

EDUC 201: Introduction to Educational Studies
Fall 2023

Section	Instructor	Time	Location	Email
L01	Dr. Pam Farrell	T/Th 2:00 - 3:15	EDC 179	pamela.farrell@ucalgary.ca

Teaching Assistants:

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Class Dates: Tuesdays and Thursdays 2:00 pm – 3:15 pm, September 5 – December 6, 2023

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 and make decisions about 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 course readings prior to each class** and be prepared to do further reading throughout the course.

Learner Outcomes

Upon successful completion of the course, you will be:

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

Learning Tasks Overview

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP/ INDIVIDUAL	WEIGHT	DUE DATE
LT1: Paper	Students will write a summary of an appropriate peer-reviewed academic article related to a key educational debate that addresses one of the weekly themes of the course.	Individual	25%	October 5
LT2: Group Poster	Students will work in groups to create and present an academic poster that engages with academic discourse in the field of education in relation to a contemporary issue in education.	Group	35%	November 21
LT3: Position paper	Students will research and write an academic paper related to one of the key topics of the course.	Individual	40%	December 6

Assessment and Evaluation

Students will be required to complete three assignments based on a weighted average.

Learning Task 1: A review of a peer-reviewed article(25%) Due date: October 5

You will find an appropriate peer-reviewed academic article related to a key educational debate that addresses one of the weekly themes listed in the course schedule. The position paper shall include 1) a properly formatted title page (page 1), 2) a **two-page double-spaced** overview of the key points of the article (pp. 2-4), and 3) a proper citation of the article (p. 4). 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 of the class.

The summary should meet the following requirements:

- 1) A cover page that includes: the title of the journal article, name, date, student ID, course, instructor
- 2) Written in 12-point Times New Roman or Arial font
- 3) No more than two pages **double-spaced**
- 4) At least one-inch right and left margins
- 5) APA reference of the article on a separate page

Not including the cover page, the summary should be double-spaced on two pages. The reference is listed on the third page following APA 7.

Learning Task 1 Assessment Rubric

Criteria	Exemplary	Acceptable	Unacceptable
Peer-reviewed Article 2 Marks	The article that has been chosen is peer-reviewed. The article is related to a key educational debate (K-12) that addresses one of the weekly themes of the course	You have chosen a peer-reviewed article that is not related to a key educational debate that addresses one of the weekly themes of the course.	Did not choose a peer-reviewed article (e.g., chose a professional magazine, journal that is not peer-reviewed, etc.).
Correct Citation of article 3 Marks	The reference is properly cited in APA 7 th 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.
Summary of the article 14 Marks	The summary identifies the key points of the article in a concise and coherent manner and is structured to aid the reader in understanding the key concepts (introduction, key points, conclusion).	The summary identifies some of the key points but may have missed the overarching aim of the article. The introduction or conclusion does not capture the essence of the article.	The summary is difficult to understand and does not accurately reflect the main points of the article. The introduction and/or conclusion is missing or lack coherence.
Organization and grammar 6 Marks	Organization is appropriate and contributes to a reader's understanding of the topic. Coherent and focused writing contributes to the overall quality of the paper. 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. Few grammatical errors that 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. Grammatical errors are common.

Learning Task 2: Small group poster presentation (35%) Due date: November 21st

Please post a digital copy of your Poster Presentation in PDF or PowerPoint form onto D2L

In groups of four, you are asked to create a poster related to one of the course topics for a showcase (35%). The poster is a stand-alone visual display comprised of a visual element, written text, and references to the literature cited. An exemplar template is available on D2L.

Criteria for Assessment of Learning Task 2

Criteria	Excellent (A+/A)	Acceptable (A-/B+)	Developing (B/B-)	Needs Improvement C+/ Lower
Explanation of Debate or Issue 7 Marks	Clearly and succinctly summarizes the key points of the debate that has been chosen.	Clearly summarizes the poster, although it is less succinct.	Summarizes the poster but misses some salient aspects or is overly wordy.	Misses significant aspects of the key topic or is unclear.

