
Course Outline

INSTRUCTOR: Mark Connell

OFFICE HOURS: By Appointment

CLASSROOM: TBA

E-MAIL: mconnell@yukonu.ca

TIME: Thursday, 5:30pm - 8:20pm

TELEPHONE:

DATES: Sept. 8th to Dec. 15th

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 for two weeks, usually in late October early November. Dates will be confirmed.

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)

www.yukonu.ca

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 5:30pm to 8:20 pm on Thursday evening. Attendance is a requirement for each session.

Asynchronous content and requirements (all assignments) are accessible through the class Microsoft 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.

www.yukonu.ca

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.

Historically, 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. This practicum may or may not happen this semester. Details to be provided at in the first week of classes.

Thursday lectures 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 TEAMS site that detail the requirements/criteria for each assignment.

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

Reading Assessment(s) (7)

- Where the Spirit Lives Film Reflection
- Decolonizing Methodologies (Smith) - What does ‘decolonizing’ involve?
- Pedagogy of the Oppressed (Freire) - Chapter 1 Double Entry Journal
- Pedagogy of the Oppressed (Freire) - Chapter 2 Literature Circle Preparation
- Experience and Education (Dewey) Model of Pedagogy Analysis Part I
- Pedagogy of the Oppressed - Chapter 3 - Model of Pedagogy Analysis Part II

Teaching Skills (2)

Throughout the term:

- Lesson Planning Simulation

- Approach to Classroom Management Assignment

Pedagogical Models Analysis (Due First Week in November)

After you have completed your two-week placement, you are required to write a short analysis that inventories the 'methods of teaching' you observed during your initial practicum.

EFLD 310 Practicum Binder (Due First Week in November)

- Placement Evaluation
- Five completed lesson plans with personal reflection and host teacher feedback.

Inquiry Based Learning Project: Constructing a Philosophy of Education

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 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.

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

SUPPLEMENTARY READING AND RESOURCES

Note that these texts will be drawn from during weekly lectures and for weekly readings. Links are 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.
- Woolfolk, Anita, Philip H. Winne, and Nancy E. Perry. *Educational Psychology, Sixth Canadian Edition*. 6 edition. Pearson Canada, 2015.

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

Week	Topic
W1	Welcome: Contextualizing the Course
W2	Exploring the Professional, Legal and Ethical Responsibilities of the Educator
W3	What is Decolonization?
W4	Introduction to Pedagogy of the Oppressed
W4	Pedagogy of the Oppressed Part II: Identifying the Student - Teacher Dichotomy
W5:	Experience, Education and Curriculum
W6:	Consolidating Freire and Dewey through a Consideration of Lesson Design
W7:	Lesson Planning Seminar: The 5E Lesson Plan Framework with via Inductive and Deductive Teaching Approaches
W8:	Conversation Around Chapter 3 in Pedagogy of the Oppressed
W9:	Creating Patterns of Excellent Teaching
W10:	Considering Classroom Management
W11:	Overview of Long-Range Planning and Introduction to Unit Planning
W12:	Unit Planning Exercise - Small Group in Class Assignment
W13:	Inquiry Project: Writing a Philosophy of Education