

APPLIED ARTS  
ECS 311  
3 Credit Course  
FALL, 2018



## COURSE OUTLINE

ECS 311

Pedagogy, Theory and Practice

3 Credit Course

PREPARED BY: Mark Connell, Instructor

DATE: August 14, 2018

APPROVED BY: Andrew Richardson, Dean

DATE:

APPROVED BY ACADEMIC COUNCIL: *Click or tap to enter a date*

RENEWED BY ACADEMIC COUNCIL: *Click or tap to enter a date*



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## Pedagogy, Theory and Practice

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**INSTRUCTOR:** Mark Connell

**OFFICE HOURS:** Mon-Fri 1pm-3pm

**OFFICE LOCATION:** A2911c

**CLASSROOM:** TBA

**E-MAIL:** mconnell@yukoncollege.yk.ca **TIME:** Mon / Wed. 10:30am - 11:55am

**TELEPHONE:** 867.668.8837

**DATES:** Sept. 6<sup>th</sup> to Dec. 6<sup>th</sup>

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### 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 and the priorities articulated by the Yukon Department of Education.

### PREREQUISITES

ECS 200, ECS 210

## RELATED COURSE REQUIREMENTS

Access to course Moodle via a computer and internet access.

## 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 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 two, weekly 1.5 hour meetings. Outside of class time, students are required to engage heavily with the course readings and engagement activities found within the course Moodle. Students are also required to contribute/inform to the communities learning via the closed “Google+” forum for the course.

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.

### **ASSESSMENTS**

#### **Observations and Conversations (ongoing)**

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 and participation in the online component of the course (Google+ Forum, Course Moodle and 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**

The mid-term is a take home research paper in which you are to evaluate/engage with Paulo Freire’s text Pedagogy of the Oppressed. More details will be provided in class.

#### **Lesson Planning Assignment**

Putting educational theory into practice, students will use curriculum to plan a lesson.

#### **Practicum Reflection (Early November)**

After you have completed your two-week placement, you are required to write a short reflection paper outlining the insights you have gained through the lens of course material. Details can be found on the course Moodle.

#### **Inquiry Based Learning Project**

This project is worth 15% of your overall course mark and is designed to help you gain a deeper understanding of Inquiry-Based Learning. A comprehensive overview and assessment rubric will be provided during the course

### Developmental Teaching Portfolio

To continue to reflect a holistic and complex understanding of our lives as teachers, your teaching portfolio is a space to continue to build and share your insights in relation to each commonplace and their interactions. You will hand in your portfolio at the end of the term.

#### EVALUATION:

Weekly Reading Assessment	25%
Evidence of Class Contribution	15%
Mid-Term Paper	25%
Lesson Plan Task	5%
Practicum Placement Reflection	10%
Inquiry Learning Project	10%
Developmental Teaching Portfolio	10%

#### REQUIRED TEXTBOOKS AND 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.

#### SUPLIMENTARY READING AND RESOURCES

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

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.
- 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 College.

### **YUKON FIRST NATIONS CORE COMPETENCY**

Yukon College 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 College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see [www.yukoncollege.yk.ca/yfnccr](http://www.yukoncollege.yk.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 College Academic Regulations (available on the Yukon College 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) at (867) 456-8629 or [lac@yukoncollege.yk.ca](mailto:lac@yukoncollege.yk.ca).

## 5.9 GRADING SYSTEM AND DESCRIPTIONS (University of Regina 2015-2016 UG Calendar – p. 39)

The University of Regina employs a percentage grading system. A grade of less than 50% is a failing grade for undergraduate programs.

### 5.9.1 GRADING DESCRIPTIONS

#### 5.9.1.1 Percentage grades

90-100

An outstanding performance with very strong evidence of:

- an insightful and comprehensive grasp of the subject matter;
- a clear ability to make sound and original critical evaluation of the material given;
- outstanding capacity for original creative and/or logical thought;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.

80-89

Very good performance with strong evidence of:

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a good capacity for original, creative, and/or logical thinking;
- a very good ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.

70-79

Above average performance with evidence of:

- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative, and/or logical thinking;
- an above-average ability to organize, to analyze and to examine the subject material in a critical and constructive manner, and
- to express thoughts both in speech and in writing.

60-69

A generally satisfactory and intellectually adequate performance with evidence of:

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material;
- a moderate ability to examine the material in a critical and analytical manner, and to express thoughts in writing.

50-59

A barely acceptable performance with evidence of:

- a familiarity with the subject material;
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
- partially successful attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner;
- basic competence in writing.

0-49

Unacceptable performance.

#### 5.9.1.2 Alphabetical grades

With the exception of the grades of NP and XF (see “Calculation of Grade Point Averages,” below), none of the following grades has a numeric value. Grades of AG, C, and P are passing grades. Grades of F, N, NP, and XF are failing grades. The remaining grades are neutral.