Connection to Research Literature (8-10 sources, of which 6-peer reviewed) 10 Marks	<p>Key concepts and/or theory are succinct and detailed. Implications of theory and research in relation to research question are well explained. Proper APA citations are made to the literature throughout the poster.</p>	<p>Some key concepts and/or theory are succinct and detailed. Implications of theory and research in relation to research question are explained. Proper APA citations are made to the literature throughout the poster.</p>	<p>Describes the chosen theory or key concepts but misses some salient aspects or is overly wordy.</p>	<p>Misses significant aspects of the theory or key concepts, misunderstands the theory, or is unclear.</p>
Organization 8 Marks	<p>The poster's organization clearly guides the reader through the information with sophistication. Varied sentence structure; scholarly style; easy to read; no errors information.</p>	<p>The poster's organization guides the reader through the information with limited sophistication. Varied sentence structure; scholarly style; few awkward passages; few errors.</p>	<p>The poster's organization is clear but simplistic. Some variety of sentence structure; informal tone; a few awkward passages; Some errors.</p>	<p>The poster is disorganized. Limited variety of sentences; informal style, awkward wording; Many errors significantly detract from clarity.</p>
Graphics, Creativity, & Neatness 5 Marks	<p>Poster is aesthetically pleasing and engaging, represents a high level of professionalism; utilizes graphics that support the content. Lists contributors' names on the front of the poster.</p>	<p>Poster is aesthetically pleasing and engaging, neat and carefully done; most graphics support the content.</p>	<p>Poster is neat and carefully done but not particularly engaging; some of the graphics support the content.</p>	<p>Poster lacks creativity and neatness and is not particularly engaging; few of the graphics support the content.</p>
Presentation and Response to Questions 5 Marks	<p>The speaker guides viewers efficiently and confidently through the key points in the poster while engaging them in a discussion of the work. The presentation is an authentic exchange of ideas and questions are answered in a clear and informative manner. The speaker uses a clear and confident voice. The digital display and associated supports are utilized to their full potential.</p>	<p>The speaker guides the viewer through the poster and provides them with an opportunity to ask questions along the way. The presentation involves a question-and-answer format that is useful but transactional. The presentation is done in an appropriate and clear manner. The speaker uses a clear voice and confident voice. The digital display is utilized well, and the supports may or may not be used.</p>	<p>The speaker recites key points to the viewer but does not engage with the viewer. Following the presentation, an opportunity for questions is provided, but answers to those questions may be somewhat superficial. The speaker may use a script and is unable to answer all questions clearly. The speaker's voice is not always clear and may not always be heard. The digital display is used but with limited function.</p>	<p>The speaker is unsure of the key points and is not able to guide the viewer through the presentation smoothly. Questions are not elicited and if asked, they are not answered clearly or correctly. The speaker appears unable to discuss the poster with ease and uses a script. There is a lack of engagement, and the speaker's voice is unable to be heard clearly. The digital display is not used.</p>

Learning Task 3: Position paper (40%) Due: December 6th

Building on the course discussions 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. Key questions will be distributed in class. 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 post your assignment in D2L in Microsoft Word.

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 citations of works referred to in the paper
- 5) Include a properly constructed reference list at the end

Criteria for Assessment of Learning Task 3

	Excellent	Acceptable	Needs work / In progress
Topic and Thesis 4 marks	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.
Research (6-10 sources, of which 4 are peer-reviewed) 9 marks	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.
Content 11 marks	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.
Organization 5 marks	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.

Writing 6 marks	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.
References 5 marks	All references are listed in APA 7 at the end of the paper. All in-text citations are cited consistently in APA 7.	Most references are listed in APA 7 at the end of the paper. Most in-text citations are cited consistently in APA 7.	Many references are not listed in APA 7 at the end of the paper. Many in-text citations are not cited consistently in APA 7.

