

**EDUC 201: Introduction to Education Studies (Online)  
Summer, 2021**

Section	Instructor	Zoom Time	Email
S01	Dr. Amy Burns	10:00-11:30	amburns@ucalgary.ca
TA	Lauren Sele		lauren.sele@ucalgary.ca
TA	Galicia Blackman		galicia.blackman

Class Dates: July 5-August 11, 2021

Zoom Sessions:

- Zoom sessions will be held every Tuesday and Thursday from 10:00-11:30am MST. Those denoted as *Whole Class Sessions* will be led by Dr. Amy Burns. Those denoted as *Discussion Groups* will be led by the Graduate Teaching Assistants. Details on your discussion group will be provided in the first class on July 6. There will be no synchronous sessions in August although you are encouraged to reach out to your assigned TA or to Dr. Burns for synchronous assistance at any time.

July 6 – Whole Class Session	July 20 – Whole Class Session
July 8 – Discussion Groups	July 22 – Discussion Groups
July 13 – Whole Class Session	July 27 – Whole Class Session
July 15 – Discussion Groups	July 29 – Discussion Groups

Last Day to Add/Drop/Swap: Due to the non-standard dates associated with this program, please check your Student Centre for the important dates pertaining to your section.

Pre-requisite: Due to the multiple pathways in the Bachelor of Education, please consult Undergraduate Programs in Education for questions related to pre-requisite courses.

Office Hours: By appointment only

**COURSE DESCRIPTION:**

Introduction to Educational Studies examines fundamental questions that underpin key debates in schooling and education including:

- Why should children be educated?
- How should children be educated?
- What should children learn?
- Where should children learn?
- Who should control education?

The course aims to challenge your views and preconceptions on education and present different viewpoints for you to consider. You should come to question the opinions you hold and consider the strengths and limitations of the arguments presented.

You will need to undertake a considerable amount of independent reading in order to consolidate and extend what has been discussed during each class session. To derive maximum benefit, however, **you should read the readings prior to each week**, and be prepared to do further reading throughout the course.

**LEARNER OUTCOMES:**

Upon successful completion of the course, you will be:

- 1) introduced to key theoretical debates and issues in education;
- 2) able to discuss the positions within educational debates and to articulate their strengths and weaknesses; and
- 3) able to defend and articulate an informed evidenced-based position on key philosophical educational questions.

**COURSE DESIGN AND DELIVERY:** This course will be delivered online through Zoom and engagement in a D2L environment.

**REQUIRED RESOURCES:**

Gereluk, D., Martin, C., Maxwell, B., & Norris, T. (2016). *Questioning the classroom: Perspectives on Canadian education*. Don Mills, ON: Oxford University Press.

You can order the textbook from the University of Calgary Bookstore and they will ship it to you [https://www.calgarybookstore.ca/buy\\_courselisting.asp](https://www.calgarybookstore.ca/buy_courselisting.asp). You may also order it at Amazon.ca.

**ADDITIONAL RESOURCES:** Additional resources will be made available as needed through the D2L course shell.

**LEARNING TASKS OVERVIEW**

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Summary	Summary of Peer-Reviewed Article	Individual	35%	July 25 <sup>th</sup>
Poster-style Summary	Visual representation of Paper Topic	Individual	20%	August 1 <sup>st</sup>
Final Paper	Position Paper	Individual	45%	August 11 <sup>th</sup>

\*Please note that **all learning tasks must be complete to receive a passing grade in this course.**

**WEEKLY COURSE SCHEDULE:**

Week of	Topic	Readings
July 5 - 11	<p>Introduction</p> <p>What is education?</p> <p>Why should the young be educated?</p>	<p><b>Introduction Chapter:</b> Gereluk, D., Martin, C., Maxwell, B., &amp; Norris, T. (2016). <i>Introduction: What's the point?!</i> Don Mills, ON: Oxford University Press.</p> <p><b>Chapter 1:</b> <i>What are the values or aims of education?</i></p> <p><b>Thursday Discussion Group:</b> Topic: LT1 writing workshop. Introduction to APA and how to find a peer reviewed journal article. In preparation for Thursday, July 8<sup>th</sup>, please watch the following video prior to coming to the discussion group: <a href="https://www.youtube.com/watch?v=w_lqI03ZjYo">https://www.youtube.com/watch?v=w_lqI03ZjYo</a></p>
July 12 -18	<p>How should we teach?</p> <p>What should be taught in the curriculum?</p>	<p><b>Chapter 3:</b> <i>What are our main conceptions of education? Where did they originate? How do they inform our current practices?</i></p> <p><b>Chapter 5:</b> <i>What should be taught in the curriculum?</i></p>

