

EDUC 201: Introduction to Education Studies (Online)
Fall, 2020

| Section | Instructor | Time | Location | Email |
|----------------------------|------------------|---------------------|----------|---------------------------------|
| Course Coordinator: | | | | Course Coordinator Email |
| S01 | Dr. Dustin Louie | Zoom: 2:00-3:15 MST | Online | dwlouie@ucalgary.ca |

Teaching Assistant: Lauren Sele

Email: lauren.sele@ucalgary.ca

Teaching Assistant: Galicia Blackman

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Class Dates: September 8 – December 9, 2020

Zoom Sessions:

1. September 15
2. October 15
3. November 17
4. December 1

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) 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.

E-book for rent and download in BookShelf (VitalSource). App available in Android and Apple devices

<https://calgary-store.vitalsource.com/products/questioning-the-classroom-perspectives-on-dianne-gereluk-christopher-v9780199010042>

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

You may also order it on Amazon.ca

ADDITIONAL RESOURCES: WILL BE MADE AVAILABLE THROUGH THE COURSE'S D2L PAGE

LEARNING TASKS OVERVIEW

| LEARNING TASK | DESCRIPTION OF LEARNING TASK | GROUP / INDIVIDUAL | WEIGHT | DUE DATE |
|---------------|----------------------------------|--------------------|--------|--------------------------|
| Summary | Summary of Peer-Reviewed Article | Individual | 30% | October 6 th |
| D2L Posting | Posting on Weekly Topics | Individual | 20% | Ongoing |
| Final Paper | Position Paper | Individual | 50% | December 8 th |

WEEKLY COURSE SCHEDULE:

| Classes | Topic | Readings |
|---|---|---|
| September 8 th -13 th | Introduction What is the purpose of education? | Introduction Chapter: Gereluk, D., Martin, C., Maxwell, B., & Norris, T. (2016). <i>Introduction: What's the point?!</i> Don Mills, ON: Oxford University Press. Chapter 1: <i>What are the values or aims of education?</i> |

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| September 14 th – 20 th | How should we educate future citizens? | <p>Chapter 2: <i>Can we educate for Canadian identity?</i></p> <p>Sears, A. (2004). In search of good citizens: Citizenship education and social studies in Canada. In A. Sears & I. Wright (Eds.), <i>Challenges & prospects for Canadian social studies</i> (pp. 91-106). Vancouver: Pacific Education Press.</p> <p>Retrieved from http://www.learnalberta.ca/content/sspp/html/pdf/in_search_of_good_citizens.pdf</p> |
| September 21 st - 27 th | How should we teach? | <p>Chapter 3: <i>What are our main conceptions of education? Where did they originate? How do they inform our current practices?</i></p> <p>Introduction to APA and how to find a peer reviewed article.</p> |
| September 28 th - October 4 th | <p>What should be taught in the curriculum?</p> <p><i>Whose knowledge is of most worth?</i></p> | <p>Chapter 5: <i>What should be taught on the curriculum?</i></p> <p>Apple, M. (1990). Is there a curriculum voice to reclaim? <i>The Phi Delta Kappan</i>, 71(7), 526-530. Retrieved from https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/20404202</p> |
| October 5 th - 11 th | Examining controversial issues in the classroom | <p>Chapter 6: <i>Should teachers teach about controversial subjects?</i></p> <p>Hess, D. (2005). How do teachers' political views influence teaching about controversial issues? <i>Social Education</i>, 69, 47-48. Retrieved from https://link.gale.com/apps/doc/A128604238/AONE?u=ucalgary&sid=AONE&xid=dbd8872e</p> <p>Assignment one due Tuesday October 6rd</p> |
| October 12 th - 18 th | Where should children learn? | <p>Chapter 7: <i>Place- based education and the rural school ethic</i></p> |
| October 19 th – 25 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.</p> <p>Retrieved from http://dx.doi.org.ezproxy.lib.ucalgary.ca/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. Retrieved from http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=18772694&site=ehost-live</p> <p>http://www.ascd.org/publications/educational-leadership/nov05/vol63/num03/Classroom-Assessment@-Minute-by-Minute,-Day-by-Day.aspx</p> |

