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## Course Outline

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**INSTRUCTOR:** Mark Connell

**OFFICE HOURS:** By Appointment

**OFFICE LOCATION:**

**CLASSROOM:** TBA

**E-MAIL:** mconnell@yukonu.ca

**TIME:** Thursday, 7:00pm– 9:50pm

**TELEPHONE:** HEHS Office 867.668.8845

**DATES:** Sept. 9th to Dec. 9th

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### COURSE DESCRIPTION

This course is intended to develop teacher candidates understanding of learners, learning, and teaching by drawing on various theoretical understandings of education for social and ecological justice. This course makes explicit the philosophical underpinnings of pedagogy, and the link between curriculum theory and practice.

\*Note: Required classroom-based placement of one day per week for 8 weeks

Yukon Context:

“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)

This course provides guided practice in planning, preparing, implementing, assessing and reflecting upon units of study in 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.

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 and the priorities articulated by the Yukon Department of Education.

### COURSE REQUIREMENTS

Prerequisite(s): ECS 200, ECS 210 (For B.Ed Students)

## **EQUIVALENCY OR TRANSFERABILITY**

Receiving institutions determine course transferability. Find further information at:

<https://www.yukonu.ca/admissions/transfer-credit>

## **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.
- Professional Development Process: Planning for professional growth goals; soliciting and analyzing feedback on teaching; setting professional goals; creating a portfolio.
- 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, Social Equity and Ecological 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 from 7pm to 10pm on Thursday evening. The course will leverage a 'Blended Learning' approach whereby students are able to attend class either in person or remotely. Attendance (either virtually or face to face) is a requirement for each session.

Asynchronous content and requirements (all assignments) are accessible through the class 'Teams' site via logging into Microsoft 365 with Yukon University credentials. Assignment descriptions/criteria, Rubrics and submission requirements are all located in the ECS 303 Teams Site.

Outside of class time, students are required to engage heavily with the course readings and engagement activities found within the "Teams" platform (approximately requiring three additional hours a week).

Students will also be required to contribute/inform the learning community via the closed "Teams" forum for the course. This will include posting comments, reflections, resources and analysis on course related topics.

This course is also linked to EFLD 310, a two-week practicum in a Whitehorse school. During this two-week period, students are required to be in their placement from 8:00am until 3:45pm.

Thursday meetings will seek to model a wide range of instructional strategies. Weekly sessions will involve direct instruction, engagement with case studies, peer collaboration, literature circles, co-operative and competitive game structures and experiential / place-based pedagogy.

## EVALUATION

ECS 303 is a Pass/Fail course.

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

<b>Reading Assessment(s)</b>	6 Required
<b>Teaching Skills (2)</b>	2 Required
<b>Pedagogical Models Analysis (Due First Week in November)</b>	Required
<b>EFLD 310 Practicum Binder</b>	Required
<b>Inquiry Based Learning Project: Constructing a Philosophy of Education</b>	Required
<b>Total</b>	Pass/Fail

## COURSE WITHDRAWAL INFORMATION

Refer to the YukonU website for important dates.

## TEXTBOOKS & LEARNING MATERIALS

*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 Grievance 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.*

*\* Links to digital versions of these texts are available on the course TEAMS site.*

## **ACADEMIC INTEGRITY**

Students are expected to contribute toward a positive and supportive environment and are required to conduct themselves in a responsible manner. Academic misconduct includes all forms of academic dishonesty such as cheating, plagiarism, fabrication, fraud, deceit, using the work of others without their permission, aiding other students in committing academic offences, misrepresenting academic assignments prepared by others as one's own, or any other forms of academic dishonesty including falsification of any information on any Yukon University document.

Please refer to Academic Regulations & Procedures for further details about academic standing and student rights and responsibilities.

## **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 by contacting the Learning Assistance Centre (LAC): [LearningAssistanceCentre@yukonu.ca](mailto:LearningAssistanceCentre@yukonu.ca).