July 12-19 con't		<p><b>Thursday Discussion Group:</b> Topic: How conceptions of education are shaped by research. Please have an article for LT1 identified before coming to your discussion group. Also in your discussion group will be the opportunity to consider the ideas discussed in our first two classes and how they come to bear on the article topics being chosen. How do the topics we choose speak to our educational beliefs?</p> <p><i>In preparation for Thursday, July 15<sup>th</sup>, please watch the following video prior to coming to the discussion group: <a href="https://www.youtube.com/watch?v=AKV9hkYJ7-8">https://www.youtube.com/watch?v=AKV9hkYJ7-8</a></i></p>
July 19-25	<p>What should children learn?</p> <p>Where should children learn?</p>	<p><b>Chapter 6:</b> <i>Should teachers teach about controversial subjects?</i></p> <p><b>Chapter 7:</b> <i>Place- based education and the rural school ethic</i></p> <p><b>Thursday Discussion Group:</b> Topic: Should teachers teach about controversial subjects? To what extent, if any, should teachers take into account the home context of students in teaching these subjects? <i>Additional assistance will also be available in this time on LT 1 due this week and an initial discussion of LT 2 and 3 will be conducted.</i></p> <p><b>LT 1 due July 25, 2021 by 11:59pm in D2L Dropbox</b></p>
July 26- August 1	<p>Indigenous Education in the 21<sup>st</sup> century</p> <p>What does anti-oppressive education look like?</p>	<p><b>Chapter 9:</b> <i>Should cultural restoration be an aim of education? Justice, reconciliation, and Aboriginal education</i></p> <p>Pratt, Y. P., Louie, D. W., Hanson, A. J., &amp; Ottmann, J. (2018). Indigenous education and decolonization. In <i>Oxford Research Encyclopedia of Education</i>.</p> <p>Available in D2L</p> <p><b>Thursday Discussion Group:</b> Topic: Should cultural restoration be an aim of education and how do teachers who are not of the same cultural background as their students engage in reconciliation and cultural restoration? What are the tensions? What are the possibilities? <i>Further discussion of LT 2 and LT 3 will also take place.</i></p> <p><b>LT 2 due August 1, 2021 by 11:59pm in D2L Dropbox</b></p>
Aug 2-11	Asynchronous time for completion of LT3	<p>To support you in the writing of your final paper, please watch the following video: <a href="https://www.youtube.com/watch?v=lOz-N1aIICw&amp;t=12s">https://www.youtube.com/watch?v=lOz-N1aIICw&amp;t=12s</a></p> <p><b>LT 3 due August 11, 2021 by 11:59pm in D2L Dropbox</b></p>

**CHANGES TO SCHEDULE:** Please note that changes to the schedule may occur to meet the emerging needs and dynamics of the participants in the course.

**LEARNING TASKS AND ASSESSMENT**

There are three required Learning Tasks for this course. **All learning tasks should be submitted by 11:59pm** on the day they are due **in the D2L Dropbox**. Please note emailed assignments will not be accepted unless prior arrangements have been made. **All learning tasks must be complete to receive a passing grade in this course.**

**LEARNING TASK 1: A summary of a peer-reviewed journal article - DUE: July, 25<sup>th</sup>, 2021**

Each individual will find an appropriate peer-reviewed academic article related to a key educational debate that addresses one of the themes listed in the course schedule. The two-page summary shall include: 1) proper citation of the article; 2) a **two-page double-spaced** overview of the key points of the article; and 3) an attached digital copy of the article to which you are referring. Each student will be asked to **discuss the relevance of their topic, as well as orally communicate a summary of their article** with other members within the class.

Not including the cover page, the summary should be double spaced on two pages including the APA reference. **Do not go beyond the 2 pages. Please provide a clean digital copy of the summary and the digital copy of the accompanying journal article (the article does not need to be a clean copy and may have notes or highlights on it).**

**CRITERIA FOR ASSESSMENT OF LEARNING TASK 1**

<b>Criteria</b>	<b>Excellent</b>	<b>Acceptable</b>	<b>Developing</b>	<b>Score</b>
<b>Peer reviewed article</b>	The article that has been chosen is peer-reviewed (i.e., evaluated and critiqued by researchers and experts through a blind review process before the article is published).	You have chosen a peer-reviewed article, but failed to provide a hard copy of the entire article.	Did not choose a peer-reviewed article (e.g. chose a professional magazine, journal that is not peer reviewed, etc.).	/5
<b>Correct citation of article</b>	The reference is properly cited in APA 6 <sup>th</sup> edition.	There is one mistake found in the APA reference (e.g. missing comma, period, italics, etc.).	There are two or more mistakes in the APA reference.	/5 <b>*1 mark will be deducted per mistake.</b>
<b>Summary of the article</b>	The summary identifies the key points of the article in a concise, and coherent manner.	The summary identifies some of the key points but may have missed the overarching aim of the article.	The summary is difficult to understand and does not accurately reflect the main points of the article.	/15
<b>Organization and grammar</b>	Organization is appropriate and contributes to a reader's understanding of the topic. Coherent and focused writing contribute to the overall quality of the paper. Largely free of grammatical errors.	Organization is moderately appropriate and generally contributes to a reader's understanding of the topic. The summary is coherent and focused. The 2 page summary including reference is slightly long or too short. Grammatical errors are somewhat common, but do not detract from the overall argument.	Organization is confusing and fails to contribute to a reader's understanding of the topic. The paper lacks coherence and focus.	/10

