

 	School of Health, Education, and Human Services
	ECS 303 Curriculum and Pedagogy 2
	Term: Fall 2026 Number of Credits: 3
Course Outline	

INSTRUCTOR: Faith Whiting, BSc, BEd, MAdEd

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CLASS TIME & DATES: Mondays 1-3:50pm, September 14th – December 7th, 2026, Room A2712

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 justice.

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

COURSE REQUIREMENTS

YNTEP Prerequisite(s): ECS 101 and ECS 203.

This course is restricted to students in the YNTEP and BEAD programs.

EQUIVALENCY OR TRANSFERABILITY

Receiving institutions determine course transferability. Find further information at:

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

LEARNING OUTCOMES

In this course students will:

- Critique existing assumptions and practices in schooling that contribute to the marginalization of some,
- Analyze, question, and provoke curriculum, instruction, and assessment
- Practice various pedagogical approaches for social and ecological justice
- Engage with a critical lens to design:
 - experiential,
 - interdisciplinary,
 - anti-oppressive curricular experiences
- Enact anti-oppressive, culturally responsive and inclusive education principles.

- Develop an informed practice based on an understanding of a variety of theoretical approaches to curriculum (traditionalist, experiential learning, critical pedagogy, Indigenous approaches, land-based pedagogy, etc).
- Critically engage with BC Curriculum documents to support instructional planning and assessment.
- Participate in field experiences to develop their understanding of the link between learning theories, instructional planning, delivery and assessment.
- Engage in lesson planning while considering diversity in learning and among learners
- Develop and communicate their understandings of pedagogical philosophies and practices, with thoughtfulness about the complexities of indigenizing the curriculum, decolonization education, truth and reconciliation education, and treaty education.

COURSE FORMAT

Weekly breakdown of instructional hours

There will be 3 hours of instructional time each week in this course. A further 3-6 hours will be required each week for students to engage with readings and complete coursework. This time will vary by individual learner and significantly more or less time could be required.

Delivery format

Classes will consist of lectures, hands-on activities, class discussions, cooperative work, and student presentations. Students are expected to attend all class meetings, complete all assignments, come to class ready and prepared to learn, and participate actively and positively in the classroom community.

EVALUATION

Exploring Pedagogical Approaches for Justice	P/F
Lesson Plan Sequence	P/F
Field Journal Summary and Growth Plan	P/F
Teaching Philosophy	P/F
Class Contribution	P/F
Field Experience Evaluation	P/F

A note on assessment in this course

ECS 303 is a PASS/FAIL course. Student work will be assessed using a variety of frameworks. A passing grade is required for EVERY portion of the course, to receive a final passing grade in the course.

COURSE WITHDRAWAL INFORMATION

Refer to the YukonU and UofR websites for important dates. Please note that if you withdraw from the course, you will need to withdraw at both institutions.

TEXTBOOKS & LEARNING MATERIALS

All learning materials will be provided on the course Moodle page. There is no additional textbook required.

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.

ACCESSIBILITY AND ACADEMIC ACCOMMODATION

Yukon University is committed to providing a positive, supportive, and barrier-free academic environment for all its students. Students experiencing barriers to full participation due to a visible or hidden disability (including hearing, vision, mobility, learning disability, mental health, chronic or temporary medical condition), should contact [Accessibility Services](#) for resources or to arrange academic accommodations: access@yukonu.ca.

TOPIC OUTLINE

Establishing a Critical Lens
Professionalism and Ethical Relationality
Pedagogical Approaches for Justice
Culturally Responsive Teaching
Design for Learning
Strategies to Support Diversity and Difference
Developing a Teaching Philosophy and Growth Plan