



School of Health, Education and Human Services

ECS 101

Knowledge, Schooling and Society

Term: January – April, 2022

3 credits

Course Outline

INSTRUCTOR: Faith Whiting

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CLASS MEETINGS & DATES: Wednesdays, 9:00 am – noon, January 5th – April 13th, 2022

COURSE DESCRIPTION

The course provides an introduction to the foundations of teaching, including politics of education, ethical relationality, teacher identity and professionalism, conceptions of learners and learning, and teaching for justice, equality, and equity. *Required classroom-based placement of one half-day per week for 8 weeks.

COURSE REQUIREMENTS

Prerequisite(s): None

EQUIVALENCY OR TRANSFERABILITY

Receiving institutions determine course transferability. Find further information at:

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

LEARNING OUTCOMES

Students will:

- Investigate how teaching is a political act (critical literacy and critical thinking)
- Begin to understand different ways of knowing, being, doing and viewing education
- Learn about professional, ethical relationships with students, schools and society
- Relate construction of knowledge to construction of identity as teacher
- Gain an understanding of inclusive education, diversity & difference of learners
- Gain an understanding of the roles that theories of human development play in providing one important way of understanding the child, the adolescent, the student and the learner
- Gain an understanding of decolonial educational approaches (ie anti-racist, anti-oppressive)
- Explore issues around residential schools and Truth and Reconciliation
- Conduct observations of contemporary classrooms and critically reflect on experience
- Begin the development of a personal Teaching Philosophy and build a Professional ePortfolio

COURSE FORMAT

This course is a total of 39 credit hours plus 8, 1/2 day practicum placements. Classes will consist of lectures, hands-on activities, class discussions, cooperative work, and school visitations. The text will be used extensively and will be the main resource; however, other readings, curriculum materials and guest speakers may be used to supplement the text. Students are expected to attend regularly, complete all assignments, come to class ready and prepared to learn, and participate actively in class activities.

ATTENDANCE AND PARTICIPATION

Each YNTEP student is responsible for:

1. Contacting your instructor prior to a class to report your absence. In an urgent situation you can contact the YNTEP reception at 668.8781.
2. Catching up on missed material and any incomplete assignments.
3. Obtaining proper documentation (ex. doctor's note) in the event that a serious health concern affects attendance (3 or more classes).
4. Familiarizing oneself with the YNTEP Handbook and the regulations relating to attendance and punctuality.

EVALUATION

Contribution to Classmates' Learning	10 %
Double Entry Journals	25 %
Topic Exploration Paper	30 %
Field Logs	20 %
Final Exam	15 %
Total	100%

NOTE: The field placement portion of this course will be graded on a pass/fail basis. A passing grade is required for successful completion of the course.

Contribution to Classmates' Learning

This mark 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, co-construction of criteria, and participation in small-group activities.

Double Entry Journal

This mark will be based on the student's ability to demonstrate in-depth understanding and make insightful connections to assessment theory, research, and classroom practice. Double entry journal responses will be assigned six times throughout the semester.

Topic Exploration Paper

During lectures, seminars and readings, you will find ideas, issues, opinions, and controversies that intrigue you. For this assignment, you will select one educational topic that interests you. This topic could arise from other classes, your experiences, or current events. You will find 3 peer-reviewed articles (recent, i.e. written within the past 5-10 years) that address your topic using the YukonU or UofR library database to write a document following APA format.

Topic Exploration Process: 7-8-page document (INCLUDING title page, abstract, Reference list)

1. Summarize each article (using your own words)
2. Respond to each article using your own experience, opinions, beliefs.
3. Synthesize ALL articles to connect key messages.
4. Create a Title Page, Abstract and Reference List. This topic exploration paper must follow APA style.

Note: The written portion of this assignment will be 4-5 pages in length as the title page, abstract and reference list are included in the 7-8 page expectation. An assessment rubric will be given for this project.

Field Logs

After each of your weekly field experiences you will write a field log reflection. You will make rough notes during each of your field experiences and then prepare a one-page Word document draft summary (or professional blog) based on the posed 'field focus question of the week'. You must bring your draft summary to your following seminar/class. You will hand in your field logs midway semester and at the completion of your field experience. These final copies MUST be carefully proofread.

COURSE WITHDRAWAL INFORMATION

Refer to the YukonU website for important dates.

TEXTBOOKS & LEARNING MATERIALS

Parkay, F. W., Hardcastle Stanford, B, Vaillancourt, J., Stephens, H., Harris, J.R., Hughes, J., Gadanidis, G & Petrarca, D. (2020). *Becoming a Teacher* (5th ed.). Pearson Canada.

ECS 101 Field Placement Manual

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.

TOPIC OUTLINE

Contextualizing the Course
Contextualizing the Ethical Responsibility of the Educator
History of Education in Canada
Introduction to Philosophy of Education
Governance in Education
The Art of Teaching - Lesson Design informed by Educational Psychology
Introduction to Curriculum and Lesson Planning
Lesson Planning Part II
Classroom Management and Classroom Design
Inclusive Education
Technology and Inclusion
Assessment and Evaluation
Course Conclusion and Final Exam Review