*All grades will be calculated as raw scores and will then be converted to letter grades as per the University of Calgary Grading criteria.*

**LEARNING TASK 2: Poster-style summary of paper topic - DUE: Sunday, August 1<sup>st</sup>, 2021**

Each individual will create a poster-style, one page summary of the topic they have chosen for Learning Task 3. The poster-style summary will be a stand-alone, one-page document comprised of a visual element, written text and references to the literature being used in the paper. An exemplar template is available in D2L.

**CRITERIA FOR ASSESSMENT OF LEARNING TASK 2**

<b>Criteria</b>	<b>Excellent</b>	<b>Acceptable</b>	<b>Developing</b>	<b>Score</b>
<b>Statement of the Topic</b>	Clearly and succinctly summarizes the key points of the topic that has been chosen.	Summarizes the topic but misses some salient aspects or is overly wordy.	Misses significant aspects of the key topic or is unclear.	/5
<b>Connection to Literature</b>	Clearly and succinctly provides the main argument of at least 5 peer-reviewed articles on the topic.	Provides the main argument of at least 5 peer-reviewed articles on the topic but misses some salient aspects or is overly wordy.	Misses significant aspects of the literature, misunderstands the literature, or is unclear.	/5
<b>Organization</b>	The poster's organization clearly guides the reader through the topic.  Varied sentence structure; scholarly style; easy to read; few to no errors.	The poster's organization is clear but simplistic.  Some variety of sentence structure; informal tone; a few awkward passages; noticeable errors.	The poster is disorganized  Limited variety of sentences; informal style, awkward wording; many errors significantly detract from clarity.	/5
<b>Graphics, Creativity, &amp; Neatness</b>	Poster is aesthetically pleasing and engaging; represents a high level of professionalism; utilizes graphics that support the content.	Poster is neat and carefully done but not particularly engaging; some of the graphics support the content.	Poster is disorganized and not particularly engaging; few of the graphics support the content.	/5

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**LEARNING TASK 3: Position Paper - DUE: August 11<sup>th</sup>, 2021**

Building on the discussions you had over the course of the term, in this assignment you are asked to write a 5-7 page position paper (including references) related to one of the issues addressed in EDUC 201. Essay questions will be discussed in one or more Zoom sessions. The paper should demonstrate an appropriate understanding of the chosen issue. Critique of both theory and practice must be provided in the defense of your argument. Please use a Microsoft Word file and hand in your assignment in D2L.

Your assignments should meet the following requirements:

- 1) 12 point Times New Roman or Arial font
- 2) Double spaced
- 3) At least one inch margins on the left and right side
- 4) Include accurate APA 6<sup>th</sup> edition citations of works referred to in the paper
- 5) Include a properly constructed bibliography/reference list at the end.

**CRITERIA FOR ASSESSMENT OF LEARNING TASK 3**

	<b>Excellent</b>	<b>Acceptable</b>	<b>Developing</b>	<b>Score</b>
<b>Topic and Thesis</b>	Essay has a clearly stated and arguable thesis. The topic selected is related to course content and is appropriately narrow.	Thesis is arguable, but needs to be stated more clearly. The topic selected is related to course content, but it is a little too broad or narrow.	Thesis is neither clear nor arguable. The topic is too broad or too narrow to complete the assignment effectively.	/5
<b>Research</b>	The paper is thoroughly researched, and the student uses the research effectively. The student uses the most current research available and draws upon literature in the field of education.	The paper uses a modest amount of research that generally helps communicate the writer's ideas to the audience. Research used could be more current and/or focused more on educational research.	The paper is inadequately researched and does little to assist the writer communicate effectively with the audience. Research is either not used or is not current or related to education. In general, the topic has not been researched adequately.	/10
<b>Content</b>	The essay presents thoughtful and persuasive reasoning in support of position(s) taken. The paper shows the writer's clear ability to use relevant theoretical approaches to understanding issues in education.	Reasons are provided in support of positions, but they sometimes fail to provide strong support for the argument. The paper engages to some degree with the course themes, but could be expressed more clearly.	The essay either fails to take a clear position on an issue or fails to support the position with thoughtful and appropriate argumentation. The paper fails to engage adequately with the course themes. The paper needs improvement in terms of demonstrating the writer's ability to use relevant theoretical approaches to understanding issues in education.	/10
<b>Organization</b>	Organization is appropriate and contributes to a reader's understanding of the subject. Coherent and focused writing contribute to the overall quality of the paper.	Organization is moderately appropriate and generally contributes to a reader's understanding of the subject. Most sections of the paper are coherent and focused. The paper is slightly long or too short.	Organization is confusing to the reader and fails to contribute to a reader's understanding of the subject. The paper lacks coherence and focus.	/10
<b>Writing</b>	Writing is clear, concise, appropriate, and largely free of grammatical errors.	Writing is somewhat clear, concise, and appropriate. Grammatical errors are somewhat common but do not detract from the overall argument.	Writing is unclear and is not concise or appropriate. Grammatical errors are common and detract from the overall argument.	/5
<b>References</b>	All references are listed in one consistent style at the end of the paper. The writer cites all research in a consistent and scholarly way.	All references are listed in one consistent style at the end of the paper. The writer cites most research in a consistent and scholarly way.	Most references are listed in one consistent style at the end of the paper. (Alternatively, the style used is not consistent or scholarly.) The writer does not cite all research.	/5