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| October 26 th – November 1 st | To what extent should parents decide how their children are educated? | <p>Chapter 10: <i>Should parents decide how children are educated?</i></p> <p>McLaughlin, T. (1984). Parental rights and the religious upbringing of children. <i>Journal of Philosophy of Education</i>, 17, 75-83. Retrieved from https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/epdf/10.1111/j.1467-9752.1984.tb00046.x</p> <p>Callan, E. (1985). McLaughlin on parental rights. <i>Journal of Philosophy of Education</i>, 19(1), 111-118. Retrieved from https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/epdf/10.1111/j.1467-9752.1985.tb00082.x</p> |
| November 2 nd - 7 th | Responding to the Truth and Reconciliation's Calls to Action | <p>Chapter 9: <i>Should cultural restoration be an aim of education? Justice, reconciliation, and Aboriginal education</i></p> <p>Louie, D., & Scott, D. (2016). Examining differing notions of a “real” education within Aboriginal communities. <i>Critical Education</i>, 7(3). Retrieved from https://ices.library.ubc.ca/index.php/criticaled/article/view/186095/185366</p> |
| Reading Break from November 8-14 | | |
| November 16 th – 22 nd | Should School choice be fostered in public education? | <p>Chapter 8: <i>Should school choice be fostered in public education?</i></p> |
| November 23 rd - 29 th | What is the role of teacher's professional identity? | <p>Chapter 11 and 12: <i>To what extent do teachers have professional autonomy? Conclusion: Teaching for the Canadian ethical environment</i></p> <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> |
| November 30 th - December 6 th | What does it mean to self-identify as a professional educator? And Conclusion | <p>Chong, S., Low, E.L., & Goh, K. (2011). Emerging professional teacher identity of pre-service teachers. <i>Australian Journal of Teacher Education</i>, 36(8), 50-64. Retrieved from http://files.eric.ed.gov/fulltext/EJ937005.pdf</p> <p>Alberta Teachers' Association (2004). <i>Code of professional conduct</i>. Edmonton: Alberta Teachers' Association. Retrieved from https://www.teachers.ab.ca/TheTeachingProfession/ProfessionalConduct/Pages/CodeofProfessionalConduct.aspx</p> |
| December 7 th – 8 th | Concluding thoughts and summation | <p>Final wrap up and farewell</p> <p>Final paper due Thursday December 8th by midnight. Please submit the essay as a word document onto D2L</p> |

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.

LEARNING TASK 1: A summary of a peer-reviewed journal article - DUE: October 6th, 2020

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

| Criteria | Excellent | Acceptable | Developing |
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| Peer reviewed article 2 Marks | 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.). |
| Correct citation of article 3 Marks | The reference is properly cited in APA 6 th edition. | There is one mistake found in the APA reference (e.g. missing comma, period, italics, etc.). *1 mark will be deducted per mistake. | There are two or more mistakes in the APA reference. |

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| Summary of the article 10 Marks | 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. |
| Organization and grammar 5 Marks | 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. |

LEARNING TASK 2: Postings on Weekly Topics in D2L – DUE: Ongoing

Each individual will (1) upload a weekly post to the appropriate section of D2L that discusses topics from the weekly readings in a scholarly manner. While you can reference your own experiences as they relate to these topics, really primarily on scholarly arguments that comment on or challenge the arguments presented. Try to think of both the theoretical (big picture) and the practical aspects of the arguments in the weekly papers. Posts should be **300-400** words for each submission. In addition, each student should (2) write one response to one colleague's post each week that should be **100-200** words.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

The criteria of this assignment will be based upon participation. If you complete one posting each week and one response to a colleagues post, you will receive full marks for this course assignment. I will read your postings each week and will reach out to students if (1) you are not posting (2) you are not posting responses, or (3) your posts are not showing enough effort. As long as you are posting every week and posting responses to the best of your ability, you will receive full grades for this assignment. **If you do not post for a week you will lose one fifth** of the potential grades for this assignment per week. The grades for this assignment are easy to get, just post every week, respond to a colleague's post, and give it your best effort.

LEARNING TASK 3: Position Paper - DUE: December 8th, 2020

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 created 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 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 6th 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

| | Excellent | Acceptable | Developing |
|------------------------------------|--|--|---|
| Topic and Thesis 5 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 10 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 10 marks | The essay presents thoughtful and persuasive | Reasons are provided in support of positions, but they sometimes fail to provide | The essay either fails to take a clear position on an issue or fails to support the position with thoughtful and |

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| | 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. | strong support for the argument. The paper engages to some degree with the course themes, but could be expressed more clearly. | 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 5 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 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. |

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

| 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>

Education Students Association (ESA) President for the 2019 – 2020 academic year is Jonah Secreti, jonah.secreti@ucalgary.ca, esa@ucalgary.ca.

Werklund SU Representative is Naomi Shaw, educrep@su.ucalgary.ca.