

**EDUC 201: Introduction to Education Studies**  
**Summer 2023**

Section	Instructor	Time	Location	Email
S01	Dr. Pam Farrell	9:00-11:50	EDC 179	pamela.farrell@ucalgary.ca

Class Dates: July 10-21, 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 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 class**, 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 in-person.

**REQUIRED RESOURCES:**

Gereluk, D., Martin, C., Maxwell, B., & Norris, T. (2016). *Questioning the classroom: Perspectives on Canadian education*. Don Mills, ON: Oxford University Press. *For rent or purchase at [BookShelf](#)*

You can order the textbook from the University of Calgary Bookstore <https://shop.ucalgary.ca/Item?item=9780199010035>  
You may also order it at Amazon.ca. The textbook is an essential component of the course, and you should **bring it to class every day**.

**LEARNING TASKS OVERVIEW**

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
LT1: Paper	Summary of peer-reviewed journal article	Individual	20%	July 14
LT2: Group Poster	Conference Poster Presentation	Group	40%	July 21
LT3: Final Paper	Position Paper	Individual	40%	August 4

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

**WEEKLY COURSE SCHEDULE:**

Week of	Topic	Required Readings
Day 1 Mon	Introduction  What is education?  Why should the young be educated?	<b>Introduction Chapter:</b> Gereluk, D., Martin, C., Maxwell, B., & Norris, T. (2016). <i>Introduction: What's the point?!</i> Don Mills, ON: Oxford University Press.  <b>Chapter 1:</b> What are the values or aims of education?  <i>In preparation for Tuesday's workshop, please watch the following video prior to coming to class: <a href="https://www.youtube.com/watch?v=w_lqlO3ZjYo">https://www.youtube.com/watch?v=w_lqlO3ZjYo</a></i>
Day 2 Tues	How should we teach?	<b>Chapter 3:</b> What are our main conceptions of education? Where did they originate? How do they inform our current practices?  Workshop: Introduction to APA and how to find a peer-reviewed journal article. Please have an article identified before coming to class on Wednesday.  <i>In preparation for Wednesday's writing workshop, please watch the following video prior to coming to class: <a href="https://www.youtube.com/watch?v=AKV9hkYJ7-8">https://www.youtube.com/watch?v=AKV9hkYJ7-8</a></i>
Day 3 Wed	What should be taught in the curriculum?	<b>Chapter 5:</b> What should be taught in the curriculum?  LT1 writing workshop.  <i>For Thursday's class, be prepared to share with a classmate your introduction, as well as the topic sentences for each of your body paragraphs.</i>
Day 4 Thu	Examining controversial issues in the classroom	<b>Chapter 6:</b> Should teachers teach about controversial subjects?  LT1 writing workshop continued.
Day 5 Friday	Where should children learn?	<b>Chapter 7:</b> Place-based education and the rural school ethic  <b>LT1 due at beginning of class</b>  Outside activity: please bring appropriate shoes and clothing.

Day 6 Mon	How should student learning be evaluated?	Taras, M. (2005). Assessment – Summative and formative – some theoretical foundations. <i>British Journal of Educational Studies</i> , 53(4), 466-478. <a href="https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1111/j.1467-8527.2005.00307.x">https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1111/j.1467-8527.2005.00307.x</a>
Day 7 Tue	Responding to the Truth and Reconciliation's Calls to Action	<b>Chapter 9:</b> Should cultural restoration be an aim of education? Justice, reconciliation, and Aboriginal education  Louie, D., & Scott, D. (2016). Examining differing notions of a “real” education within Aboriginal communities. <i>Critical Education</i> , 7(3). <a href="https://ices.library.ubc.ca/index.php/criticaled/article/view/186095">https://ices.library.ubc.ca/index.php/criticaled/article/view/186095</a>
Day 8 Wed	Should school choice be fostered in public education?	<b>Chapter 8:</b> Should school choice be fostered in public education?  <i>Writing workshop: Dates and format of workshops will be given in class.</i>
Day 9 Thu	What is the role of a teacher's professional identity?	<b>Chapter 11:</b> <i>To what extent do teachers have professional autonomy?</i>  Alberta Education (2022). Code of Professional Conduct for Teachers and Teacher Leaders. Government of Alberta. <a href="https://open.alberta.ca/dataset/9aae1037-3259-4bc6-a216-808238bcb913/resource/32eac3a3-b479-41b5-a59e-faadf8a22d62/download/educ-code-of-professional-conduct-for-teachers-and-teacher-leaders.pdf">https://open.alberta.ca/dataset/9aae1037-3259-4bc6-a216-808238bcb913/resource/32eac3a3-b479-41b5-a59e-faadf8a22d62/download/educ-code-of-professional-conduct-for-teachers-and-teacher-leaders.pdf</a>  Alberta Education (2023). Teaching Quality Standard. Government of Alberta. <a href="https://open.alberta.ca/dataset/14d92858-fec0-449b-a9ad-52c05000b4de/resource/09cd735a-3a02-4f1f-8e23-51a11e6dfb06/download/educ-teaching-quality-standard-2023.pdf">https://open.alberta.ca/dataset/14d92858-fec0-449b-a9ad-52c05000b4de/resource/09cd735a-3a02-4f1f-8e23-51a11e6dfb06/download/educ-teaching-quality-standard-2023.pdf</a>
Day 10 Fri	Final synthesis  Concluding thoughts and summation	<b>Assignment 2: Digital Poster Showcase</b> (July 21, 2023)  Please post a digital copy of your group's Poster Presentation in PDF or PowerPoint form onto D2L  Final wrap-up and farewell