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## THE EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK

Please review the Academic Calendar carefully. It describes the program and provides detailed schedules and important dates. It contains information on expectations for student work and professional conduct. In addition, procedures are described regarding concern about student performance in the program. Please pay especially careful attention to details and descriptions in the following topic areas:

- *The Importance of Attendance and Participation in Every Class*

As this is a professional program, experiences are designed with the expectation that all members will be fully involved in all classes and in all coursework experiences. As you are a member of a learning community your contribution is vital and highly valued, just as it will be when you take on the professional responsibilities of being a teacher. We expect that you will not be absent from class with the exception of documented instances of personal or family illness or for religious requirements.

- *Engagement in Class Discussion and Inquiry*

Another reason for the importance of attendance and participation in every class is that the course involves working with fellow students to share ideas and thinking. For example, each class you will work with a small group to engage fellow students in discussions on work being considered in class. You will also help other groups by providing ideas for scholarly inquiry in assignments. If you find that you are experiencing difficulties as a group collaborating, please inform the instructor.

### EXPECTATIONS FOR WRITING

All written assignments (including, to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, you may use the writing support services in the Learning Commons. For further information, please refer to the official online University of Calgary Calendar, Academic Regulations, E. Course Information, E.2: Writing Across the Curriculum: <http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

### LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor **prior to the due date**. Students may be required to provide written documentation of extenuating circumstances (e.g. statutory declaration, doctor's note, note from the University of Calgary Wellness Centre, obituary notice). A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs with accompanying written evidence.

### ISSUES WITH GROUP TASKS

With respect to group work, if your group is having difficulty collaborating effectively, please contact the instructor immediately. If a group is unable to collaborate effectively or discuss course materials online in a timely manner, the instructor may re-assign members to different groups or assign individual work for completion.

**GRADING**

<b>Grade</b>	<b>GPA Value</b>	<b>%</b>	<b>Description per U of C Calendar</b>
A+	4.0	95-100	Outstanding
A	4.0	90-94	Excellent – Superior performance showing comprehensive understanding of the subject matter
A-	3.7	85-89	
B+	3.3	80-84	
B	3.0	75-79	Good - clearly above average performance with knowledge of subject matter generally complete
B-	2.7	70-74	
C+	2.3	65-69	
C	2.0	60-64	Satisfactory - basic understanding of the subject matter
C-	1.7	55-59	
D+	1.3	52-54	Minimal pass - Marginal performance
D	1.0	50-51	
F	0.0	49 and lower	Fail - Unsatisfactory performance

Students in the B.Ed. program must have an overall GPA of 2.5 in the semester to continue in the program without repeating courses.

**Academic Accommodation**

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/). Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

**Academic Misconduct**

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

**Attendance/ Prolonged Absence**

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student.

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

<https://www.ucalgary.ca/pubs/calendar/current/n-1.html>

**The Freedom of Information Protection of Privacy Act** prevents instructors from placing assignments or examinations in a public place for pickup and prevents students from access to exams or assignments other than their own. Therefore, students and instructors may use one of the following options: return/collect assignments during class time or during instructors' office hours, students provide instructors with a self-addressed stamped envelope, or submit/return assignments as electronic files attached to private e-mail messages.

**For additional resources including, but not limited to, those aimed at wellness and mental health, student success or to connect with the Student Ombuds Office, please visit**

<https://www.ucalgary.ca/registrar/registration/course-outlines>

**Education Students Association (ESA)** President for the academic year is Kyle Corry, [esa@ucalgary.ca](mailto:esa@ucalgary.ca).

**Werklund SU Representative** is Dwani Joshi, [educrep@su.ucalgary.ca](mailto:educrep@su.ucalgary.ca).