society for Technology in Education, 2015.
- Steiner, Rudolf. *Practical Advice to Teachers. Foundations of Waldorf Education 2*. Great Barrington, MA: Anthroposophic Press, 2000.
- Tuck, Eve, and K. Wayne Yang. "Decolonization Is Not a Metaphor |." *Decolonization: Indigeneity, Education & Society* 1, no. 2 (2012): 1–40.
- Woolfolk, Anita, Philip H. Winne, and Nancy E. Perry. *Educational Psychology, Sixth Canadian Edition*. 6 edition. Pearson Canada, 2015.

ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/ Admissions & Registration web page.

Responsibility for Learning Environment

A YNTEP student's attitude and behaviour must be consistent with their own status as a professional teacher in training. Students are required to know and follow the University of Regina 'Harassment Policy', Yukon Teachers Associations 'Code of Ethics' and the Yukon College 'Code of Ethics'. See the YNTEP handbook for more details.

Cell Phone Use / Social Networking

Cell phones must be turned off during class time unless they are being utilized for course purposes. If laptops / tablets are being used for class notes, social networking applications / platforms / sites (Facebook, Twitter, etc.) should not be accessed.

PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when a student submits work for credit that includes the words, ideas, or data of others, without citing the source from which the material is taken. Plagiarism can be the deliberate use of a whole piece of work, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Students may use sources which are public domain or licensed under Creative Commons; however, academic documentation standards must still be followed. Except with explicit permission of the instructor, resubmitting work which has previously received credit is also considered plagiarism. Students who plagiarize material

for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the University.

YUKON FIRST NATIONS CORE COMPETENCY

Yukon University recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon University program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see www.yukonu.ca/yfnccr.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon University Academic Regulations (available on the Yukon University website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC): lac@yukonu.ca.