**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 during the day they are due.** Please note emailed assignments will not be accepted unless prior arrangements have been made. **All learning tasks must be completed to receive a passing grade in this course.**

### LEARNING TASK 1: Summary of peer-reviewed journal article – Due: July 14, 2023 (20%)

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 hard 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.

The summary should meet the following requirements:

- 1) A cover page that includes: title of journal article, name, date, student ID
- 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 at the conclusion of the summary.

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 stapled copy of the summary and the full hard copy of the accompanying journal article (the article does not need to be a clean copy, and may have notes or highlights on it).**

### Learning Task 1 Assessment Rubric

Criteria	Excellent	Acceptable	Developing
<b>Peer-reviewed article</b>  <b>2 Marks</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.).
<b>Correct citation of article</b>  <b>3 Marks</b>	The reference is properly cited in APA 7 <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.
<b>Summary of the article</b>  <b>10 Marks</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.

<b>Organization and grammar</b>  <b>5 Marks</b>	The 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. Largely free of grammatical errors and adheres to the 2-page limit.	The organization is moderately appropriate and generally contributes to a reader's understanding of the topic. The summary is coherent and focused.  Grammatical errors are somewhat common but do not detract from the overall argument.	The 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 and detract from the overall argument.
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## LEARNING TASK 2: Conference Poster Presentation - DUE: July 21, 2023 (40%)

Please have one member of the group post a digital copy of your Poster Presentation in PDF or PowerPoint form onto D2L

In groups of 3-4 individuals, you are asked to create a poster related to one of the course topics for a public showcase (40%). The poster is a stand-alone digital display comprised of a visual element, written text, and references to the literature cited.

The poster presentation will occur in EDC 179, you are asked to create a one-slide digital presentation using PowerPoint. Instructions on how to do this will be distributed in class.

### Criteria for Assessment of Learning Task 2

Criteria	Excellent (A+/A)	Acceptable (A-/B+)	Developing (B/B-)	Needs Improvement C+/ Lower
<b>Explanation of Debate or Issue</b>	Clearly and succinctly summarizes the key points of the debate that has been chosen.	Clearly summarizes the poster, although 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.
<b>Connection to Research Literature</b>	Describes the chosen theory in succinct detail.	Describes the chosen theory but is less succinct or sophisticated in understanding.	Describes the chosen theory but misses some salient aspects or is overly wordy.	Misses significant aspects of the theory, misunderstands the theory, or is unclear.
<b>Organization</b>	The poster's organization clearly guides the reader through the information with sophistication. Varied sentence structure; scholarly style; easy to read; no errors information.	The poster's organization guides the reader through the information with limited sophistication. Varied sentence structure; scholarly style; few awkward passages; few errors.	The poster's organization is clear but simplistic, Some variety of sentence structure; informal tone; a few awkward passages; Some errors.	The poster is disorganized  Limited variety of sentences; informal style, awkward wording; Many errors significantly detract from clarity.

<b>Graphics, Creativity, &amp; Neatness</b>	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.	Poster is aesthetically pleasing and engaging; neat and carefully done; most graphics support the content.	Poster is neat and carefully done but not particularly engaging; some of the graphics support the content.	Poster lacks creativity and neatness and is not particularly engaging; few of the graphics support the content.
<b>Presentation and Response to Questions</b>	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.	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.	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.	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.

### **LEARNING TASK 3: Position Paper - DUE: August 4, 2023 (40%)**

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 post your assignment in D2L using Dropbox.

Your paper should meet the following requirements:

- 12-point Times New Roman or Arial font
- Double spaced
- At least one-inch margins on the left and right side
- Include accurate APA 7<sup>th</sup> edition citations of works referred to in the paper
- Include a properly constructed reference list at the end.

**CRITERIA FOR ASSESSMENT OF LEARNING TASK 3**

	<b>Excellent (A+/A-)</b>	<b>Acceptable (B+/B-)</b>	<b>Developing (C+ and lower)</b>
<b>Topic and Thesis</b>	The paper 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.
<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.
<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.
<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.
<b>Writing</b>	Writing is clear, concise, appropriate, and largely free of grammatical errors and includes accurate APA citations.	Writing is somewhat clear, concise, and appropriate. Grammatical errors are somewhat common but do not detract from the overall argument. Minor APA errors.	Writing is unclear and is not concise or appropriate. Grammatical errors are common and detract from the overall argument. APA is not used accurately.
<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.

**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/](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>

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

**Education Students Association (ESA)** President is Claire Gillis, [esa@ucalgary.ca](mailto:esa@ucalgary.ca).

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