Weekly Course Schedule and Reading List

Classes	Topic	Readings
September 5 th and 7 th	Introduction What is the purpose of education?	Biesta, G. (2015). What Is Education For?: On Good Education, Teacher Judgement, and Educational Professionalism. <i>European Journal of Education</i> , 50(1), 75–87. https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/pdfdirect/10.1111/ejed.12109
September 12 th and 14 th	How are the purposes of education and assumptions of what it means to be human connected?	Donald, D. (2020). <i>Homo economicus and forgetful curriculum: Remembering other ways to be a human being</i> (video). UAlberta Sustainability https://www.youtube.com/watch?v=VM1J3evcEyQ
September 19 th and 21 st	How should we teach?	Chapter 3: What are our main conceptions of education? Where did they originate? How do they inform our current practices? in: Gereluk, D., Mar C., Maxwell, B., & Norris, T. (2016). <i>Questioning the classroom: Perspectives on Canadian education</i> . Don Mills, ON: Oxford University Press. (Posted on D2L) Introduction to APA and how to find a peer-reviewed article.
September 26 th and 28 th	What should be taught in the curriculum? <i>Whose and what knowledge are of most worth?</i>	Peck, C., Wright-Maley, C., Scott, D., von Heyking, A. (2021, April 6). Opinion: Alberta's draft social studies curriculum will hinder students. <i>Edmonton Journal</i> . https://bit.ly/3KLqnEo <i>Available in LCR:</i> https://ezproxy.lib.ucalgary.ca/login?url=https%3A%2F%2Fwww.proquest.com%2Fblogs-podcasts-websites%2Fopinion-albertas-draft-social-studies-curriculum%2Fdocview%2F2509338821%2Fse-2%3Faccountid%3D9838 Kafai, Y. B., & Proctor, C. (2022). A Revaluation of Computational Thinking in K–12 Education: Moving Toward Computational Literacies. <i>Educational Researcher</i> , 51(2), 146–151. https://doi.org/10.3102/0013189X2111057904 Writing Workshop

October 3 rd and 5 th	Examining controversial issues in the classroom	<p>Hess, D. (2005). How do teachers' political views influence teaching about controversial issues? <i>Social Education</i>, 69, 47-48. https://go-gale-com.ezproxy.lib.ucalgary.ca/ps/i.do?p=PPCM&u=ucalgary&id=GALE%7CA128604238&v=2.1&it=r</p> <p>Sears, A. (2020). The brain's autocomplete feature oversimplifies complex issues and impedes tolerance. <i>The Conversation</i>. https://theconversation.com/the-brains-autocomplete-feature-oversimplifies-complex-issues-and-impedes-tolerance-130525</p> <p>LT1 due October 5th</p>
October 10 th and 12 th	Where should children learn?	<p>Sobel, D. (2004). Place-based education: Connecting classroom and community. <i>Nature and listening</i>, 4(1), 1-7. https://www.antioch.edu/wp-content/uploads/2017/02/pbexcerpt.pdf</p> <p>Place-Based Education: Interview with David Sobel: https://podcasts.apple.com/us/podcast/place-based-education-interview-with-david-sobel/id1502348525?i=1000517196587</p>
October 17 th and 19 th	How should student learning be evaluated?	<p>Taras, M. (2005). Assessment – Summative and formative – some theoretical foundations. <i>British Journal of Educational Studies</i>, 53(4), 466-478. https://www.tandfonline-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1111/j.1467-8527.2005.00307.x</p> <p>Leahy, S., Lyon, C. Thompson, S. & Williams, D. (2005). Classroom assessment: Minute by minute, day by day. <i>Educational Leadership</i>, 63(3), 19-24. https://pdo.ascd.org/LMSCourses/PD11OC101M/media/FA_M03_Readin_g_02_Classroom-Assessment.pdf</p>
October 24 th and 26 th	<p>To what extent should parents decide how their children are educated?</p> <p>Who should decide how students dress in schools?</p>	<p>Ryan, C. & Hermann-Wilmarth, J. (2019). Putting Read-Alouds to Work for LGBTQ-Inclusive, Critically Literate Classrooms. <i>Language Arts</i>, 96(5), 312–317. https://library-ncte-org.ezproxy.lib.ucalgary.ca/journals/la/issues/v96-5/30095</p> <p>Aukerman, M., Grovet, K., & Belfatti, M. (2019). Race, Ideology, and Cultural Representation in Raz-Kids. <i>Language Arts</i>, 96(5), 286–299. https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/26779070</p> <p>Gereluk, D. (2018). It's time to address the hidden agenda of school dress codes. <i>The Conversation</i>. https://theconversation.com/its-time-to-address-the-hidden-agenda-of-school-dress-codes-97600</p>
October 31 st and November 2 nd	How should educators respond to the Truth Reconciliation Commission's calls to action?	<p>Denis, V. S. (2011). Silencing Aboriginal Curricular Content and Perspectives Through Multiculturalism: "There Are Other Children Here." <i>The Review of Education/pedagogy/cultural Studies</i>, 33(4), 306–317. https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/10714413.2011.597638</p> <p>Elder Visit</p>

November 7 th and 9 th	Should School choice be fostered in public education?	<p>Hale, J. (2021, September 27). How civil rights activist Howard Fuller became a devout champion of school choice. <i>The Conversation</i>. https://theconversation.com/how-civil-rights-activist-howard-fuller-became-a-devout-champion-of-school-choice-165581</p> <p>Volante, L., Wyse, D., & Gutiérrez, G. (2021, Feb. 1). ‘School choice’ policies are associated with increased separation of students by social class. <i>The Conversation</i>. https://theconversation.com/school-choice-policies-are-associated-with-increased-separation-of-students-by-social-class-149902</p> <p>Writing Workshop</p>
TERM BREAK November 12 – November 19		
November 21 st and 23 rd	What is the role of teacher’s professional identity?	<p>Barrett, D, Casey, E, Visser, R., & Headley, K. (2012). How do teachers make judgments about ethical and unethical behaviours? Toward the development of a code of conduct for teachers. <i>Teaching and Teacher Education</i>, 28, 890-898. https://www.sciencedirect.com.ezproxy.lib.ucalgary.ca/science/article/pii/S0742051X12000662</p> <p>LT2 due November 21st / Poster Fair November 21st</p>
November 28 th and 30 th	What is the role of a teacher’s professional identity?	<p>Beltman, S., Glass, C., Dinham, J., Chalk, B., & Nguyen, B. (2015). Drawing identity: Beginning pre-service teachers’ professional identities. <i>Issues in Educational Research</i>, 25(3), 225–245. http://www.iier.org.au/iier25/beltman.pdf</p> <p>Alberta Education (2022). Code of Professional Conduct for Teachers and Teacher Leaders. Government of Alberta. https://open.alberta.ca/publications/code-of-professional-conduct-for-teachers-and-teacher-leaders</p> <p>Alberta Education (2023). Teaching Quality Standard. Government of Alberta. https://open.alberta.ca/publications/teaching-quality-standard</p>
December 5 th	Concluding thoughts and summation	<p>Final wrap-up and farewell</p> <p>Final paper due Wednesday, December 6th by midnight. Please submit the essay as a Word document onto D2L</p>

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.

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.

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>

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. Please note that group work promotes active learning and helps develop critical thinking, communication, and decision-making skills. These are important and necessary attributes in your roles as future educators. "Coming together is a beginning, staying together is progress, and working together is success" (Henry Ford).

GRADING

Grade	GPA Value	%	Description per U of C Calendar
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/. 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>

Student Food Security <https://www.ucalgary.ca/current-students/food-security>

Education Students Association (ESA) President is Claire Gillis, esa@ucalgary.ca.

Werklund SU Representative is Elsa Stokes, educrep@su.ucalgary.ca.